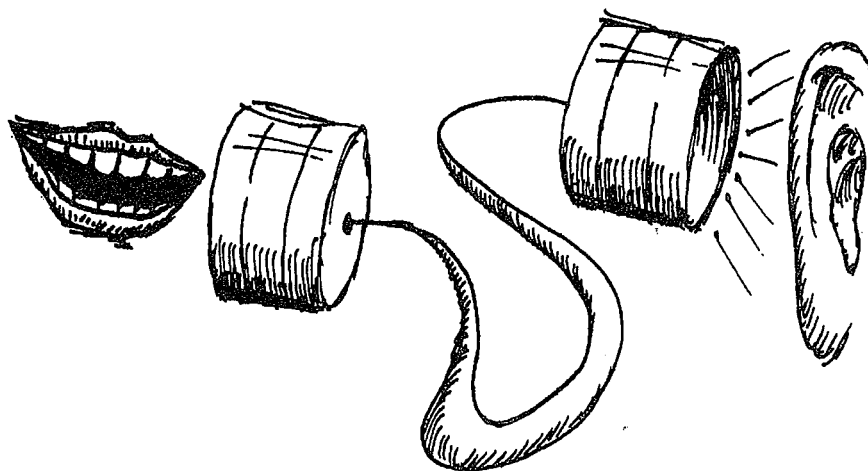


Chapter 7

Coordinate Communication





7A Conduct Meetings Regularly

Meetings are an expression of the principal's professional leadership. The principal conducts meetings throughout the school year to

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A good meeting stems from a good agenda.

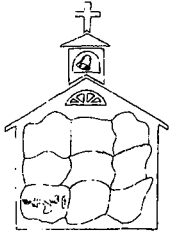
facilitate communication, enable the staff to grow professionally, and build the quality of the school.

The principal will conduct meetings such as these:

- ☛ Meetings with the **faculty**:
 - ☞ Regular faculty meetings to discuss current school concerns
 - ☞ Morning devotions/meetings to worship and discuss daily items of importance
 - ☞ In-service meetings to study professional growth topics and other topics for the upcoming school year
 - ☞ Bible studies to meditate on God's Word together
 - ☞ Curriculum studies to consider the rationale and objectives of a curricular area
- ☛ Meetings with **individual teachers** to discuss all aspects of their ministry
- ☛ Meetings with the **pastor** to discuss problems and concerns
- ☛ Meetings with the **support staff** to evaluate and review the operation of support programs
- ☛ Meetings with the **Board of Education** to coordinate and govern all aspects of Christian education as outlined in the church constitution

A good meeting stems from a good agenda. Effective agendas meet the following criteria:

- Are sent out in advance
- Have a beginning and ending time
- State topics clearly
- Include input from the faculty



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The principal will schedule all but the informal meetings prior to each school year and then remind the faculty and staff about upcoming meetings with memos. The regularity and length of these meetings will vary with each faculty and congregation. A faculty secretary should keep minutes or notes at most meetings and communicate these to faculty members when appropriate.

MEETING AGENDA: 6F

7B Coordinate School and Church Activities

The LES principal arranges many different school and church activities. Although he does not personally conduct all the activities, his office may arrange the scheduling so that conflicts do not arise and so that all activities are accomplished in harmony with the overall work of the congregation. This is especially true when school space, students, faculty, or staff are involved.

The principal may coordinate the following activities:

- Singing schedule for church services
- Vacation Bible School
- Youth group
- Sunday School
- Bible classes
- Special services (Easter, Good Friday, Christmas, Ascension, etc.)
- Lutheran Pioneers and Girl Pioneers
- Gym use
- Church picnic

**The LES
principal must
communicate
effectively to
the voters.**

7C Report to the Voters

As the LES principal carries out his calling to the congregation, he must communicate effectively to the voters. He is a voting member of



the congregation. He communicates formally with the voters at congregational meetings, through church newsletters, and at times in the church bulletin. His information provides positive public support for the school, staff, students, and Board of Education. Effective communication to the voters includes the following:

- Enrollment
- Faculty size and growth
- Faculty professional growth
- Faculty summer activities
- Educational trends and issues
- Curriculum changes
- New school policies
- Legislation affecting school and staff
- Equipment and building needs
- Commission on Parish Schools information
- Promotion of Christian education in the congregation
- Student activities (musicals, athletics, academic competitions, etc.)

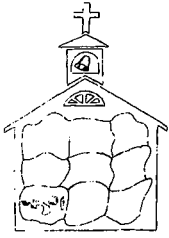
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7D Report to the Church Council

As the LES principal carries out his calling to the congregation, he must communicate effectively to the Church Council. Each congregation's constitution dictates whether the principal will attend

The LES principal must communicate effectively to the Church Council.

or deliver a report at the Church Council meetings. If given the opportunity, the principal may deliver a written report with precise information or specific recommendations to the Church Council. If he is not required to attend the meeting, he must communicate his report to the Board of Education, who will then bring it to the council if they deem it appropriate. Regular communication with the congregation president and church treasurer alleviates many concerns that may arise.



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7E Report to the Board of Education

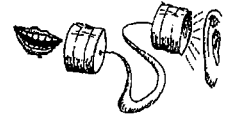
As the LES principal carries out his calling to the congregation, he must communicate effectively to the Board of Education. This is his most direct and vital link of communication. The principal is called to carry out the policies of the Board of Education. Working together and communicating openly develops a cohesiveness between the principal and board that enables smooth operation of the school.

The principal's report at the Board of Education meeting varies from congregation to congregation. He may be responsible for preparing the entire agenda or just a principal's report with detailed information and specific recommendations.

The comprehensive agenda or report explains how the school's mission is being fulfilled and also includes the following:

- Financial reports
- Major purchase requests
- Budget planning
- Policy changes
- Staffing
- Professional growth of staff
- Student activities
- Promotional programs
- Disciplinary matters
- Educational trends and issues
- Enrollment
- Government legislation
- Commission on Parish Schools (CPS) News and Notes
- Building and grounds concerns
- Handbook revisions
- Curriculum updates
- Team Ministry promotion and reporting

**The LES
principal must
communicate
effectively to
the Board of
Education.**



Whether the principal prepares the agenda or a written report, he will discuss the items with his pastor and the Board of Education chairman prior to the regular meeting. He may also send out agendas to the board members prior to the meeting. (*Sample 1: Board of Education agenda*)

BOARD OF EDUCATION: CHAPTER 6

7F Represent Faculty

The principal's staff is his team, and they need him as their leader. He guides, directs, and supports them. He may accompany them at parent

The staff must have confidence that the principal will represent them fairly.

meetings, student disciplinary meetings, and Multi-disciplinary team (M-team) meetings. He also represents them in many situations, including voters' meetings, budget meetings, Church Council meetings, and Board of Education meetings.

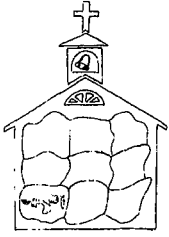
The staff must have confidence that the principal will represent them fairly. They must know that their ministry's joys and concerns are also his joys and concerns. The principal gains that confidence as he formally and informally meets with them and discusses their ministry.

REPRESENT FACULTY: 5J, 6M

7G Develop the School Calendar

The school calendar communicates important information to faculty, parents, and congregation members. Early development of the calendar gives them early access to the following important information:

- ⊕ Starting and closing dates
- ⊕ Holidays and vacations
- ⊕ Teacher conferences
- ⊕ Report card periods
- ⊕ Parent-teacher consultations



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- ⊙ In-service or professional days
- ⊙ School activities that involve all school families

The principal uses several agencies' input to develop the calendar:

- ☞ **The state government:** Schedule the number of school days or total instructional hours required by law.
- ☞ **The local public school district:** Coordinate early release dates, busing schedules, and school vacations with those of the public school for the convenience of congregational members who have children in the LES and the public high school.
- ☞ **The area Lutheran high school:** Coordinate the calendar with that of the ALHS for the convenience of families who have children in the LES and ALHS.

Note: The principal may find it difficult to work with both the public high school and the area Lutheran high school calendars, yet families will appreciate his efforts to work with both.

The principal will seek approval for the calendar from his faculty and Board of Education, and also, if required by his church constitution, from his Church Council and congregation voters. (*Sample 2: School Calendar*)

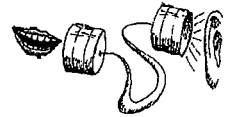
CALENDAR: 4F

7H Conduct Home Visits

Home visits during the summer help set the tone for the upcoming school year. This communication between called workers and parents enhances home-school cooperation. Parents gain confidence in the teachers' care for their children and their children's education, and the called workers gain support from parents for their ministry. Some suggestions:

- ☺ Plan the agenda for these visits in advance. Agendas may vary from year to year and may include spiritual, curricular, policy-oriented, or child-centered concerns.

Home visits during the summer help set the tone for the upcoming school year.



- ☺ Schedule the visits by phone or announce them through the church bulletin or newsletter.
- ☺ Keep the visits short—about fifteen or twenty minutes.
- ☺ Urge teachers to see the visits not as burdens but as opportunities to share their joy in Christian education and to learn about the parents, child, and home.
- ☺ Visit all new families personally. The principal may use home visits as a mission arm of the church to encourage non-school families to enroll in the LES and to seek church membership.
- ☺ Ask the Lord to bless this work as part of the total ministry of the church.

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HOME VISITS: 4C, 8D

71 Communicate Regularly with Staff

Regular communication demonstrates quality leadership. The principal will take—and make—opportunities to speak with the staff both formally and informally. A proactive approach to communication with staff alleviates or defuses many potential problems.

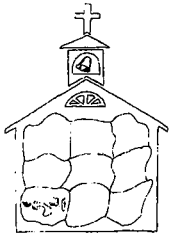
Whether in a formal or informal meeting, the principal will not dominate the conversation. He may guide the conversation with leading questions, but then he will allow staff members to speak their minds, and he will listen carefully.

Not every meeting need be documented. But certain meetings regarding major concerns should be dated and documented. A clear agenda and an attitude of Christian love are top priorities when meeting with staff members over major items of concern. The total team ministry picture is always the focus of these meetings.

The following are the staff members the principal speaks with frequently:

- ☞ **Pastor:** The principal and pastor each have responsibilities in ministry, yet the principal who leads the school will consult with the pastor who leads the entire congregation. Areas to discuss with the pastor include the following:

Principal's Resourcebook



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- ☛ School curriculum
- ☛ Enrollment of new children
- ☛ Major staff needs and concerns
- ☛ Conflicts with parents and staff
- ☛ Changes that would affect the entire congregation
- ☛ Agenda and principal's report for board and council meetings
- ☛ School families' worship life
- ☛ School families' problems

COMMUNICATING WITH PASTOR: 5F, 5G, 6L

☛ **Teachers:** Teachers look to their principal for guidance and react to his verbal and nonverbal communication with them. The principal will speak formally and informally to the staff about these topics:

- ☛ Spiritual matters
- ☛ Curriculum
- ☛ Aspects of Team Ministry
- ☛ Staff unity
- ☛ Family concerns
- ☛ Professional growth
- ☛ Faculty duties

☛ **Janitors:** The janitors usually answer to the congregation's building and grounds committee, yet the principal supports them in their important role and communicates to them about school cleaning and maintenance concerns. Regular discussion with the janitors foster healthy principal-janitor relationships.

☛ **Secretary or Office Manager:** This person is invaluable to the LES principal. He will communicate with the secretary every day about schedules and duties. He will also impress on the secretary the importance of keeping certain school office discussions private. (*Sample 3,4: Secretary and Office Manager Job Descriptions*)



- ☞ **Cooks:** The principal will regularly communicate with the head cook of the hot lunch program. The cooks take great interest in their work, and they love to hear from the principal about their meals.
- ☞ **Librarians, lay coaches, substitute teachers, and other school volunteers.**

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WORKING WITH SUPPORT STAFF: 4K

7J Report Student Progress

The principal encourages his faculty to use different avenues to report student progress—spiritual, academic, physical, social, and emotional—to parents throughout the year. The principal will

Report not only the negative but also the positive progress of their students.

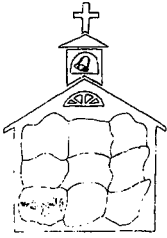
encourage teachers to report not only the negative but also the positive progress of their students. He will also make sure that certain progress reports, information, and meetings with parents are accurately summarized, documented, and kept on file for future reference.

Regular reports throughout the year include the following:

- Quarterly report cards
- Mid-quarter reports
- Parent-teacher conferences
- Standardized achievement test scores
- Student portfolios

When an immediate concern occurs, teachers may take the following steps:

- ⇒ Send a memo home
- ⇒ Make a telephone call
- ⇒ Visit the home
- ⇒ Meet with the parents at school



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The principal will report student progress also to the Board of Education. He will inform them of the general progress of the student body and will notify them of discipline concerns before the case becomes a major issue.

In all cases of student reporting, confidentiality is paramount.

(Samples 5-10: Report Cards, Parent-Teacher Consultation Notes, Incomplete Assignment Reports, and Discipline Reports)

REPORT TO PARENTS: 8K

7K Orient New Prospects

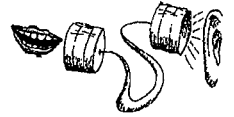
Throughout the school year and especially during the summer months, prospective families will contact the Lutheran elementary school. The principal can then

- ☺ Pass along information to the interested family, including the school handbook, informational folders or brochures, and a personalized cover letter.
- ☺ Invite the family to view the school and church.
- ☺ Find out the religious affiliation of the family and explain how the school meets the spiritual needs of children with the law and gospel of God's holy Word. Explain that adult information classes may be necessary for membership.

**Explain that
adult information
classes may be
necessary for
membership.**

If a family enrolls their children and, according to the enrollment policy, the school accepts them, the principal can

- ☺ Encourage the parent-teacher association to send a letter of welcome and an invitation to upcoming meetings.
- ☺ Assign the new family to an established family to welcome them and orient them to their new school and church and the many activities associated with them.



- ☺ Communicate with the new family a few weeks into the school year to see how they are adjusting to their new Lutheran elementary school.

It's exciting to have new families join the school and church. It's even more rewarding to serve their spiritual needs with the Word of God through the church and its ministry of Christian education.

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PROSPECTS: 8D

7L Publish and Update Necessary Handbooks

The principal will help oversee the publication and reviewing of various handbooks:

Faculty Handbook:

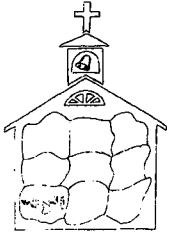
- Reflects Board of Education policy as well as administrative policy and procedure
- Helps orient new teachers
- Helps acclimate a new principal to his situation
- Is reviewed and updated during post-service or in-service

Pupil-Parent Handbook:

- Is produced by the principal in conjunction with the faculty
- Expresses the purpose of the school
- Provides general information, rules, and procedures
- Includes the current school year calendar
- Lists the pastor, faculty members, school secretary, Board of Education members, bus drivers, and custodians, with appropriate phone numbers if desired

Board of Education Handbook:

- Includes a copy of current budgets the Board of Education controls



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- Enumerates guidelines and procedures for carrying out board responsibilities
- Records policy-setting resolutions
- Lists reports of various studies the board has conducted
- Serves as a good orientation tool both for the new board member and the new principal

Transportation Handbook:

- Records the constitutional provision for the transportation committee
- Describes the committee's authority
- Explains how the committee fits into the congregational chain of command
- Lists the policies that govern the running of the transport system
- Includes the committee make-up and organization
- Names the pick-up area
- Lists the policies for hiring and releasing drivers, authorizing repairs, and setting fares
- Explains the congregational subsidy

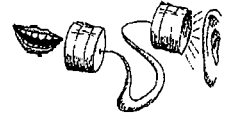
Note: Many Lutheran elementary schools fall under the busing authority of the public school system and are therefore governed by its regulations.

School Secretary's Handbook:

- Includes written guidelines for the supervision of the secretary
- Lists job qualifications
- Names duties, work hours, and vacation time

Coaches' and Athletic Handbook:

- Discusses coaching eligibility
- Explains the order of authority
- Lists practice information



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- ☑ Explains supervision responsibilities
- ☑ Describes equipment storage procedures
- ☑ Lists policies for uniforms
- ☑ Discusses pep rallies
- ☑ Lists guidelines for summer camps
- ☑ Lists guidelines for coaches' clinics
- ☑ Lists guidelines for game conduct
- ☑ Lists guidelines for student conduct at athletic events

HANDBOOKS: 4M

7M Interact with Area Principals

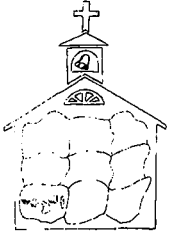
Communication with area principals is a benefit that should not be underestimated. The principal's fellow brothers in Christ, who share

The principal's fellow brothers in Christ can uplift him spiritually, emotionally, and professionally.

the same positive and negative experiences and feelings, can uplift the principal spiritually, emotionally, and professionally.

The principal may take advantage of the following meetings, conferences, and opportunities to communicate:

- ☞ Teacher conferences and administrative sectionals
- ☞ District principal meetings
- ☞ Smaller area principal meetings
- ☞ Administrative meetings with the public school district
- ☞ Biannual Commission on Parish Schools leadership conferences
- ☞ Telephone calls and e-mail messages



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7N Report at Parent-Teacher Meeting

The parent/teacher association usually allows the principal to give a spoken report to parents. This meeting gives the principal another avenue to promote the mission and activities of the school.

The principal may follow these guidelines:

- ☺ Include information that is to the point
- ☺ Avoid controversial topics
- ☺ Give parents the opportunity to ask questions
- ☺ Ask to meet privately with parents who ask inappropriate or controversial questions

7O Share Good News



Sharing the positive is at times harder than conveying the negative. The LES principal who relates good news about the ministry of Christian education is sure to uplift others. He can share good news messages with fellow principals and teachers, parents, students, congregation members, alumni, pastors, the *Northwestern Lutheran*, and the local media.

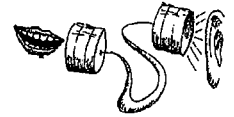


7P Communicate with the Commission on Parish Schools

The WELS Commission on Parish Schools is the principal's most direct link to all Lutheran elementary schools throughout the United States. The CPS supports him and informs him of the following information:

- State and federal educational laws
- Educational trends and issues
- Promotional materials for Christian education
- Call lists for teacher positions





- Standardized achievement test information and material
- Self-study guidelines for LES and Early Childhood Education

A representative of the CPS will also speak with individual principals or at principals' conferences. The CPS continually promotes and sponsors workshops, seminars, and conferences to assist the principal in the areas of technology, administration, Board of Education, early childhood education, and special education.

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The principal communicates directly with the CPS throughout the school year using the following forms:

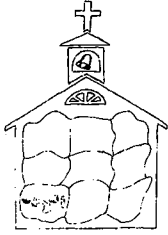
- School information data
- Teacher biographical information
- Teacher assessment
- Principal assessment

Timely completion of these forms is imperative to the CPS and its office.

7Q Communicate with the Parish Schools Coordinator

The Parish Schools Coordinator (PSC) serves as a liaison between the district and the Commission on Parish Schools (CPS). He works with a district committee to promote, improve, and support Lutheran elementary schools within the district. He helps carry out CPS directives in the district and presents the district's perceptions and needs to the CPS. The principal and the PSC communicate in the following areas:

- **Team Ministry Process (TMP):** The PSC contact man assigns a school counselor to each school to assist in the development and use of the TMP. The principal communicates questions and needs regarding the school counselor to the PSC contact man.
- **Early Childhood Education (ECE):** The PSC helps provide educational advancement opportunities for early childhood teachers, recommends personnel and materials for ECE programs, and helps network ECE efforts in the district.



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- **Principal to PSC:** The principal advises the PSC on special events in the school and the addition of new teachers in the district. He also consults the PSC when his school has specific needs that the PSC or the CPS can fill.
- **PSC to Principal:** The PSC communicates with the principal through the district newsletter and through reports at district teachers' conferences and area principals' conferences. He is also available for consultation.

7R Communicate with the School Counselor

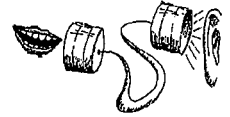
The school counselor is a fellow WELS principal assigned to the school through the district Team Ministry Process (TMP) contact man. The principal works closely with the school counselor in various ways. The district TMP contact man sets the initial assistance level. When the TMP is in place, the communication procedure is as follows:

- ☎ Principal to school counselor
- ☎ School counselor to TMP contact man
- ☎ TMP contact man to Commission on Parish Schools staff

7S Promote the WELS

The LES principal does much to promote the WELS among called workers, the congregation, and the community. He can do the following:

- ☞ Support the WELS educational system: preparatory schools, college, and seminary.
- ☞ Support the synod's home and world mission efforts.
- ☞ Let his light shine in his community.
- ☞ Stand firm on our doctrinal position. "By grace alone, through faith alone, and by Scripture alone" is an unending premise that unites us all in the WELS and promotes what we truly stand for.



7T Promote the Area Lutheran High School

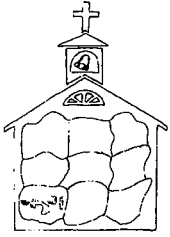
The area Lutheran high school (ALHS) is an extension of the Lutheran elementary school. The principal can promote PreK-12 education in many ways:

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- ☞ Promote the ALHS in cradle roll materials
- ☞ Emphasize the PreK-12 educational system at the kindergarten round-up or registration
- ☞ Attend and encourage the staff to attend ALHS-sponsored events
- ☞ Use the PreK-12 curriculum materials
- ☞ Include an ALHS general board member on the LES Board of Education
- ☞ Promote the ALHS at the PTA meetings
- ☞ Dedicate a school bulletin board solely to the ALHS

PROMOTE WELS SECONDARY EDUCATION: 1T

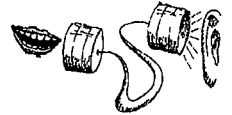
.....
: **Promote PreK-12** :
: **education.** :
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7U Pieces to Remember

- ✍ Meetings are an expression of the principal's professional leadership.
- ✍ As the principal carries out his calling to the congregation, he must communicate effectively to the voters and to the Board of Education.
- ✍ Whether the principal prepares the agenda or a written report for a Board of Education meeting, he should discuss the items with his pastor and the Board of Education chairman.
- ✍ The school calendar communicates important information to faculty, parents, and congregation members.
- ✍ Home visits help set the tone for the upcoming school year.
- ✍ The principal encourages his faculty to use different avenues to report student progress.
- ✍ The principal will help oversee the publication and reviewing of various handbooks.
- ✍ The principal will communicate with area principals.
- ✍ The principal who relates good news about the ministry of Christian education is sure to uplift others.
- ✍ The area Lutheran high school is an extension of the Lutheran elementary school.



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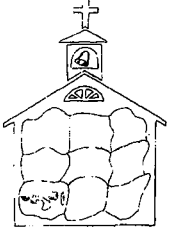
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Principal's Resourcebook



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Sample 1: Board of Education Agenda

IMMANUEL LUTHERAN SCHOOL
BOARD OF EDUCATION
SEPTEMBER 2, 1997

OPENING DEVOTION

SECRETARY'S MINUTES

TREASURER'S REPORT

1. OUTSTANDING EDUCATIONAL SUPPLY FEE
A. OLD B. NEW 2. GENERAL FUND 3. OTHER

OLD BUSINESS

1. BUILDING COMMITTEE UPDATE
2. ENROLLMENT
3. TRINITY & ST. PAUL TUITION AMOUNT
4. HOT LUNCH
5. COPIER
6. OTHER

NEW BUSINESS

1. BAND
2. SOCCER FIELD & PLAYGROUND
3. SCHOOL COUNSELOR PROGRAM
4. PARISH SCHOOLS UPDATE
5. LIVING ARTS PROGRAM GR. 1-6
6. CAMP PHILLIP
7. PAINTING OLD SCHOOL HALLWAYS AND DOORS
8. PRINCIPAL'S OFFICE
9. OTHER

NEXT MEETING OCTOBER 7, 1997

Sample 2: School Calendar

1998-1999

Immanuel Lutheran School Calendar

August 1998

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

September 1998

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27	28	29	30			

October 1998

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November 1998

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29	30					

December 1998

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27	28	29	30	31		

January 1999

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

11	Faculty Inservice
12	Faculty Inservice School Registration, 2-7pm
13	FVL Federation - Curriculum Meeting
24	School Begins

September

7	No School - Labor Day
14	Christian Education Society, 7:00 p.m.

October

18	Mission Fair
23	End of 1st Quarter - 44 Days
29	No School - WI State Teachers' Conference
30	No School - WI State Teachers' Conference

November

2	Christian Education Society, 7:00pm
6	No School - Parent-Teacher Conferences
26	No School - Thanksgiving Vacation
27	No School - Thanksgiving Vacation

December

23	Christmas Eve Practice, 6-7:15 p.m. - Jan. 3 Christmas Vacation
----	--

January

4	Classes Resume
14	End of 2nd Quarter - 46 Days
15	No School - Faculty Inservice

February

8	Christian Education Society, 7:00 p.m.
11	No School - Teachers' Conference
12	No School - Teachers' Conference
19	No School - Tournament Day

March

12	No School - Faculty Inservice
19	End of 3rd Quarter - 41 Days

April

5 - 9	Easter Vacation
12	Christian Education Society, 7:00 p.m.

May

2	Confirmation
7	Family Night
26	Graduation & School Closing Service
27	End of 4th Quarter - 43 Days
28	Faculty Postservice

1st Quarter	44 Days
2nd Quarter	46 Days
3rd Quarter	41 Days
4th Quarter	43 Days
Total	174 Days

February 1999

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 1999

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 1999

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 1999

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 1999

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 1999

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sample 3: Secretary Job Description

September 15, 1994

SCHOOL SECRETARY DUTIES

The main objective is to communicate with all parents, children, principal, faculty members, lay workers, pastors, CEA members, members of Bd. of Christian Education, Sunday School teachers, Sunday School Superintendent, church secretary, and various numbers of the community to keep our school operating smoothly & efficiently.

The following are a number of the duties performed during the year, but this certainly is not a complete list.

A. SCHOOL

1. Correspondence - all written correspondence from principal - make telephone calls for him and others.
2. Receptionist - answer phone - deliver messages.
3. Do all school bookkeeping.
4. Write checks/pay bills. Record all financial transactions in Quicken.
5. Do end-of-the-month report for Board of Christian Education. Give copy of all reports to church treasurer.
6. Pre-registration materials & papers for teachers' home visits.
7. School Supply List
8. School calendar
9. Registration forms in duplicate
10. Materials for first day of school including a worship bulletin
11. Order all school supplies: Quill, Universal Paper, St. Paul Books, etc.
12. Order & unpack all books for classroom teachers. Pack & return those unwanted.
13. Put all registration information on Lotus 123 & run off various reports.
14. Keep track of absences - notify kitchen of hot lunch count.
15. Keep School Bulletin Board in hallway current.
16. Newsletters/weekly
17. Faculty agendas
18. School schedules
19. Hot lunch memo calendars & helpers calendars
20. Singing schedules for each class for the year
21. Keep up-to-date on all student immunizations.
22. Send required reports to the state regarding compliance with immunization laws.
23. Report to Appleton School District all new students entering the school, their immunizations & other pertinent information. Also notify them if anyone withdraws from school, has change of telephone, address, etc.
24. Fill out private school report & various other reports such as Synod, etc. at beginning of school.
25. Make up class lists for all teachers.
26. School Directory/for all families.
27. Make out new emergency cards & set up in a file. Keep current.
28. Put all students' & parents' names and addresses on computer to prepare for making address labels when needed. Keep current.

29. Type, copy, distribute new handbook to families. Have supply on hand for any new families we may receive during the year.
30. Keep up-to-date all student health files.
31. Work with public school nurse.
32. Special considerations list for all students with medical problems.
33. Assign offering envelope numbers to students. Assign boxes & fill out offering statements. Find volunteer to record donations on statements. (Currently, Mrs. _____ is doing the recording.)
34. Sell lunch tickets
35. Collect money from various people, organizations, etc. & make ready for deposit.
36. Volunteer sheet & tabulate those who are willing to volunteer for various jobs.
37. Mission ballot - send checks to mission projects several times per year.
38. Photocopy papers for teachers & principal when needed.
39. Fill out milk report for state. Keep track of daily milk intake. Keep track of all material regarding milk orders, etc. Have all information available to person who does the auditing.
40. Type & run off materials needed by teachers for teachers' conferences.
41. Set up parent/teacher consultations & notify teachers of whom they met with and at what time. Also prepare notification of the same for parents.
42. Type kindergarten/preschool report card.
43. Run-off M.O. MEMO
44. Do Open House survey of who will be visiting and at what time.
45. Type, run off & distribute any Survey forms needed for various groups.
46. Call repairman when copy machine needs repair.
47. Order & unpack all school supplies & put in supply room.
48. Type report cards for principal's class.
49. Type & run off basketball program for all home games.
50. Type & copy for all students, CDS & SS, Christmas Eve practice programs.
51. Type & run off various worship service bulletins during the year such as: Opening Service, Matins, Musical, Christmas Eve, Graduation, etc.
52. Send letters, order flowers, weigh & measure & order robes, etc. for Confirmation. Also type & run off insert for bulletins re. this. Make seating tickets & distribute. Order Certificates & prayer books & arrange for Mrs. _____ to write in each one.
53. Collect money & forms & send in for Camp Bird.
54. Send for & fill in 8th grade diplomas.
55. Arrange for flowers for graduation - do graduation bulletin, etc.
56. Enter testing scores on students' permanent file records & update the graphs for Principal's class.
57. Type all income tax forms for all congregation employees & send to government. (In 1994, _____ did this.)
58. Enlist the aid of volunteers when needed & supervise work.
59. Type & photocopy Catechism class lessons for pastor.
60. Collect late registration fees from parents. Record & return to them a receipt for payment. Send out letters to parents when fees are due.
61. Keep list of catalogs current (& in alphabetical order according to subject) in office file.
62. Take out of file all cumulative & health records for children no longer attending Mt. Olive & send them on to new school.
63. Cut Campbell labels when time permits & send in for free products. (otherwise, arrange for volunteers to handle this task.)
64. Send list of bus students to Swinkles at beginning of each school year.

65. Type various things for Preschool.
66. Update Asbestos file.
67. Keep materials for Blood-Borne Pathogens on file.
68. Keep list for janitor of all toxic substances & where in building they are located.
69. At end of school year, send all student files to new schools where various students will be attending the next year.
70. At beginning of school year, update all student files & pass them on to the next grade level.
71. Send out summer newsletters to all families.
72. Work when needed during summer months - usually around 100 hours, but it always ends up being more than this. (I have a suggestion for this next year if anyone would like to hear it.)

B. BOARD OF CHRISTIAN EDUCATION

1. Type agenda of meetings & distribute.
2. Photocopy meeting minutes & distribute.
3. Keep file of minutes - (when they are given to me.)
4. Monthly financial report of the school.
5. Surveys - type, tally & report.
6. Type correspondence from director.
7. Keep track of tuition students from Bethany & St. John. Send them notices when needed.

C. BIBLE CLASSES

1. Make registration forms & place on podiums in hallway when new classes are being offered.
2. Send out letters to prospective new members.
3. Make up synopsis booklets of "In His Word."
4. Type lessons, run off, & keep a ready supply.
5. Prepare notes for various pastors.
6. Order materials needed for Bible Classes.

D. SUNDAY SCHOOL

1. Run computer listing of all children in congregation from church computer.
2. Make registration form & sign up children for Sunday School.
3. Assign offering envelopes, put names on boxes & arrange for someone to record offerings.
4. Sunday School Newsletter
5. Sunday School Directory
6. Send out letter regarding _____ Endowment Fund to 3rd graders.
7. Order Bibles, put names in, make list of which children will attend which service when Bibles are to be distributed. Take all materials to chapel & leave message for Pastor redistribution.

E. VACATION BIBLE SCHOOL

1. Type & distribute announcements regarding VBS.
2. Beginning & Closing Service sheets
3. Registration forms
4. Class lists & teachers

F. PUBLIC SCHOOL INSTRUCTION

1. Send notice to all who should be attending regarding when PSI will be held.
2. Order materials
3. Type lessons, etc. if pastors request this.

G. CHRISTIAN EDUCATION ASSOCIATION

1. Send out information regarding meetings & special programs.
2. Type & run off special program bulletins.
3. Constitution & By-Laws
4. Surveys

H. CHURCH SECRETARY

1. If possible, work for her when she goes on vacation.
2. Help her in office when she needs help, if time allows.

1. Daily

- a. Answer telephone/deliver messages.
- b. Get mail in & sort.
- c. Record absentees - send slips down to kitchen for hot lunch count.
- d. Sell lunch tickets.
- e. Record immunizations in students' files & in sheets for Mr. _____'s office (APSD).

2. Weekly

- a. Do bookkeeping/pay bills
- b. School Newsletter

3. Once per month

- a. Balance checkbook
- b. Milk report to state
- c. Financial report for Bd. of Education
- d. Type lunch menu & workers schedule for Newsletter
- e. Run off library volunteer sheet for Newsletter - end of month.

Sample 4:

**OFFICE MANAGER
Job Description**

TITLE:

The title of this position is office manager.

PURPOSE:

The purpose of this position is to assist the called workers and elected leaders of Beautiful Saviour Ev. Lutheran Church so that they can carry out their responsibilities more easily and effectively.

DUTIES:

- A. Assist the pastor in scheduling his activities and in carrying out his administrative responsibilities.
- B. Assist the principal in carrying out his administrative responsibilities.
- C. Assist the congregational leaders in the organization and administration of their responsibilities.
- D. Oversee and manage the responsibilities of the church and school office.

QUALIFICATIONS:

- A. The office manager is to be a mature Christian, who has an obvious love for the Lord and a demonstrated desire to live according to the Lord's will.
- B. The office manager is to be trustworthy and to exhibit an understanding of and a commitment to the principle of confidentiality.
- C. The office manager is to be cheerful and friendly, present a neat, professional appearance and relate well with the public.
- D. The office manager will need to work well with others, accept direction from her superiors and oversee those working under her.
- E. The office manager will need to possess the required organizational, administrative and secretarial skills necessary for this position.

ORGANIZATIONAL RELATIONSHIP:

The office manager is directly responsible to the pastor. She is responsible for overseeing the work of those who become part of her staff, including those who volunteer their time and services in the office.

REMUNERATION:

The salary for the office manager will be recommended by the Committee of Elders and approved by the Voters' Assembly.

PERFORMANCE REVIEW:

The pastor and the Committee of Elders will review the work of the office manager annually and will meet with her to discuss the review with her.

POSITION REVIEW:

The pastor and the Committee of Elders will review the position and job description of the office manager each year. They will submit any significant changes to the Voters' Assembly for their approval.

Sample 5: Report Card 8th Grade

Progress report of:

Academics	Quarter			
	1 st	2 nd	3 rd	4 th
Word of God:				
Class Work				
Memory Work				
Confirmation				
Literature				
English				
Spelling				
Mathematics				
History				
Science				
Synod				

Explanation of symbols:

- A - Excellent
- B - Good
- C - Acceptable
- D - Passing, but weak
- F - Failing
- E - Exceptional
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory
- I - Incomplete

Physical Education	Quarter			
	1 st	2 nd	3 rd	4 th
Grade				
Participates at ability				
Achieves proper fitness levels				
Displays appropriate behavior				

Art				
	1 st	2 nd	3 rd	4 th
Demonstrates lesson concepts				
Shows originality				
Uses materials well				

Music				
	1 st	2 nd	3 rd	4 th
Participates in vocal activities				
Participates in non-vocal activities				

Attendance	Quarter			
	1 st	2 nd	3 rd	4 th
Present				
Absent				
Tardy				
Church Attendance				

Conduct

Jesus Christ is Lord of all things. His Word is the guide and rule in matters of faith and life which includes school life.

The love of Christ motivates His children to show an understanding of an d a desire to follow the Principles of Christian Behavior for a Student of Mount Olive Lutheran School.

Your child demonstrates his/her love by:	Quarter			
	1 st	2 nd	3 rd	4 th
Reverence for God and His Word.				
Respect for those in positions of authority as God's own representatives.				
Respect for one's own property and the property of others.				
Cooperation to establish an orderly atmosphere conducive to learning				
Personal responsibility for one's own learning and conduct.				

Grade placement for the 1998-99 school year:

Teacher's Signature

BETHEL LUTHERAN SCHOOL

829 Appleton Road
Menasha, WI 54952

Scott Monroe, Principal

Home phone--414-729-9607
School phone--414-725-1822



Student Progress Report

Grades 7 – 8

Mr. Monroe

STUDENT NAME _____ DATE _____

These are your child's grades up to this point in this quarter.

Bible history	_____	Hymnology	_____
Math	_____	English	_____
Literature	_____	Spelling	_____
Social Studies	_____	Science	_____
Music	_____		

COMMENTS--E=excellent
U=unsatisfactory

S=satisfactory

N=needs improvement

Use of time in classroom	_____	Behavior	_____
Attitude	_____	Getting along with others	_____
Making up missed work	_____	Test taking	_____
Daily work	_____	Neatness	_____

Comments: _____

Teacher signature _____

Sample 6:

IMMANUEL LUTHERAN SCHOOL
Kindergarten Progress Report

Name _____ Year _____

WORD OF GOD

- Listens attentively
- Participates in discussions
- Sings hymns & songs
- Recites Bible verses

SOCIAL GROWTH

- Is quiet while other speak
- Shares with others/playing with others
- Respects authority & school rules
- Works quietly
- Does work neatly
- Finishes work in allotted time
- Listens carefully without interrupting

ACADEMIC ACHIEVEMENT

- Identifies letters covered
- Distinguishes sounds covered
- Understands mathematics
- Recognizes numerals
- Knows colors
- Recognizes shapes
- Prints first name/1st Semester
- Prints last name/2nd Semester
- Participates in singing
- Responds to rhythm

PHYSICAL DEVELOPMENT

- Manages outer wraps
- Uses pencils, crayons & scissors without difficulty
- Enjoys games & exercises
- Has mastered physical skills taught thus far

ATTENDANCE

- Days in Quarter
- Days absent
- Days tardy
- Church Services
- Church Attendance

Parent's Signature _____

Teacher's Comments _____

_____ is promoted into First Grade.

Kindergarten Teacher

Grading Key: S-Satisfactory I-Improving N-Needs Improvement

Sample 7: Mid-term Report

Good Shepherd Evangelical Lutheran Church and School

WISCONSIN EVANGELICAL LUTHERAN SYNOD
525 West Sixty-Third Street
DOWNERS GROVE, ILLINOIS 60516

SPECIAL MID-TERM REPORT

Student _____ Quarter _____

The purpose of this report is to provide our parents and students with an informal indication of the quality of the work that has been done so far this quarter. It is hoped that this will be helpful for both parents and child. If there are areas which need improvement, your attention now may help before the official marks are recorded at the end of the quarter.

WORD OF GOD

Memorization _____

Comprehension _____

READING _____

MATH _____

SPELLING _____

SCIENCE _____ (Science Fair Project: ___ pts. Grade _____)

SOCIAL STUDIES _____

WRITING WKSHP _____

TEACHER: _____ DATE: 4/29/98

This report is to be signed by a parent and returned to the teacher.

PARENT: _____

“My sheep hear my voice, and I know them, and they follow me.” John 10:27

Sample 8: Parent/Teacher Consultation Notes

**GOOD SHEPHERD LUTHERAN SCHOOL
PARENT-TEACHER CONSULTATIONS**

Dear Parent,

There will no school on Friday, November 5, so we will have an opportunity to consult privately about your child(ren). Although the discussion will focus primarily on the report card which you will receive on Wednesday, any matter that pertains to your child's growth and development may be discussed.

Consultations will be 20 minutes for each child. So your consultations can be scheduled at a time suitable to you, please complete the form below and return it to school by Monday.

A note showing the time of your consultations will be sent home with your child's report card. The consultation will probably be more beneficial if you bring along the report card.

In addition to helping your child(ren) academically, may the consultation also result in a closer relationship between the home and school. That will be of benefit to all involved.

Sincerely,
The Faculty of Good Shepherd

(Clip and return by Monday)

Time Preference
for

Parent-Teacher Consultation

Please number the general time slots from one to five (one to designate the most desirable, five the least desirable). If you need a more specific time, please add a note indicating that. Please confine as many preferences as possible to Friday.

Friday, 8:00 A. M.-10:30 A. M ___
 10:30 A. M.- 1:00 P. M. ___
 1:00 P. M.- 3:30 P. M. ___
 3:30 P. M.- 6:00 P. M. ___
 6:00 P. M.- 8:30 P. M. ___

An afternoon or evening during the week of Nov. 8-12 ___

Date(s) & time(s):

Signature of Parent: _____

Sample 9:

Notification of Incomplete Assignments

St. Matthew's Ev. Lutheran School, Niles, Illinois

Student's Name _____

Notification # _____ Quarter # _____

Incomplete Assignments:

Parents: To acknowledge that you were informed about your child's incomplete assignments, please sign this notification and return to it to school tomorrow.

Parent's Signature: _____

Teacher/Parent Comments:

- 1. Notifications 1-5: Parents notified; students complete assignments.
- 2. Notifications 6-7: Parents notified; students complete assignments; assignments graded lower than "F".
- 3. Notifications 8-?: Parents notified; students complete assignments; assignments graded lower than "F"; extra-curricular privileges suspended.

INCOMPLETE ASSIGNMENTS

Homework is assigned as an extension of classroom instruction. It also gives students opportunities to practice skills and demonstrate learning. The child is responsible for promptly completing all homework when assigned. It is the parent's responsibility to provide a suitable homework environment, schedule adequate time for completing assignments, and encourage their children to complete their homework faithfully.

A notification slip is issued for all incomplete assignments. Parents are required to sign and return the notice the following school day. If the notice is not returned the following school day, the parent will be personally contacted.

Homework assignments are considered incomplete if they are not completed and available when expected. This includes assignments that are unfinished, lost, left at home, etc.; it also includes memory work that is not recited at the appropriate time.

All incomplete assignments must be completed according to a student's ability. With parental notification, teachers may keep students in for recess or after school until all incomplete assignments are completed.

For the first five notifications, the parents will be notified and the student will complete the assignments.

After the first five incomplete notices, all incomplete assignments are graded lower than an "F"; no adjustments are made to the grade after completion of the work.

After the first seven incomplete notices, the student will forfeit any extra curricular privileges.

SOMETHING IS MISSING!

Name _____

Date _____

Missing Work _____

It is _____ LOST _____ NOT FINISHED _____ LEFT AT HOME

The Assignment

_____ was finished in class

_____ needs to be done

_____ needs to be brought to school

Please sign and return.

(Parent's signature)

(Date)

MAKE-UP WORK 2

NAME _____

DATE _____

RELIGION:

Catechism: Questions _____
Passages _____

Bible History _____

Hymnology _____

MATH:

Textbook _____

Workbook _____

LANGUAGE:

Textbook _____

Workbook _____

READING:

Textbook _____

Workbook _____

Worksheet _____

SOCIAL STUDIES:

Textbook _____

Worksheet _____

SCIENCE:

Textbook _____

Workbook _____

PHONICS: _____

SPELLING: _____

HANDWRITING: _____

OTHER WORK: _____

Parent's Signature _____

Sample 10: Discipline Report

STUDENT BEHAVIOR REFERRAL

Crete Evangelical Lutheran

1610 Main Street

Crete, IL 60417

708-672-5850

STUDENT'S NAME _____ GRADE _____

TEACHER _____ ROOM _____

DATE _____ SECTION _____

INSTRUCTIONS

1. Teacher submits both copies to office as soon as possible or with pupil.
2. All appropriate information should be included.
3. Following administrative action, a copy of completed form will be returned.

TEACHER REPORT

Date of Offense _____ Time of Offense _____ Location of Offense _____

Description of Offense _____

Previous Incidents Involving Student _____

Corrective Efforts _____

ADMINISTRATIVE REPORT

Administrator _____ Date _____ Time _____

Action _____

DISCIPLINE REPORT
Crete Evangelical Lutheran
1610 Main Street
Crete, IL 60417
708-672-5850

STUDENT'S NAME _____ GRADE _____

TEACHER _____ SUBJECT _____

DATE _____ DATE OF OCCURRENCE _____

PARENT OR GUARDIAN NOTIFICATION

The following Report is to notify you that your child is having a behavioral problem which requires disciplinary action. Please feel free to request additional information and offer possible solutions to help your child develop in a positive manner.

PROBLEM REPORTED

- _____ Disturbs class
- _____ Does not cooperate
- _____ Disrespectful to teacher
- _____ Fighting
- _____ Unacceptable language
- _____ Damage to school property
- _____ _____
- _____ _____

ACTION TAKEN

- _____ Child verbally corrected
- _____ Changed seating arrangement
- _____ Assigned specific duties as punishment
- _____ Excluded from certain privileges
- _____ Temporarily suspended recess
- _____ Parent contacted by phone
- _____ _____
- _____ _____

RECOMMENDATION(S)/COMMENT(S)

Parent/Guardian Signature _____

Authorized Signature _____ Title _____

NOTICE OF DETENTION

To the parent/guardian of _____ . This is to inform you that your child will be serving a detention on _____ from 2:20 – 2:50 p.m. for the following reason:

Date _____ Teacher _____

It is our desire that through the guidance given by the teacher and parents, the student is led to accept the responsibility of his/her actions, to repent of his/her wrongdoing, ask the Lord for forgiveness, and strive to lead a more Christ-like life with the help of the Holy Spirit. May we all strive for this goal.

You are also reminded that a child receiving four detentions in one semester will be suspended from school for the remainder of the day and the next day. In cases of suspension, parents must meet with the teacher and principal before the student is readmitted. If offenses continue after the suspension, the School Board will be informed that further action is warranted.

This slip must be returned to school signed by the parent to insure admittance into the classroom.

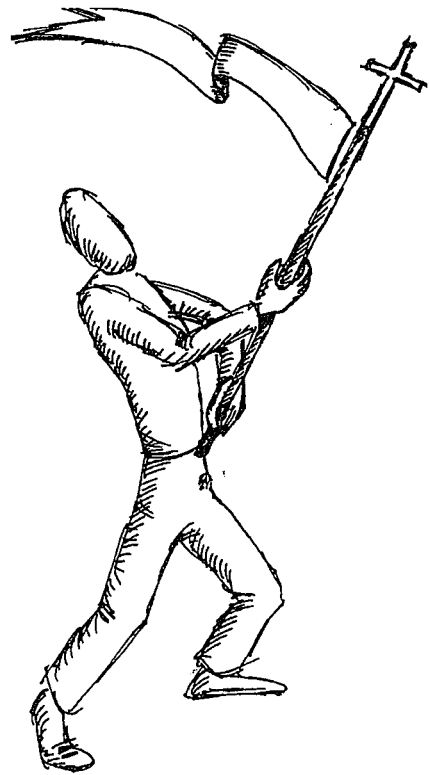
Parent/Guardian _____

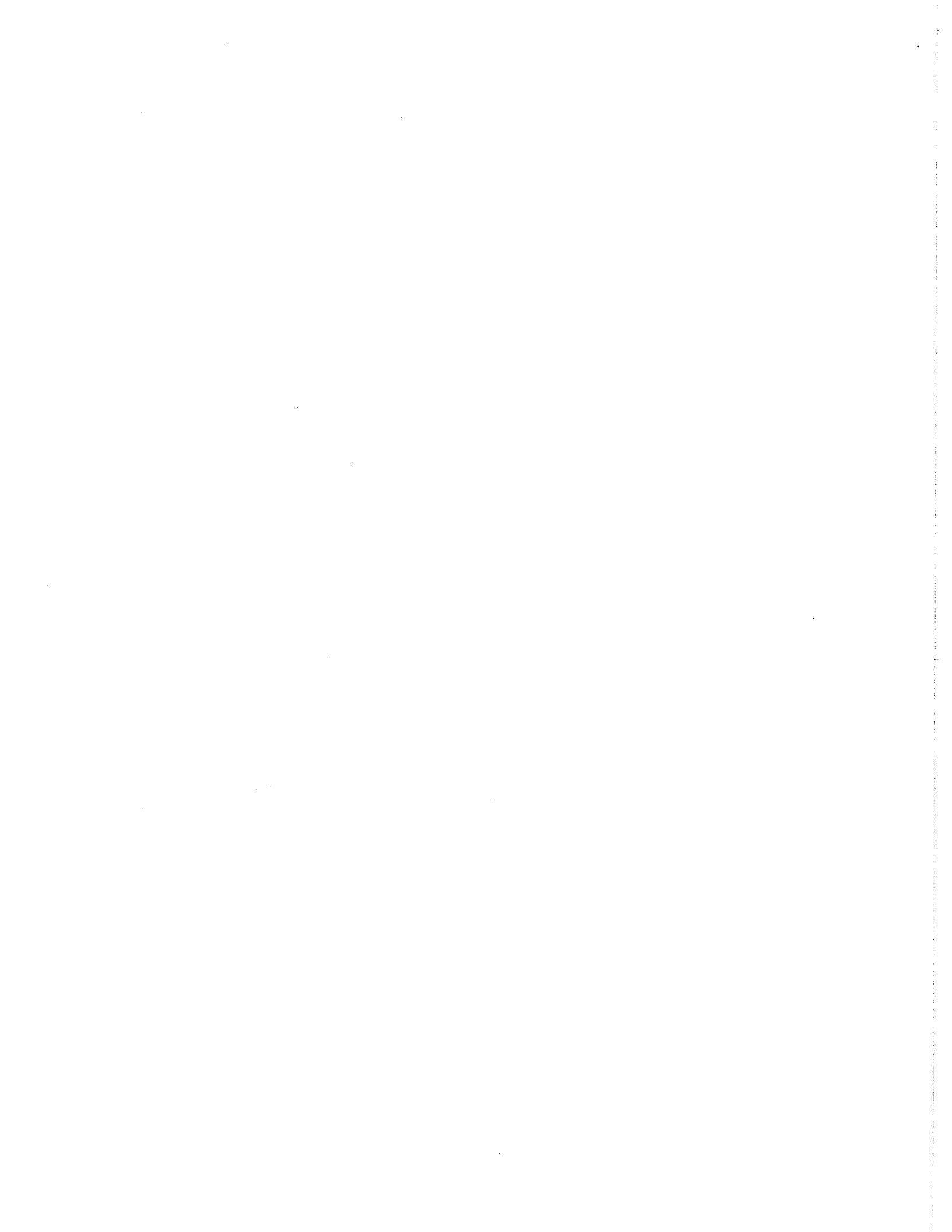
_____ Parent requests a conference. Date _____ Time _____

- ___ First offense of the semester
- ___ Second offense of the semester
- ___ Third offense of the semester
- ___ Fourth offense of the semester

Chapter 8

Promote the School





8A Keep the School Purpose Prominent



Keeping the school purpose prominent is the most important task when promoting the school. School leaders need to answer the question, *“Whom do we wish to serve with our Lutheran school?”* When that question is answered, they are better equipped to focus on promoting the school.

To that end, school leaders must do foundation-laying work before they develop a promotion plan. This foundation will help to keep the purpose of the school prominent. The following topics, which will be discussed more fully in sections 8B, 8C, and 8D of this chapter, are key components of the school’s foundation:

- ☞ Statements of Mission, Purpose, and Philosophy
- ☞ Enrollment Policy
- ☞ Enrollment Process

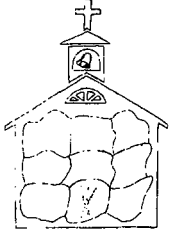
A parent handbook should contain these three components. It should be evaluated, revised if necessary, and given to the parents every year. A parent handbook is valuable to current parents because it provides

yet another way to communicate the purpose of their Lutheran school. It’s also valuable to the prospective family because it shares pertinent information in an up-front manner.

School leaders need to answer the question, *“Whom do we wish to serve with our Lutheran school?”*

School leaders can also consider carrying out a self-study, which will result in a multitude of blessings. Besides helping school leaders assess the school and develop an improvement plan, it will also lead school leaders to study carefully their purpose, philosophy, and enrollment policy.

Schools will benefit from not only the product of a self-study, but from the process as well. A related benefit of the self-study is the widespread involvement of various segments of the congregation, who will learn more about the school and take “ownership” of it and its ministry. This ownership is one avenue for developing positive school promotion. The Commission on Parish



graffiti

Schools has developed a self-study tool that is tailor-made for our Lutheran schools.

FOCUS TEACHERS ON SCHOOL MISSION: 1G

8B Mission/Purpose/Philosophy Statements

Because our Lutheran schools are ministry extensions of our churches, we should remember the purpose of our congregations and of our synod—to teach God's Word in its truth and purity in order to nurture our members and to reach out to the lost. Our schools should not be driven by finances or enrollment levels or the number of people who become members through the school. Rather, the purpose of our schools must be in harmony with the purpose of our churches—to assist member parents in nurturing their children and to reach out to the lost as a mission arm of the congregation.



School leaders will take great care when developing statements of purpose and philosophy, because every decision affecting the school will flow from that purpose and philosophy. A strong statement of purpose can help keep school leaders properly grounded when making decisions. A succinct mission statement, derived from the statement of purpose and philosophy, is a tremendous aid in keeping focus where it belongs.

A strong statement of purpose can help keep school leaders properly grounded when making decisions.

8C Enrollment Policy

A strong enrollment policy that reflects the school's purpose and philosophy is essential. A cross section of our principals was surveyed to learn what they do to promote the school. Most schools' enrollment policies prioritized families in the following categories:

1. Members
2. Members of sister congregations
3. Unchurched
4. Others

(A few schools switched numbers two and three.)





School leaders will want to put much thought and prayer into developing the rationale for enrolling non-members. This rationale must be derived from the school's Scripture-based purpose. There is no easy recipe for a strong enrollment policy because every family is unique. However, a well-defined enrollment policy will help provide consistency and keep the school plugged into its overall purpose.

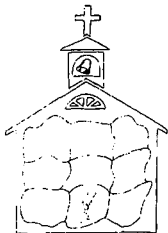
Most schools require one or both non-member parents to take the pastor's Bible Information Class within the first year of enrollment so they become acquainted with what their children will be learning in school. Ideally, both parents will be required to attend the class. This requirement exists for the good of the child, that both mother and father learn about their child's religious education. After taking the class, some parents will become members; others will not. In either case, Christ has been proclaimed. Time will tell how the Word will impact new school families. As a convenience for parents, pastors will want to offer the class more than one time each year, and child care should be offered during the classes.

A distinction certainly exists between families in categories three and four as listed above. In many cases, category-three families fit into the church and school purpose. Some category-three families may have a Christian background but aren't under the care of a Christian church; some may have a non-Christian background; some may have no formal religious background. In any case, they aren't under the care of a church home, and they need to be exposed to God's Word.

Sometimes a school will not want to enroll a child from a category-three family even though they are unchurched. These situations will become evident as the school follows its enrollment process.

Category-four families usually have a church home outside our fellowship. *Is it a responsibility and purpose of a Lutheran school to serve children and families of other denominations?* That question must be answered by each congregation and school based on their mission/purpose/philosophy statement. If the answer is yes, then schools will target those families as prospects, along with members and the unchurched. If the answer is no, then school leaders must develop a process to handle applications and inquiries of other-churched families.

If the answer is yes and school leaders *are* going to enroll children of other churches, they will want to establish some guidelines. These



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guidelines will anticipate the possibility that the children may become confused when the school's teachings don't match theirs. The guidelines also must anticipate the possibility that some other-churched parents may work against the school, undermining its very reason for existing—to nurture member children and to reach the lost. For the good of the child, principals need to talk to non-member or other-churched families in a straightforward way about both these possibilities—before the child has enrolled.

Many schools will say that the answer is no, they will *not* enroll children of other churches. Since our churches do not exist to bring in people of other denominations, it would follow that our schools would not either—again, because our schools are extensions of our congregations. Also, if we recognize that other-churched children are under the care of their parents and their clergy, we may determine that serving them in our Lutheran schools is not our responsibility.

In reality, some families seeking enrollment are not clearly in the unchurched or other-churched category. The school leaders will use prayer and discernment to handle cases that don't fall neatly into a category. They will develop some system to address this issue, but they won't become a prisoner of the system.

Some of the surveyed schools don't allow children from non-WELS/ELS churches into their schools. Other schools set a maximum percentage for these students. A few schools—especially those whose classrooms approach maximum capacity each year—employ a “waiting policy.” This policy says that category-four families can apply and be accepted pending available space at a later date, such as June 1. Since Christian families are seeking Christian schools, they are the ones who often apply early for the following school year. Schools work against their own purpose when they have to turn away the unchurched because they have reached capacity with the other-churched. A waiting period allows time for the classrooms to be filled with students from categories one through three.

***Is it a responsibility
and purpose of a
Lutheran school to
serve children and
families of other
denominations?***



Some schools use a secondary maximum number of students per classroom for category four-families. For example, a classroom's maximum enrollment might be 25 students, but once a classroom reaches 23 students, no more category-four students will be enrolled. This allows for WELS children and mission prospects to have spots should they come during the summer or mid-year.

8D Enrollment Process

After the enrollment policy has been developed, school leaders will develop an enrollment process. Example:

- Principal gives the prospective family an information packet
- Principal visits the applicant's family upon receipt of application form
- Pastor visits the applicant's family
- Principal takes the application to the Board of Education for acceptance or denial

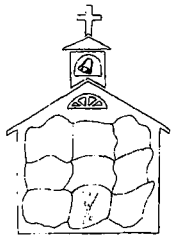
The **information packet** can contain the following:

- Cover letter from the principal
- Principal's business card
- School brochure
- Parent handbook
- Application for enrollment
- Church information

The **application** might include the following information:

- Instructions to read the parent handbook before applying
- Child's name, birth date, birth place, gender, and current age
- Parents' names, address, phone numbers for home and work
- Number and age(s) of sibling(s)
- Previous school
- Grade last completed

Principal's Resourcebook



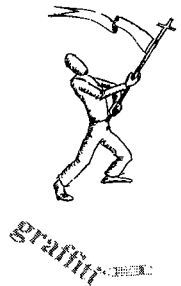
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- Grade applying for
- Year applying for
- If baptized
- Difficulties in a previous school, if any
- Reason for application
- Church membership, if any
- Denominational affiliation, if any
- Willingness to fulfill school requirements (Bible Information Class; supporting school, teachers, and policies; agreeing to be prompt with tuition and/or fees; singing in church; etc.)

The principal should visit with each non-member applicant family as part of the enrollment process. Meeting the family at school is fine, but a home visit gives the principal a better overall view of the family. At the visit, the principal can do the following:

- ☺ Introduce himself and briefly engage in small talk to put the family at ease.
- ☺ Learn how the family found out about the school.
- ☺ Provide a brief history of the school.
- ☺ Discuss the school's purpose and ask about the family's religious background.
- ☺ Discuss the school's requirements for non-member parents, including Bible Information Class attendance or the waiting period for category-four families. An attitude of humility and love is important especially during this part of the conversation.
- ☺ Discuss the general discipline philosophy.
- ☺ Explain the school's system of teacher replacement.
- ☺ Answer questions.
- ☺ Ask the family to inform him at their convenience if they'd like to continue the enrollment process.

HOME VISITS: 4C, 7H



At the end of the visit, some parents will immediately ask to be enrolled; others will take time to think about it. The principal won't want to give an air of "salesmanship" by forcing the family to make an on-the-spot decision. If the family decides not to continue the enrollment process, the principal can keep the application in a "school prospect" file in case they change their minds at a later date.

If the family would like to continue the enrollment process, the pastor may visit the home. He can reinforce some of the topics explained by the principal and expand on the unique nature of the school, explaining, for example, that it is not a private Christian school but a Lutheran parish school. He may also lovingly explain to category-four families some differences between denominations, that they can be prepared for the Biblical teachings that will be conveyed to their child. With unchurched families, he may provide more information about the church, including other agencies for the children, such as Sunday School and Lutheran Pioneers. He, like the principal, will have the opportunity to share law and gospel with prospective families.

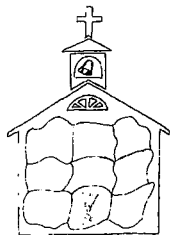
Christ said, "Feed my lambs." Christ also said, "For the Son of Man came to seek and to save what was lost."

If the pastoral visit is not part of the normal procedure, the principal can ask the pastor to visit certain families as he deems necessary.

The next and last step of the enrollment procedure is to bring the application before the Board of Education. The principal and pastor will make a recommendation to the board. The Board of Education will then accept or deny the application. The principal will inform the applicant of the board's decision.

In summary, the school leaders will want to define their purpose and the resulting enrollment policy and process. When these are in place, school leaders can then develop a solid plan to promote the school that keeps the school's purpose prominent. (*Samples 1-10: Various mission statements and enrollment policies*)

ORIENT NEW PROSPECTS: 7K



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8E Church/School Priorities and Planning

Christ said, "Feed my lambs." Christ also said, "For the Son of Man came to seek and to save what was lost." These words of our Savior spur us to evangelize—to nurture and to reach out. God is in control, but he charges his people with the responsibility of spreading his Word. Because pastors and principals are usually the people of influence in the church and school, the importance of their attitudes should not be underestimated. They should communicate often so they can be "on the same page" as they labor in the Lord's work. They, along with lay leaders, will work to set the overall direction of the church and school. They will want to spend time studying God's Word and praying for God's guidance in carrying out his work. They will want to look for ways to carry out the purpose of the church and school in an effective manner. Being satisfied with the status quo or avoiding opportunities because of personal preference will be detrimental to a congregation's ministry efforts.



After the purpose, philosophy, enrollment policy, and enrollment process have been clearly defined, school leaders are poised to promote the school in an effective manner. We may divide school promotion into two wide categories—promotion in the congregation (nurture) and promotion in the community (outreach). Congregational objectives and priorities, school location, demographics of the surrounding population, and tradition are some of the variables that will help determine if a congregation is closer to the nurture or to the outreach end of the ministry continuum. Ideally, school leaders give concentrated effort to both.

Ideally, school leaders give concentrated effort to both nurture and outreach.

Church leaders will want to obtain widespread involvement in developing a congregational vision statement, a statement that will make adult spiritual growth the highest priority. Pastor, principal, and church and school lay leaders will want to work together to carry out the Lord's work effectively. Overall congregational objectives will help set the focus for the school's promotional work because the



school is to function as a ministry of the church. Within this structure, the principal and pastor might provide an annual orientation meeting for Board of Education members that emphasizes the school's overall mission.

As will be discussed in a later section, school promotion continues even after a family has enrolled in the school. It is vital that schools strive to do what they say they are going to do. School leaders should work to maintain a proper balance of the various school programs. If any one area or program receives the majority of attention and effort, it may overshadow the main purpose of the school. Each program should flow from the school's purpose and help to carry out that purpose. Activities which become an end unto themselves need to be discarded or reformed to fit into their proper place. Strong leadership is needed to create positive change in this area, especially if long-time traditions might be challenged in the process.

School promotion within the congregation and school promotion in the community will occur concurrently. Efficient planning and coordination will increase effectiveness in both areas and decrease the duplication of work and resources. This chapter will concentrate on both areas of school promotion.

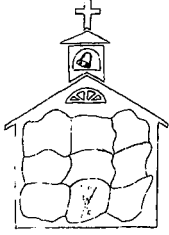
If congregation and school leaders want to promote the school effectively within the congregation and the community, the principal will probably be the coordinator of a promotional plan. Church and school leaders will want to provide the principal with release time during his school day so he can attend to these and other important tasks. This certainly has budgetary and personnel ramifications, but the investment of financial and human resources is necessary so the school can accomplish what it has been established to do.

8F Utilization of Volunteers for School Promotion

School promotional activities provide excellent opportunities to enlist volunteers from the church and school. A standing school promotion committee, under the direction of the principal, might divide itself into two groups: congregation promotion and community promotion. They will meet regularly to plan activities and to coordinate efforts. The principal will use part of the meeting to remind the volunteers of the



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motivation behind the promotion—the desire to share Christ with more people through the work of the school. The principal should approve promotional activities and, when necessary, obtain board approval.

A volunteer committee provides the obvious benefit of helping promote the school, but it also provides members with an opportunity to serve their Lord. The utilization of volunteers will, in and of itself, help to promote the school.

VOLUNTEERS: 4K, 6T, 9Q

8G School Promotion in the Congregation

The church is in the business of Christian education. In the wide sense, it provides Christian education in a variety of ways—sermons, Bible studies, and Sunday School, to name a few. In the narrow sense, it provides Christian education through the Lutheran elementary school. School leaders can promote their school within the congregation in a variety of ways. Sections 8H, 8I, 8J, 8K, 8L, and 8M of this chapter will explain some of these ways.

8H Educate Members on Christian Education

School leaders certainly can enhance a congregation's awareness of the value of Christian education. Some suggestions:

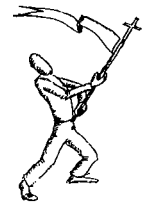
- ↳ Annual Christian Education Sunday
- ↳ Numerous and varied Bible study opportunities
 - ☞ offered both by pastors and spiritually mature lay leaders
 - ☞ offered both on Sunday morning and during the week
 - ☞ offered during the summer
- ↳ Bible-based parenting classes

There is no gimmick or quick fix when striving to educate and encourage the congregation about the value of Christian education. When many people in a

There is no gimmick or quick fix when striving to educate and encourage the congregation about the value of Christian education.

congregation are regularly studying the Word as part of an adult spiritual growth focus, the Lutheran school will also be blessed.

HELP FAMILIES UNDERSTAND SCHOOL'S PURPOSE: 1N



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8I Maintain Visibility

School leaders can do much to maintain the school's visibility in the congregation. Principals will want to emphasize the involvement of

Emphasize the involvement of school children in worship.

school children in worship. The primary benefit is of course for the students themselves as they hear God's Word and worship with their fellow believers. A secondary benefit is to raise awareness of and support for the school. The children can become involved in the worship service in many ways:

- ☺ Singing
 - class
 - choir
 - small group
 - solos
 - small group with adults
- ☺ Handbells
- ☺ Accompanists and instrumentalists
- ☺ Acolytes
- ☺ Bible readers at special services
- ☺ Ushers

Principals can also schedule school children to sing for congregational groups who meet during school hours, such as Ladies' Aid, elderly groups, or weekday women's Bible study groups. Band, piano, or forensics students can provide samples of their work and talents for these same groups.

Principals may also maintain school visibility in the congregation by designating a school display area in the church. A trophy case, a table,



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or a trifold backdrop will work. Volunteers can change the display area regularly. Some ideas for a display area:

- ✕ Samples of student work
- ✕ New classroom materials
- ✕ Pictures of classroom activities
- ✕ Pictures and biographies of teachers
- ✕ Pictures and biographies of board members
- ✕ Pictures of new school families
- ✕ Pictures, biographies, and future plans of the school's graduates
- ✕ Art and science fair projects
- ✕ School yearbooks

8J Publicize School Activities and Blessings

Principals and Board of Education chairmen can inform their membership of what's going on at their Lutheran school in many ways:

- Use **bulletin announcements** and inserts.
- Submit an article for the **church's monthly newsletter**. Be sure to emphasize the school's purpose.
- Develop a **theme for the school year**. Use it as a basis for chapel services, classroom devotions, bulletin boards, newsletter articles, etc.
- Distribute the **school newsletter** widely. Make it available in a tract area. Send it not only to school families, but to all members, or at least to those families with children on the cradle roll.
- Maintain an attractive **bulletin board** or changeable sign. Keep the information current.
- Invite congregation members to upcoming activities. Mass-produce the **invitations** or have students personalize them.



- Develop a school **web site**. Keep it current. Use pictures and graphics to make it attractive. Include the web site address on the church and school letterhead. Include links to the following:
 - Welcome page
 - Parent handbook
 - Calendar of events
 - Faculty directory (including e-mail addresses)
 - Church web site (if separate)
 - School newsletter
 - Archive of past school newsletters
 - WELS web site

8K Share School's Academic Excellence

A trademark of our Lutheran schools is academic excellence. While principals recognize that academic achievements are a blessing of our

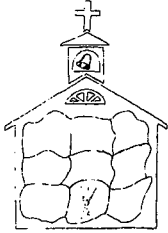
**A trademark of our
Lutheran schools is
academic excellence.**

gracious God, they also look for avenues to share this academic excellence in God-pleasing ways. The standardized test results are perhaps the most tangible measure of academic excellence. Principals may share these results with the following:

- School's constituency - through church and school newsletters
- Board of Education - through written reports
- Parents - through the standardized test's "parent report"

The principal may also send parents a peripheral document that does the following:

- Encourages parents to keep the family focused on the Word of God
- Encourages parents to thank God for the children's abilities



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- ☺ Reminds parents to keep individual and school scores in the proper perspective
- ☺ Explains terminology, such as national percentile ranking, stanine, and grade equivalent
- ☺ Summarizes the overall school performance

Other means of sharing academic excellence include displaying student work and sharing with the constituency the academic achievements of individual students at spelling bees, math meets, science fairs, social studies fairs, art fairs, forensics meets, etc.

REPORT STUDENT PROGRESS: 71

8L Train Faculty to Promote School

Principals may train teachers to promote the Lutheran school in the congregation. Teachers play a key role in how the parents and the students view the school. Teachers create the climate of the classroom and the school. Their actions become the basis of school parents' opinions about the school—opinions parents will share with others, both inside and outside the church—opinions that will color parents' decisions about returning the following year.

Teachers have Jesus' perfect example of humility and service as a model for carrying out their ministries. They put the needs of other people before their own, for this is what ministry is all about. The Spirit fosters this attitude in them as they engage in the study of God's Word at congregational Bible studies, faculty Bible studies, and in regular, personal Bible study.

Teachers play a key role in how the parents and the students view the school.

Realizing teachers need time to tend to personal needs, principals will not want to burden them with unrealistic or unfair expectations. However, the more visible and interactive teachers are, the more they promote the school.

Christ-focused and "other-people-focused" teachers will naturally choose to be visible in the congregation. They will get to know non-

school families before or after church and Bible class. They will take the extra time to visit with a school mom or dad. They will attend the church picnic and other church fellowship activities. In summary, teachers will realize that they play a crucial role in the promotion of the school within the congregation.



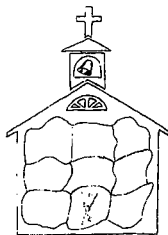
8M School Prospects Within the Congregation: Cultivation and Contact

The cultivation process of member children is fairly easy because this group comprises a finite list. The school and the church can help parents see the importance of their roles as Christian parents. While school personnel will often make informal contact with parents of young children, a systematic plan of family contact is also very helpful. Various events and dates in a child's life—birth, baptism, birthdays—can trigger certain school responses. The school can send the following materials to parents on predetermined dates:

- Cradle roll certificate
- Letters to the parents
- Prayer books and pamphlets
- Devotion books and pamphlets
- Lutheran Parent* magazine
- School newsletters
- Invitations to school activities
- Birthday cards produced by school children
- Baptismal anniversary reminders
- Kindergarten roundup and registration information

Northwestern Publishing House is a good source for some of these materials.

Another effective way to cultivate and contact member prospects is through a visitation process. The kindergarten teacher, principal, and pastor can make visits to the homes as part of a church/school plan to help parents with their role of training their children in the Lord.



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8N School Promotion in the Community (Outreach)

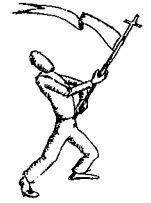
Ideally, the school is part of the congregation's outreach efforts, just as it is part of the congregation's nurturing efforts. Principals will remember that neither declining church or school numbers nor financial hardship is what leads a congregation to open the doors of its school to the unchurched. Rather, the doors are opened out of concern for souls who need the message of salvation the school is privileged to share. Improper motivation and misplaced priorities often lead to unfair or unrealistic expectations. The church and the school simply proclaim Christ to families; the Holy Spirit then works in their hearts.

As stated earlier, a strong statement of purpose and philosophy and the resulting enrollment policy and process are essential fundamental components when promoting the school in an outreach effort. Promoting the school in the community for the purpose of outreach begins with making people aware of the school—what it is and what it does. As awareness in the community grows, more people will inquire and apply for admission to the school. The enrollment policy will then act as a prioritizing and filtering tool. Again, principals should take the time to meet with all non-member applicants so that all pertinent information can be shared up front. This is for the good of the family as well as the school and will prevent many potential problems.

The church and the school simply proclaim Christ to families; the Holy Spirit then works in their hearts.

Many schools have tuition for non-member families. The principal will want to convey to interested families that tuition isn't just paying for a community service. Rather, tuition is needed by the schools to pay the costs of a Christ-centered education. Principals do not want to send the message to the community that "we need you." Rather, the principal will be open and honest, explaining that the school is driven simply by the desire to share Christ within a formal educational setting. It's best that congregations and schools wanting to utilize the school as an outreach tool have a solid financial base.

Sections 8O, 8P, 8Q, 8R, 8S, 8T, 8U, 8V, and 8W will discuss ways to promote the Lutheran elementary school in the community for the purpose of outreach.



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8O School Prospects in the Community: Cultivation and Contact

When striving to cultivate unchurched prospects for the school, principals should remember that people will not necessarily apply to the school for the “right” reasons. Unbelievers *can’t* come for the “right” reason. They come for the strong academics, smaller class sizes, strong co-curricular programs, good morals, traditional structure, safe environment, etc. These perceived needs of people can serve as points of contact, but principals must explain to prospective families the overriding purpose of the school.

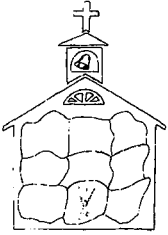
8P Word-of-Mouth Promotion

The best prospect cultivation system is word-of-mouth promotion. While this kind of promotion usually occurs in a “hit and miss” fashion, school leaders can take proactive steps to foster it on a regular basis:

- ☺ They can encourage members of the congregation and school parents to seek opportunities to talk with neighbors, co-workers, fellow members, or their unchurched friends about the school.
- ☺ They can make information packets readily available. Members and school families can keep the packets at their homes and workplaces for those times when they discuss the school.
- ☺ They can encourage members to forward the names of interested families to the principal.

Teachers can also encourage the students to talk about their school with their neighborhood friends as they share their Savior. Teachers can train and involve children in sharing their Savior in the following ways:

- ☞ Teach children witnessing skills
- ☞ Train children in friendship evangelism



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- ☞ Teach children how to recognize and seize opportunities to share Jesus
- ☞ Involve children in mission fairs
- ☞ Encourage children to contribute to school mission projects
- ☞ Encourage children to attend church mission festivals
- ☞ Encourage children to bring friends to Friendship Sundays
- ☞ Supervise children in distributing leaflets in a neighborhood
- ☞ Urge children to pray for unbelievers in the classroom and privately

The teacher's attitude is important in developing an atmosphere for outreach. This thought will be developed in section 8W.

8Q Coordination with Church Outreach Efforts

Because the church exists to nurture and to reach the unchurched, and because the school is an integral part of the congregation's ministry, church and school leaders will work to coordinate promotional efforts so that Christ can be proclaimed to more people. An ongoing partnership will lead to the development of new ideas in the promotional plan. The following list highlights some traditional activities:

- ✝ Vacation Bible School
 - ◆ Send information about the school to parents of VBS children while VBS is in session.
 - ◆ Keep the principal and teachers visible and available for questions. An advantage of having called teachers serve in the VBS program is the development of relationships between the teachers and the prospect children and families.
 - ◆ File the VBS students' registration information. After VBS is over, send letters, invitations, and school information to those who are unchurched.
 - ◆ Hold the closing service in the evening of the last day, rather than the morning or afternoon, so more parents can attend. Provide name tags for the staff and for school parents in order to ease personal contact. Set up a display

area for promotional materials. Serve refreshments so people stay after the service has ended.

† Friendship Sundays

- ◆ Encourage the children to invite their unchurched friends and neighbors to church.
- ◆ Have the children sing for worship.
- ◆ Direct the children to make posters to decorate the church fellowship area.
- ◆ Set up a school display area. Man it with teachers, parents, or both.
- ◆ Urge the children to make and send thank-you cards to visitors the following week.

† Tuition assistance fund or scholarship program for unchurched families

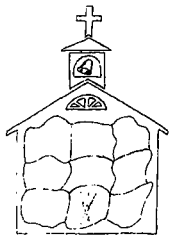
- ◆ Request gifts from members for this fund.
- ◆ Designate part of the church's outreach budget for financial help to these families.

8R Parent Inquiries

Parents searching for a school usually use the phone call as the first method of contact. Because first impressions are extremely important, principals will want to train secretaries, teachers, and other school and church personnel in the fundamental task of answering the phone. Those who answer the phone will want to give a friendly "hello" and then identify the school as well as themselves. They should be pleasant, helpful, and willing to answer questions or refer the caller to someone who can. They should also offer to send the parents a school information packet. In addition to recording the family's name and address for the mailing of the packet, they may seek the family's phone number, grade level of the child, and the family's church situation. They must not be pushy, however. If a family is still interested in the school after reading the packet, the principal can learn more about them later. (See Section 8D: Enrollment Process.)

Principals might want to develop a form to record the information from a parent inquiry. These forms can be kept near the phone, completed by secretaries who receive inquiry calls, and given to the





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principal. A week or so later, the principal can make a courtesy call to verify that the family received the packet and to answer any questions. The cards will then be filed in the "school prospect" file. The card might contain the following information:

- Prospect family's name
- Date of inquiry
- Address and phone number
- Grade of child
- Church status
- Date of follow-up call

**A visitor should
be met by a
warm school
climate and
greeted by
pleasant, helpful
people.**

Principals will also want to train the faculty and staff in handling prospective parents who stop in without an appointment. A visitor should be met by a warm school climate and greeted by pleasant, helpful people. Some visitors may want to visit a classroom. While it is best to make an appointment for a classroom visit, teachers should be willing to welcome even an unannounced visitor in a positive, cheerful manner.

8S Preschools and Child-Care Centers

Whether or not a church has a preschool of its own, school leaders should foster regular communication with area preschools and child-care centers in order to provide awareness of the Lutheran school and reach more people whose children are approaching kindergarten age. When possible, the principal can call area preschool and child-care center directors to ask if he can briefly stop by to meet them and, if acceptable, to leave some materials. During the visit the principal can ask the directors if promotional materials can be dropped off a few times each year. If it is permissible, the school promotion volunteer group can drop off school information packets, school videos, flyers about upcoming events, kindergarten roundup information, etc. As time permits, principals might periodically make visits to preschools and child-care centers to foster good will.

Congregations without a preschool may want to consider starting one. Preschools can become natural feeders for the elementary school. The

Commission on Parish Schools can be contacted for information on starting a preschool.



8T Kindergarten Information Events

Kindergarten open houses, information nights, and roundups are excellent avenues to cultivate school prospects. Working with their school promotion committees, principals can develop a plan to promote these events. Some suggestions:

- ✦ Hold a kindergarten open house and information night in the fall of the year in addition to the annual late winter or early spring roundup.
- ✦ Use the word “roundup” for promotion in the congregation only. Prospective parents might be intimidated by this word, as it implies a time to register for the school, and they may simply be gathering information about various schools.
- ✦ Ask the kindergarten teacher to bring some current kindergarten students to an open house or information night. They can retell Bible stories, sing songs, or otherwise display some of the things they’ve learned.

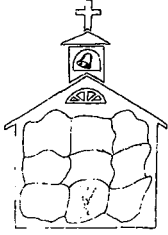
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8U Open Houses

Another way to cultivate prospects is to host open houses. Open houses might be piggy-backed with school activities, such as musicals, plays, art fairs, social studies fairs, and science fairs. Principals can display school information packets, videos, and flyers, and instruct teachers and parents to make visitors feel welcome. Schools that are visitor-friendly will be successful in cultivating prospects through open houses.

8V Maintain Visibility

Promotional materials keep the school visible in the community and help to cultivate a wider prospect base. Schools should regularly review promotional materials so that they are current, attractive, and professional-looking. Fairly or unfairly, people may initially judge the quality of the school by the quality of the promotional materials.



Principal's Resourcebook

The principal might delegate the tasks involved with promotional materials to the school promotion committee, but he will provide guidance in their development and production. Following are some of the many promotional methods and materials:

- ☺ School brochures: These can share school highlights. They should be attractive and informative but not too “busy.”
- ☺ Parent handbook
- ☺ Business cards for principal and teachers
- ☺ *School of Outreach* materials
- ☺ Signs and banners: These should be rotated regularly.
- ☺ Flyers: These highlight general school information, upcoming activities, open houses, etc. Post them on community bulletin boards, at libraries, grocery stores, laundromats, and other visible locations in the community.
- ☺ Door hangers: These share general school information and upcoming events.
- ☺ Posters
- ☺ School video: This can be three to five minutes long. It can share positive points of the school, while highlighting the overall purpose of the school.
- ☺ School web page: This should contain links to welcome page, faculty directory, upcoming activities, parent handbook, newsletter, and the WELS web site. It should be kept attractive and current.
- ☺ Listing on-line at the American School Directory <www.asd.com>
- ☺ Letters to various target groups, including preschools, prospects from VBS, prospects from Sunday School, new residents in surrounding zip codes, etc.
- ☺ Advertisement in the Yellow Pages
- ☺ Advertisements in local newspaper

**Fairly or unfairly,
people may initially
judge the quality of
the school by the
quality of the
promotional materials.**



- ☺ Advertisements in neighborhood newspaper or newsletter
- ☺ Advertisements in area publications intended for parents
- ☺ Coordinated advertisement effort with sister schools
- ☺ School display in public libraries
- ☺ Bumper stickers
- ☺ Magnets, pens, pencils, and other gadgets
- ☺ School T-shirts, sweatshirts, shorts, and jackets: School T-shirts might be part of the registration fee. Younger children can wear them on field trips.
- ☺ Cable television
- ☺ Radio
- ☺ Materials given to Chamber of Commerce: These can be given to new residents.

Because the list of promotional ideas is extensive, a principal might become overwhelmed. But he will be able to prioritize as he considers the personality of the community and remembers the purpose for the use of the materials and methods. Finally, all promotional ideas are a means to an end, the end being heightened awareness in the community about the school so that more people might learn of Jesus through the school's ministry.

As mentioned earlier, the principal will coordinate promotional efforts and utilize volunteers whenever possible. He can produce some materials himself and set the wheels in motion for others. A long-term calendar indicating the various promotional activities can help determine deadlines and keep volunteers focused.

8W Train Faculty

This section will assume the congregation wants to utilize the Lutheran school as one of its means of outreach. This, in turn, assumes unity of purpose among pastor, principal, and lay leaders. If this unity of purpose doesn't exist, leaders will want to address that first.

A congregation that wants to utilize the school as a means of outreach must train its teachers. Various teachers, like various congregations,



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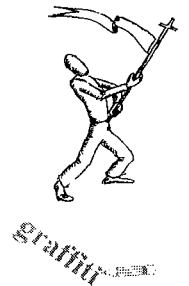
find themselves on different points of the nurture-outreach continuum. They come from different backgrounds, possess different opinions and personalities, and therefore have varying comfort zones when serving in a school with outreach as an objective. Principals should not just assume that all his school's teachers will embrace the concept of the unchurched enrolling in the school.

God's Word certainly provides the source of the motivation to reach out, but that doesn't necessarily mean every teacher will view the school as a direct means of outreach. We must remember that the Holy Spirit has not given all his people the same spiritual gifts (1 Corinthians 12:4-11). One way to foster an outreach mindset is simply to expand the definition of teaching in the context of our Lutheran schools. Principals can help teachers see that teaching is more than conducting lessons, grading papers, evaluating and assessing student work, disciplining, and contacting parents. Teaching is about ministry to children and families. Teaching is an avenue to nurture and outreach.

.....
: **Various teachers,** :
: **like various** :
: **congregations, find** :
: **themselves on** :
: **different points of** :
: **the nurture-** :
: **outreach** :
: **continuum.** :
.....

Principals can do some things to assist teachers in this area.

- ☞ **Engage in regular Bible study** to keep the faculty Christ-focused. This is priority number one.
- ☞ **Train teachers to use friendship evangelism tools**, such as "God's Great Exchange" and "Talk About the Savior." Create a pre-service and in-service program to help teachers, especially those for whom working with mission families isn't easy.
- ☞ **Regularly encourage teachers** in a positive way, showing them how they fit into the congregation's overall plans of nurture and outreach.
- ☞ **Keep teachers informed** of other outreach efforts of the congregation so teachers see themselves as members of a congregational outreach team.



The principal can also help teachers who are concerned that unchurched children might pose unforeseen, extreme discipline challenges. He understands that outreach school doesn't equal reform school. After visiting with the parents and child at their home, the principal may recommend that a child not be enrolled. When discipline situations do arise, the principal will clearly support the teachers.

The principal can also help teachers who become negative or judgmental when unchurched parents aren't doing their jobs. The principal can remind the frustrated teacher that unchurched children come from a wide spectrum of backgrounds and most likely did not come to the school for the "right" reasons. The principal can encourage the teacher to be flexible—willing to meet children and parents where they are and lovingly guide them forward, remembering that the overriding goal is to share Jesus. When the teachers show the parents that they truly care about the child, parents are much more receptive to the teachers' attempts to work with them.

Teaching is about ministry to children and families.

Teaching is an avenue to nurture and outreach.

There are those times, however, when an unchurched child isn't working out in the school. The principal and board will then take the steps necessary to remove the student.

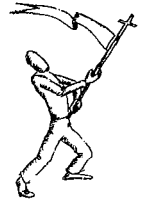
The principal will want his teachers to develop and strengthen all of their teacher-parent relationships, but especially those with new, unchurched families. The summer home visit is an excellent way to begin that rapport and trust-building process. A phone call to check in after the first day or two of school is a great way to let parents know that the teachers truly care. Regular communication needs to be the norm, so that when a challenge does arise, the parents and teachers will have already formed a positive partnership, and they can get to work on dealing with the situation together. A positive by-product of this approach will be very favorable word-of-mouth promotion about the school.



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8X Pieces to Remember

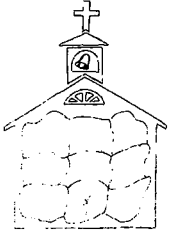
- ✍ Keeping the school purpose prominent is the most important task when promoting the school.
- ✍ The key components of the school foundation are the mission statement, purpose, philosophy, enrollment policy, and enrollment process.
- ✍ Because Lutheran schools are ministry extensions of our churches, we should remember the purpose of our congregation and of our synod—to teach God's Word.
- ✍ A strong enrollment policy that reflects the school's purpose and philosophy is essential.
- ✍ School promotional activities provide excellent opportunities to enlist volunteers from the church and school.
- ✍ School leaders certainly can enhance a congregation's awareness of the value of Christian education.
- ✍ Principals will want to emphasize the involvement of school children in worship.
- ✍ While principals recognize that academic achievements are a blessing of our gracious God, they also look for avenues to share this academic excellence in God-pleasing ways.
- ✍ Principals will train teachers to promote the Lutheran school in the congregation.
- ✍ The school and the church can help parents see the importance of their roles as Christian parents.
- ✍ The school is part of the congregation's outreach efforts.
- ✍ Congregations without a preschool may want to consider starting one.
- ✍ Kindergarten open houses, information nights, and roundups are excellent avenues to cultivate school prospects.
- ✍ Schools should regularly review promotional materials so that they are current, attractive, and professional-looking.
- ✍ Principals will want their teachers to develop and strengthen all of the teacher-parent relationships, but especially those with new, unchurched families.



grafitti



Principal's Resourcebook



Graffiti



Sample 1:

Notice of Non-Discriminatory Policy

The following nondiscriminatory notice should be part of each school's enrollment policy:

St. John Lutheran School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, and athletic and other school-administered programs.

Sample 2:

Philosophy of Education of St. John Lutheran School

The philosophy of St. John Lutheran School is simply to follow the command of our Lord Jesus Christ, namely, to tell people of Christ's life and death, resurrection and victory over the power of Satan and sin. Thus, the members of St. John Lutheran Church and the staff of St. John Lutheran School have dedicated themselves to teaching the children of our congregation and community of their need for a Savior and of that Savior's great love for them. The beliefs of our school are based solely on God's Word, which is infallible. All teaching methods and practices must be in agreement with the Holy Scriptures. Helping our children to become disciples of Christ both now and in their future lives stands above any other responsibilities placed upon the members, parents, and staff of our congregation.

Purpose of St. John Lutheran School

The continuing purpose of St. John Lutheran School, an educational institution of St. John Lutheran Church, is to function as a Christian elementary-middle school that is faithful to the Holy Scriptures, the Lutheran Confessions, plus the doctrine and practice of the Wisconsin Evangelical Lutheran Synod.

The school will assist the church in educating its children and teaching them the Biblical truths as revealed in God's Word.

Admission Policy

All who enroll their children at St. John Lutheran School must agree to the purpose for which the school was established and to all the conditions set forth in this handbook. Children will be admitted to school by order of the School Board on the following priority scale:

1. members of St. John
2. members of other WELS (Wisconsin Evangelical Lutheran Synod) congregations
3. mission students (those who have no church home)

St. John does not enroll active members of non-WELS churches.

Sample 3:

Mission Statement

St. John Lutheran School exists to assist parents with their God-given responsibility to train their children in the truths and promises of God's Word. At St. John, we strive to provide an excellent academic and co-curricular education with a Christ-centered focus within a caring family environment. We are here to serve children of our congregation as well as children from families without a church home.

Purpose and Philosophy

God gave parents the responsibility to provide Christian training for their children. God says to parents in Ephesians 6:4, "**Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.**" Our school, first and foremost, exists to assist our congregation's parents with this responsibility, not to replace parents in this role. As Christian parents, we should welcome this opportunity to give children the Christ-centered education they so vitally need. We take great comfort in the Lord's command and promise as written in Proverbs 22:6, which says, "**Train up a child in the way he should go; even when he is old, he will not depart from it.**"

Flowing from this purpose, we strive to make disciples of Jesus Christ through quality, Christian education. Jesus commands us in Matthew 28:19, "**Therefore go and make disciples of all nations, baptizing them in the name of the Father, and of the Son and of the Holy Spirit, and teaching them to observe everything I have commanded you.**" Our St. John Lutheran Church, of which our school is a part, seeks and welcomes opportunities to serve those not currently in the care of a church home, especially those who don't know Jesus as their Savior. Our school, therefore, also welcomes the opportunities to minister to those not under spiritual care in a church home.

It is not our intent to seek those who are already members or regular attendees of another Christian church because differences in some or many Biblical teachings will be present. Because our Wisconsin Synod Lutheran beliefs permeate all areas of school life, we do not want to cause confusion for children who are already under the care of a Christian church, nor is it appropriate for us to interfere with the efforts of clergy members of other Christian denominations.

Our school works to educate and equip children for lives of Christian service as well as to prepare them for the glory that awaits them and all believers in Jesus after their time of grace on earth has ended. As a member of the Wisconsin Evangelical Lutheran Synod, we conduct this education with the conviction that the Bible provides an errorless norm and guide for everything that pertains to Christian faith and life. We impress upon children the Biblical truth that all people are by nature dead in sin and eternally lost, unable to earn God's favor. The children then hear the joyful message that God's own Son, Jesus Christ, sent as a free gift from a loving God, has redeemed them and all people from sin by virtue of his suffering, death and resurrection, and he has won full salvation and eternal life for them through faith in him as their Savior.

We also strive to impart all knowledge and skills that belong in a curriculum of elementary and junior high education. We work to encourage cultural interests, promote physical health and education, and develop the special gifts and talents of the individual child.

Enrollment Policy

St. John Lutheran School will enroll children in four categories on the following priority basis:

1. Children of members of St. John Lutheran Church
2. Children of members of sister congregations of the Wisconsin Evangelical Lutheran Synod
3. Children of families who neither hold membership at a church home nor regularly attend another church
4. Others

Because it is our expressed intent and purpose to minister to those in categories one through three, applications for children in those categories will be processed each month on a first-come, first-served basis according to category. Those accepted from categories one through three will be enrolled.

Applications of children in category four will also be processed when received; however, those who have been tentatively accepted will need to wait until June 1 to see if there is space available. If space is available on June 1, students from category four whose applications have been accepted will be enrolled. If there are more applications than available spots in a specific classroom on June 1, the school board will determine which families will be enrolled. Those in category four applying after June 1 will have their applications processed in the same way, and they will be enrolled if accepted and if there is available space.

Student capacity for kindergarten is 24 per classroom. Capacity for grades one through eight is 29 per classroom. Category-four children will not be enrolled in kindergarten when enrollment reaches 22. Category-four children will not be enrolled when a classroom in grades one through eight reaches 27. The last two spots in each room will be left open to enroll potential students in categories one through three throughout the summer or into the school year. If there is no spot open because the classroom limit has been reached, the applicant may ask to be placed on a waiting list in the event an opening occurs.

Children in non-member families (categories three and four) will be enrolled according to the following stipulations:

1. Parents of the applicant must agree to attend the Bible Information Class conducted by a pastor in order to acquaint themselves with the religious instruction their children would receive if attending St. John Lutheran School. The Bible Information Class is a once per week, twenty-lesson course which is offered three or more times each year at St. John and must be completed within one year of enrollment. It's best if both parents attend the same session, but it is allowable for the mother and father to attend different sessions. There is no fee for this class. Free child care is available during these classes.
2. Parents must agree to have their child attend the church worship service in which his or her class is scheduled to sing (about once per month).
3. Parents must agree to be supportive of the school, its teachers, and its policies.
4. Parents must agree to be faithful in making timely tuition and other school-related payments.

5. The principal will meet with the applicant's parents at their home to acquaint them with the school and to answer questions.
6. The pastor will visit the applicant's home.
7. After the above steps have been taken, the application will be brought to the School Board for acceptance or denial.
8. The applicant will be notified as to acceptance or denial of the application following the next monthly School Board meeting.

All non-member children will be re-enrolled each year if stipulations one through four as listed above have been met as described. All member families are to meet stipulations two through four as listed above. All students must display appropriate academic effort and conduct as a prerequisite for re-enrollment. Potential new students who are siblings of category-four families do not have a guaranteed spot in a classroom but are subject to the enrollment policy as written.

This enrollment policy is subject to yearly review.

Sample 4

Purpose and Aim

St. John Lutheran Church maintains a Lutheran elementary school to assist parents in their God-given responsibility to "bring up their children in the training and instruction of the Lord" (Ephesians 6:4). The purpose is accomplished not only by directly teaching God's Word but also by teaching all subjects in the light of Scripture and by conducting all classes and activities in a Christian atmosphere.

At St. John Lutheran School, it is our aim to teach the Word of God in order that our children may be built up in the true faith and live a God-pleasing life, today and into the future.

We strive to lead our pupils to grow in Christ by offering a thorough training in the basic doctrines of Holy Scripture. It is our conviction that through a program of Christian education we are providing for the eternal welfare of our children. At the same time they are supplied with effective motivation for using their knowledge, their skills, and their developed talents to God's glory in service to him and others.

On the basis of God's Word, we also teach our children good citizenship and its specific responsibilities and obligations so that they will have a high esteem for governmental authority as being ordained by God. They may then take their places in society as the "salt of the earth" (Matthew 5:13), "thoroughly equipped for all good works" (2 Timothy 3:17).

Enrollment Policy and Requirements

St. John Evangelical Lutheran School has been established to provide Christian education primarily for children of our congregation, but also to serve as a gospel outreach tool to families with no church home in our community. When space is available, children from other Christian congregations are able to be enrolled.

When the Board of Youth Discipleship determines it necessary to limit class size, our enrollment policy gives priority to students in the following order:

1. Members of St. John Lutheran Church
2. Families who may be searching for a church home
3. Members of a neighboring WELS congregation
4. Members of another area congregation

Requirements for Non-member Families

All children, including those who are not members of St. John, are asked to participate in the total curriculum of the school, including religious instruction: memorizing Bible passages, hymns, and the study of Christian doctrine as drawn from the Bible and the Lutheran Confessions.

The Lutheran view of Biblical doctrine that is taught at St. John may not always be in harmony with the religious background and/or affiliation of non-WELS families. Our desire is to help non-WELS parents understand for themselves the content of the religious instruction their child will be receiving in the classrooms of St. John Lutheran School. Therefore, our policy is that under normal circumstances one or both parents will be required to attend the Adult Instruction Class conducted by one of our pastors during the first year of their child's enrollment in St. John School. Two sessions of the class are usually offered each year, one beginning in September, the other in January. If one of the parents does not attend this class within the first year of their child's enrollment and no exemption from this policy has been granted, their child will not be permitted to enroll for the following year.

Sample 5

Mission Statement

Our St. John Lutheran School is dedicated to the service of the Lord and to spreading his Word through Christian education and through outreach into our community. As part of that mission, the Board of Education oversees St. John Lutheran School. The role of the school is to teach children God's Word and to raise them to love and serve the Lord. With God's help we strive to have the students see their own personal missions become service to the Lord, in whatever their careers become. Furthermore, St. John provides the children with a solid education that prepares them to be productive citizens and to help them develop and learn to use their God-given talents effectively. The foundation of our education is God's Word, and our curriculum provides systematic and thorough instruction in it. Our instructors teach all of the secular subjects in light of God's Word and emphasize how all creation shows God's glory.

Philosophy of St. John

St. John Lutheran School is founded on these eternal truths as revealed in God's inerrant Word, the Holy Scriptures.

1. The Lord gave parents the primary responsibility for the Christian training of their children. Deuteronomy 6:7-9; Ephesians 6:4
2. The Lord also gave to his Church, and hence to each Christian congregation, the responsibility to train its children according to the Scriptures. Matthew 28:20; John 21:15-17; Ephesians 4:11-12
3. A congregation calls pastors and teachers to function in its midst as ministers of the Word of God. 1 Corinthians 12:28-29; Ephesians 4:11-12
4. The Holy Scriptures are God's Word and are inspired, inerrant, infallible, and supreme in all matters of which they treat. 2 Peter 1:21; 2 Timothy 3:16; John 17:17; John 10:35
5. There is only one true God, Father, Son, and Holy Spirit, and he reveals himself in the Holy Scriptures. 1 Timothy 2:5; Matthew 3:16-17; Matthew 28:19
6. God created all things in six days and created man as the crown of that creation. Genesis 1; Psalms 8:4-8
7. Man's fall into sin has corrupted the nature of every human being, making all people guilty of sin and, therefore, subject to damnation. Isaiah 64:6; Romans 3:9-19,23; Romans 5:12-16; Romans 6:23
8. God, through his grace, love, and mercy, sent his only Son, Jesus, to keep God's law in our place and to suffer and die to pay for all the sins of all people. John 3:16; Romans 5:6-8; 1 John 2:2
9. All who, through the work of the Holy Spirit, believe that Jesus is their Savior receive forgiveness of sins, life, and salvation. Romans 5:1; Romans 8:1; Titus 3:4-7
10. As believers in Jesus, Christians will try to show love to God by using their gifts and talents to help spread the Word of God. They will also help fellow Christians and all people in every way that is consistent with God's Word. Matthew 28:19; Matthew 25:31-46; Psalms 51:10-13,15; 2 Corinthians 5:14-15

The eternal truths stated above are the foundation of St. John congregation's Christian day school, its curriculum, and all of its activities. Through its Christian education program, St. John congregation strives to provide faithfully for the eternal welfare of the children and to guide them in the maximum development of their spiritual, physical, and mental abilities given by God.

Enrollment Priorities

St. John Evangelical Lutheran Church maintains a Christian elementary school for the education, instruction in the Bible, and Christian character-building of its youth. It is the policy of the church to enroll children according to the following priorities:

1. Children whose parents are members of St. John Lutheran Church;
2. Children whose parents belong to Wisconsin Evangelical Lutheran and Evangelical Lutheran Synod congregations;
3. Children whose parents are not committed to membership in a church;
4. Children whose parents belong to churches not in fellowship with the Wisconsin Evangelical Lutheran Synod.

Enrollment Policies

Parents who wish to enroll their child in St. John Lutheran School must subscribe to the following provisions. Failure to do so will result in the parents meeting with the principal and/or Board of Education and could result in the child's dismissal from school.

1. Parents must be willing to have the child instructed in the doctrines of Holy Scripture as taught by the Wisconsin Evangelical Lutheran Synod.
2. Parents will permit the child to take part in usual school activities. This includes singing in church services. Regular church attendance is encouraged throughout the year.
3. Parents will permit their child to attend catechism instruction class and confirmation instruction class when they are conducted.
4. Parents must assist in making available to St. John the necessary school records from their child's previous school(s); i.e., academic, psychological, behavioral, health, and immunization records.
5. No child will be enrolled in St. John without a transfer card from his previous school.
6. We require the parents of non-member students to attend Bible Information Class about our church and its teachings. This course must be completed within one year of the child's enrollment. The class is presented by the pastor to acquaint parents with the way the Bible is taught at our church and school. This course can bring families together as both children and adults study the Word of God.
7. Parents must cooperate in supporting all the policies outlined in this handbook as well as those handed down by the Board of Education.
8. Re-enrollment of each student shall be based upon policies outlined in this handbook and quarterly evaluations of the student's progress.

Sample 6

Our Christian Purpose

Why do we maintain a Lutheran elementary school?

In the book of Deuteronomy God tells us, "These commandments that I give you today are to be upon your hearts. Impress them on your children" (Deuteronomy 6:6-7a).

Through inspiration of the Holy Spirit, Solomon admonishes parents with these words, "Train a child in the way he should go, and when he is old, he will not turn from it" (Proverbs 22:6).

From the above passages, it becomes apparent that we have a definite responsibility to do all within our power to see that God's children receive the fullest measure of training possible in the "one thing needful," the Word of God.

St. John Lutheran School is maintained by the congregation of St. John Lutheran Church to serve as a tool to assist parents in their God-given obligation to bring up their children in the "training and instruction of the Lord" (Ephesians 6:4). It also serves as a mission arm for the unchurched and those seeking instruction for their children in the doctrine of the Wisconsin Evangelical Lutheran Synod.

What is the aim of Christian education?

Every teacher must have a philosophy of life and education which he believes and by which he will attempt to guide his own life and the lives of his pupils.

There are two basic philosophies man can accept. He either has a world-centered philosophy or a Christ-centered philosophy.

The world-centered educator will develop the idea that man, through his ingenuity and resourcefulness, must attempt to improve the world in which he lives. The ultimate result is a form of salvation through morality and good works.

The Christ-centered educator will develop the truth that man, from Adam, is a condemned sinner, and that the only hope in the face of this basic truth is to trust solely upon Christ for his salvation. This faith, which is a gift of God by grace through the power of the Holy Spirit, will instill in his heart a deep love for his Redeemer and a Christian love for his fellowman. St. John teachers are proponents of this Christ-centered philosophy.

Enrollment Policies

Cooperation and Participation

Before parents enroll a child at St. John Lutheran School, they are asked to subscribe to the following provisions:

1. Parents are willing to have the child instructed in the doctrines of the Wisconsin Evangelical Lutheran Synod.
2. Children will participate in usual school activities and scheduled church services throughout the year.
3. When the child is enrolled in the seventh and eighth grades, he will attend the pastor's instruction class.

4. All non-Wisconsin Evangelical Lutheran Synod members will be required to attend an informational seminar conducted by one of the pastors. At least one of the parents or guardians of the child must attend within one year of the date of enrollment. It is of great benefit for the parents or guardians of the students of St. John to be familiar with the spiritual instruction their child is receiving.
5. All who enroll automatically agree to abide by the conditions set forth in this handbook. All parents of children enrolled at St. John will be expected to cooperate with the teachers of their child, to be responsible for the actions of their child by encouraging him to participate and cooperate in school events, and to meet all required fees.

Enrollment for New Members

Enrolling your child at St. John is a simple process:

1. Call or write for an enrollment application form and fill it out.
2. Arrange for an appointment with the principal.
3. Bring along the completed application form as well as any recent academic records such as report cards.
4. The Board of Education will approve or deny any applications for enrollment. The board will also review the enrollment request of special cases where the required tuition payments are not able to be made because of limited income.
5. If classroom size limits become a problem, the children of St. John congregation would receive first priority, followed by children of other WELS congregations and congregations in fellowship with the WELS, followed by non-members' children.

Sample 7

Mission Statement

St. John Evangelical Lutheran School exists to assist parents (who have the God-given responsibility of bringing up their children in the training and instruction of the Lord - Ephesians 6:4) in disciplining their children for time and for eternity by developing in them the spiritual, intellectual, and social values and skills necessary for a lifetime of service to their Savior in their homes, schools, vocations, churches, and communities.

Sample 8

Mission Statement

St. John Lutheran School has been established by St. John Evangelical Lutheran Church through the grace of God. God moved the congregation to take this vital step in order to provide an agency whereby their children could receive an education founded on the Word of God. Thus, St. John is here to assist parents in carrying out their responsibility of bringing up their children in the "training and instruction of the Lord" (Ephesians 6:4).

As an agency of St. John Evangelical Lutheran Church, the school also exists to join in serving all people in God's world with the gospel of Jesus Christ on the basis of the Holy Scriptures (Matthew 28:18-20). This can be done by enrolling children from the community and also by inspiring the congregation's children to share their faith with others.

Sample 9

Mission Statement

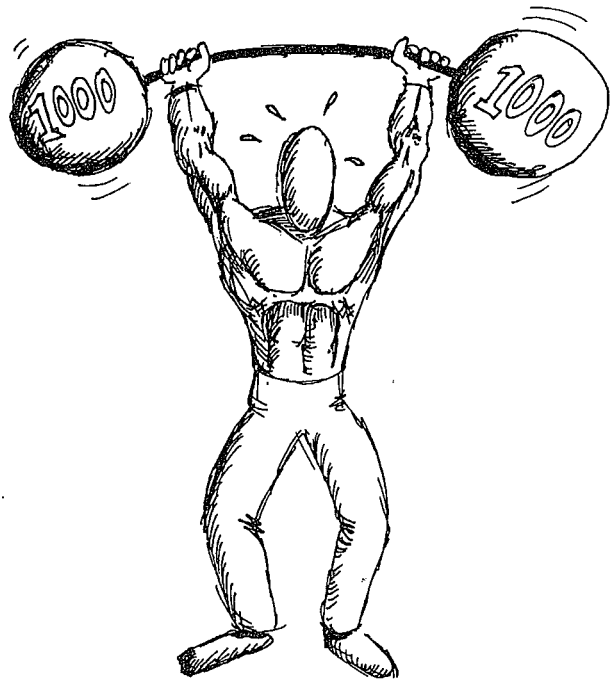
As men, women, and children united in faith by the Word of God, St. John Lutheran

School exists:

- to win the lost for Christ
- to nurture believers for lives of Christian service
- to prepare children for learning in the elementary grades

Chapter 9

Develop Human Resources







9A The Ultimate Human Resource Manual

Whenever humans interact with each other, the result can be either joy or disappointment, harmony or conflict. As the director of human

resources at his school, the principal will find no better human resource manual than the Scriptures. With God's help and with clearly thought-out Biblical principles, policies, and procedures in mind, he can confidently and successfully carry out this task of school administration.

The principal will find no better human resource manual than the Scriptures.

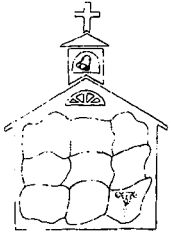
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9B The Bible's Qualifications for Principals and Other Called Workers

In the words of Paul to both Timothy and Titus we find the personal and professional qualifications for a called worker. The principal would do well to review these words—privately and with his staff—and pray for a double portion of each one of them.

Paul wrote to Timothy,

"Here is a trustworthy saying: If anyone sets his heart on being an overseer, he desires a noble task. Now the overseer must be above reproach, the husband of but one wife, temperate, self-controlled, respectable, hospitable, able to teach, not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money. He must manage his own family well and see that his children obey him with proper respect. (If anyone does not know how to manage his own family, how can he take care of God's church?) He must not be a recent convert, or he may become conceited and fall under the same judgment as the devil. He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devil's trap" (1 Timothy 3:1-7).



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Paul wrote to Titus,

“An elder must be blameless, the husband of but one wife, a man whose children believe and are not open to the charge of being wild and disobedient. Since an overseer is entrusted with God’s work, he must be blameless—not overbearing, not quick-tempered, not given to drunkenness, not violent, not pursuing dishonest gain. Rather he must be hospitable, one who loves what is good, who is self-controlled, upright, holy and disciplined. He must hold firmly to the trustworthy message as it has been taught, so that he can encourage others by sound doctrine and refute those who oppose it” (Titus 1:6-9).

Since the principal’s call requires him to be a congregation and school leader, he will find it valuable to take a closer look at Paul’s words.



Blameless/Above Reproach

The principal is not without sin, but he ought to do nothing that would place a stumbling block in anyone’s path. Christ and his gospel must never suffer because of the principal’s behavior or attitude.

Husband of One Wife

The principal does not have to be married, but he is to be free of sexual immorality, adultery, and fornication. He will treat all women, old and young, as mothers and sisters, with absolute purity.

Temperate/Not Overbearing

The principal is to be on an even keel. He is to remain doctrinally pure and to watch out for soul-destroying dangers that may harm his ministry.

Self-Controlled/Not Quick-Tempered

The principal is to have control of his temper and emotions. He ought to be able to judge things carefully so that everything done in his school reflects Christ.





Respectable

The principal's demeanor, dress, appearance, personal habits, body language, and manner of speech should invite and compel respect.

Hospitable

The principal is to demonstrate love for all of God's people. He also should exhibit joy in doing the Lord's work. A lack of love and joy will seriously dampen the principal's effectiveness.

The principal is to demonstrate love for all of God's people.

Able to Teach

As an example for the other teachers, the principal himself ought to be able to teach and control a classroom. He will also direct programs to help teachers grow both spiritually and professionally.

Not Given to Drunkenness

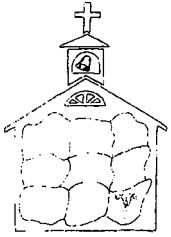
This is quite obvious. Moderation in all things is important for the principal. He is to be an example of Christian conduct to the children and adults of the school/congregation.

Not Violent, But Gentle, Not Quarrelsome

As a servant of the Lord, the principal will not be too quick to question or condemn others' ideas and actions. A violent or quarrelsome nature can ruin the principal's ministry.

Not a Lover of Money

The principal will want to remember Paul's words to Timothy: "But godliness with contentment is great gain. For we brought nothing into the world, and we can take nothing out of it. But if we have food and clothing, we will be content with that. People who want to get rich fall into temptation and a trap and into many foolish and harmful desires that plunge men into ruin and destruction" (1 Timothy 6:6-9). A love of money will quickly take away a principal's joy and contentment in his work of teaching the Word.



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Manage His Family Well

The demands of the call make family management a possible problem for any principal. No principal wants to receive the censure God gave Eli because he neglected his family responsibilities. The principal ought to cherish the gift God has given him in his wife and children and not forget to spend time with them.

Not a Recent Convert

Because the office of the principal requires maturity in the Scriptures and experience in congregational life, a recent convert could have trouble carrying out the tasks of the principal's call. Principals ought to study God's Word daily in order to continue to mature spiritually.

The principal will make the faithful study of Scriptures and the constant applying of the law and gospel his first priority.

Faithful to the Word

The principal will make the faithful study of Scriptures and the constant applying of the law and gospel his first priority. He will rely on the Word for comfort, strength, and assurance. He will also lead the staff in the study of Scripture so that they too may grow in God's grace in their lives and in their classrooms.

Another valuable portion of Scripture is found in Paul's letter to the Galatians (5:22). Here he talks about the "fruits of the Spirit," another listing of characteristics that can be applied to a called worker. The principal may carefully review and pray for these characteristics also.

Love

According to Paul, love is the greatest virtue a believer has. In his letter to the Corinthians Paul defines love: Love is patient, kind, not rude, not self-seeking, not easily angered, keeps no record of wrongs, doesn't delight in evil but rejoices in truth, always protects, always trusts, always hopes, always perseveres (1 Corinthians 13). The



principal's love for the Lord and for all the families of God ought to be evident to all. His demonstration of Christian love will encourage others within the school and congregation to love one another. He ought to have a loving eye for the needs of others and seek to serve them. He ought to share in their burdens, rejoice in their joys, and strengthen them through the Word.

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Humility

The Lord gave his followers an example of humility when he washed his disciples' feet. The principal should be on guard not to think more highly of himself than he ought. He will remember that his ministry is one of service—service for the Lord and service to the congregation.

**The ministry
of the gospel
is a ministry
of peace.**

Peacefulness

The ministry of the gospel is a ministry of peace. Thus, the principal will strive to cultivate peace within the school and congregation.

Joy

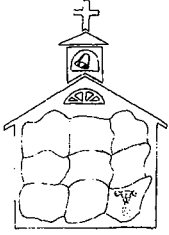
What brings greater joy than hearing of God's love for sinners in Christ and then sharing this message with others? Carrying out the Lord's Great Commission is a joy beyond compare for the principal. He ought to exhibit this joy in all his dealings with students, parents, and staff. A lack of joy will diminish his effectiveness.

Kindness/Gentleness/Goodness

These three fruits of the Spirit go hand in hand and fuel each other. The principal will want to exhibit all three in his relationships with students, parents, and staff. A harsh, unkind principal will not demonstrate the gospel message. His harsh actions may silence his gospel teachings.

Patience

So often the called worker wants to see the results of his teaching. Without apparent results, he might grow impatient. The principal will want to remember that God asks him only to teach the Word faithfully. He then must wait patiently, letting the Holy Spirit work on the hearts



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of those he has taught. The Spirit will provide the fruits of his teaching.

May this listing of spiritual characteristics not make a principal feel incompetent; rather, may it move the principal to a life of prayer and sanctification. The principal will want to thank the Lord for calling him to this ministry and pray for the Lord's blessing and strength that he may exhibit these Christian virtues to the glory of God and the benefit of his kingdom. Christ not only promises the principal these blessings. He also forgives him when he falls short. What a God we serve!

BIBLICAL QUALIFICATIONS: 1D

9C Position Description for the Principal

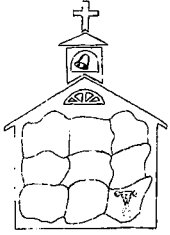
The Board of Education delegates to the principal the responsibility for the daily operation of the school. The following is a sample of a position description for a WELS principal:

1. Qualifications
 - a. Filled with the Holy Spirit
 - b. Synodically certified
 - c. Degree in education
 - d. Experience in classroom teaching
 - e. Membership in local congregation
2. Accountability—Accountable to the congregation through its Board of Education
3. Responsibilities
 - a. Supervises the called teaching staff and all other school employees and volunteers
 - b. Participates in parish leadership by working cooperatively with pastor and Church Council
 - Works with the pastor to maintain the role of the school in the mission and ministry of the church



- Meets regularly with the pastor to participate in unified parish planning
- Meets regularly with the pastor to plan his participation in school activities
- c. Prepares reports required by local, state, national, and district officials and keeps current files of reports
- d. Promotes the school and encourages parents to enroll their children in the school through a program of child accounting
- e. Sends school news to parents regularly
- f. Prepares school handbook, faculty handbook, etc.
- g. Enrolls students in accordance with policies established by the Board of Education
- h. Orders and purchases school materials and equipment and keeps a complete inventory of these materials and equipment
- i. Collects all monies as directed by the Board of Education and maintains an accurate financial record
- j. Consults with the Board of Education chairman on meeting agendas
- k. Communicates the decisions of the board to teachers, students, and parents
- l. Advises the congregation on school finance
- m. Prepares the school calendar
- n. Arranges regular and purposeful meetings of teachers and, as needed, of the non-teaching staff
- o. Uses the available media to publicize the school to the community
- p. Advises and coordinates the activities of the parent-teacher organization
- q. Serves on or places representatives on committees and organizations
- r. Works with the local school district in carrying out busing, special services, shared time programs, etc.

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- s. Develops programs of curricular study and improvement
- t. Promotes the professional growth of the staff
- u. Supervises the instructional program of the school so that the philosophy and curricular objectives are fulfilled
- v. Carries out the Team Ministry Process for the school
- w. Maintains the standard of behavior established for the school and works with the teachers and staff to maintain those standards
- x. Provides an effective guidance program
- y. Helps the Board of Education develop and implement policies
- z. Represents the needs of the staff before the board
- aa. Plays a leading role in securing qualified personnel for the school and orienting new staff members
- bb. Assigns extra duties and orients new personnel to those special duties
- cc. Demonstrates concern for the progress of each child
- dd. Establishes good rapport with the students through openness with them and fair treatment in handling problems that arise
- ee. Supervises school time schedules for coordination and smooth operation of the instructional program
- ff. Has release time from teaching responsibility, the amount to be mutually determined each year by the principal and the board
- gg. Works with the appropriate board for the safety and good maintenance of all facilities
- hh. Supervises custodians in the safety, cleaning, and good maintenance of all facilities and reports any personnel problems to the appropriate board

**Where Christ
is taught, his
presence
should be felt
and seen.**



9D Making the School Truly Christ-Centered

The principal will want to make sure that the school reflects Christ in all activities and in every way possible. Where Christ is taught, his presence should be felt and seen. To help the principal accomplish this, he can refer to Chapter 1 of this resourcebook, "Focus on Christ."

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9E The Team Ministry Process

The principal leads the Team Ministry Process (TMP) activities in his school and congregation. He may become familiar with this process by studying the TMP Handbook for Principals. By using this process, the principal will provide the needed resources for building a team within the school and congregation, and he will be able to carry out his responsibilities as a supervisor of instruction in a professional manner. Since the supervision of instruction is a significant part of managing human resources, the principal will make it a high priority in his administration of the school.

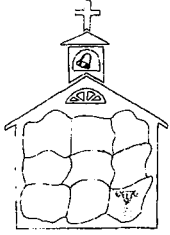
In addition to supervising instruction, the principal will also evaluate the faculty. This evaluation can be either satisfying or heart-wrenching for both the evaluators and the one being evaluated. The TMP manual contains all the forms the principal needs to carry out this task. If used properly, any evaluation or analysis will help build the team ministry concept and lead to improvement of the school and faculty.

If the principal is unsure of how to use the TMP, he may talk to the TMP counselor assigned to his school.

TEAM MINISTRY: 5H

9F Promoting Church/School Unity

Paul's words to the believers at Rome (Romans 15:5-6) tell us to live in harmony with each other. This is what the principal and staff strive for. Unfortunately, the principal may encounter disagreement and conflict within the church and school. As a congregational leader, he can help build unity and harmony in the school and church.



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To promote that unity, the principal ought to have a view of the entire mission of the congregation. He must realize that the school is one part, major as it is, of the congregation's ministry. Therefore, he will promote not only the school but the whole congregation and the para-church organizations of the congregation as well.

To promote the feeling of partnership, the principal will want to communicate openly at all meetings and discussion groups he attends as well as participate in congregational activities not involving the school. In this way he will set up the school not as an independent entity but as an arm of the church.

The principal can involve the entire congregation in the school's activities, using the talents, time, and resources of everyone, not just the school families.

On the flip side, the principal can involve the school in the congregation's programs of witnessing, evangelism, worship, and music. The principal can offer the help of the students and staff in doing some of the legwork for many activities.

Foremost, the principal will pray that the Lord would bless the school and congregation with harmony and unity.

Note: Financial support of the school has been and will continue to be an issue that causes conflict. Principals may read the article on "Strengthening WELS Elementary Schools for the 21st Century" (*Sample 1*) to familiarize themselves with methods of support.

PARTNERSHIP IN MINISTRY: CHAPTER 5

9G Personnel Policies/Handbook

In addition to the school handbook and the faculty handbook, the principal will also want to develop a personnel handbook. Such a handbook would clarify school and congregation policies, called worker and staff responsibilities, school and congregation

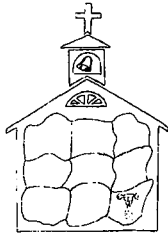


responsibilities, and mutual concerns. This information is especially necessary in schools with more than three or four called workers.

The principal will include the following in the personnel handbook:

- Attire
- Benefits, including holidays, vacations, personal days, pension plan, and insurance policies
- Conference attendance
- Congregational involvement of the teacher
- Continuing education
- Criminal background check
- Drug/alcohol abuse policy
- Family/medical leave
- Hiring/dismissal policy
- Housing issues
- Jury duty policy
- Medical/dental appointments
- Reimbursement of expenses
- Responsibilities outside the classroom
- Review process
- Salary schedules
- Smoke-free work place policy
- Staff meetings
- Synodical certification
- Types of workers—called, hired, volunteer
- Worker disability
- Workmen's compensation claims

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9H Personnel Files

The principal is responsible for securing personnel data, including the employment history, of all called workers and hired support staff, such as the aides, custodians, cooks, secretaries, and bus drivers.

Creating personnel files is as simple as opening a file folder for each worker. The file should include

- Application for employment requested
- Current address
- Social security information
- Background check information
- Emergency contacts
- Call information and copy of acceptance letter
- Biographical information by the CPS
- Educational degrees/certificates
- Transcripts/certifications
- Years of service
- Personal philosophy of education
- Personal mission statement
- Observations and evaluations
- Goals for the year
- Planned enrichment activities
- Acknowledgments
- Commendations and reprimands
- Salary status and increases
- Benefits offered
- Vacation dates



The principal will want to keep these files current. When a worker leaves employment, the principal should close the file with an objectively written statement of the reason for leaving.

Finally, since these files are confidential, the principal should keep them in his office in a locked file cabinet or drawer. Under the Right to Know Act, each employee does have the right to review his or her file and may add information to the file.

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9I Background Checks

As the director of human resources, the principal must comply with certain legal issues regarding the called workers, the employed personnel, and volunteers. One of these issues is the criminal background check. Any new called worker beginning his or her ministry in the congregation must go through this background check. Recent graduates of Martin Luther College or Wisconsin Lutheran Seminary will have had the FBI background check upon assignment. Some states, however, require an additional state check.

The principal should contact the local school district for the requirements and procedures for this background investigation.

Employed personnel, as well as volunteers, should fill out the synodical form on background information. (*Sample 2*)

9J Orientation of New Teachers

An important responsibility of the principal is to provide orientation for new staff members. Since each school is unique, the principal will want to establish a faculty handbook that addresses school policies and procedures.

9K Faculty Development

Having used several or all of the TMP components, the principal will quickly identify the strengths and weaknesses of each teacher and the school program. Once identified, the principal will acknowledge the strengths and work with the teacher to develop a plan to improve the



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weaknesses. This plan may include well-defined in-service programs in the following areas:

- ⇒ Classroom visits and analyses
- ⇒ Conference topic discussions
- ⇒ Curriculum concerns
- ⇒ New teacher orientation
- ⇒ School policies and procedures
- ⇒ Spiritual renewal
- ⇒ Teaching models

For each in-service, the principal ought to plan the time (time of year, time of day, length), the place (on site, private home, retreat center, etc.), and the presenter (himself, another teacher, an outside teacher, a video, etc.)

As the principal keeps himself, the faculty, and the curriculum updated, he will fulfill what the Lord expects of the called

worker: "Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth" (2 Timothy 2:15).

"Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth."

2 Timothy 2:15

IN-SERVICES: 3F, 6H

9L Delegation of Duties

The total program of the school encompasses far more than what the principal can or should handle on his own. Though he is responsible for the total program, he should delegate much of the day-to-day activities to other teachers. He may ask the teachers for input into a listing of these duties so that they feel ownership of the program. He



will then encourage them to volunteer for these tasks; occasionally he will have to assign them. If the principal must assign these duties, he should take into consideration the talents, work load, and available time of each teacher.

Working together in this way will help build unity and purpose for the objectives of the school and congregation.

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9M Synodical Certification

One strength of our Lutheran elementary school system lies in the fact that most of our teachers received their training at Dr. Martin Luther College or Martin Luther College. This training helps establish and maintain a solid philosophy of Christian education that all workers share. To that end, the principal will want to make sure the entire faculty is synodically certified. He will encourage the congregation to call only synodically certified teachers. When this isn't possible, he will encourage the congregation to insist on synodical certification within a certain length of time. The congregation should then be willing to supply the funds necessary to obtain this certification. Guidelines for synodical certification are found in the Conference of Presidents booklet on certification.

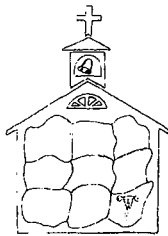
9N Continuing Education

In addition to faculty development, the principal ought to see that each teacher participates in activities for enrichment and/or advanced degree acquisition. The principal should familiarize himself and bring before the Board of Education the booklet from the CPS on "Continuing Education of WELS Teachers," which provides the rationale for doing this. (Sample 3)

CONTINUING EDUCATION: 31

9O Faculty Recognition

The Lord urges his people to honor those who faithfully proclaim his Word (Philippians 2:29; 1 Thessalonians 5:13; 1 Timothy 5:17). Therefore, the principal will want to personally acknowledge various accomplishments of his faculty. He may do this privately with a



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personal comment or note of thanks, or publicly through the school newsletter, church newsletter, or bulletin. Such words of gratitude help to build up the team.

The principal may also want to show appreciation to the faculty on special occasions, such as birthdays, anniversaries, Valentine's Day, National Teachers Week, Lutheran Schools Week, etc.

A policy may be established to recognize major anniversaries of service. Celebrations for 25 and 40 years of ministry are quite common.

The principal can recognize minor anniversaries by calling public attention to them, sending a letter of appreciation, or presenting a small gift from the staff or Board of Education. Above all, the principal will want to let the called workers know they are doing a fine job and that they are bringing glory to the Lord.

The principal will want to let the called workers know they are doing a fine job and that they are bringing glory to the Lord.

VALUING CO-WORKERS: 11

9P Substitutes for the Classroom

Although teachers are diligent in their assignments and faithful to their calls, occasionally they will require substitutes for their classrooms. Planned absences are easier to handle than emergency needs for substitutes. The principal can alleviate much of the stress of getting substitutes if he makes plans before the school year begins. Some guidelines:

- For Board of Education approval, prepare a list of available substitutes in your area. Include name, address, phone number, social security number, grade preference, and willingness to serve as an emergency, short-term, or long-term substitute.
- Provide each substitute with a list of general school rules and procedures.



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- Have each teacher prepare an emergency “sub packet” for the classroom, which can be used by anyone when no preparation time is available.
- If possible, have the teacher who is going to be absent arrange for the substitute and discuss with him or her the plans for the school day(s).

9Q Aides and Volunteers

Teaching alone is a demanding task. When teachers must take on extra activities, the job may become overwhelming. The principal ought to keep a close eye on the staff to make sure that each teacher is carrying

out his or her primary function, that of teaching. He may want to help teachers carry out their responsibilities by providing or allowing for instructional aides and volunteers.

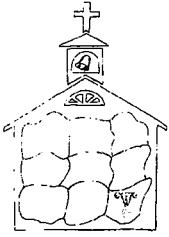
**Without
volunteers, our
schools would
not be able to
exist as they do.**

Instructional aides are usually paid staff assigned to help teachers who have a great number of students or students who need much one-on-one instruction. The principal is responsible for the supervision of these aides, but the classroom teachers will administer the day-to-day activities of the aides.

Volunteers freely give of their time and talents to make the educational program all it can be. Without them, our schools would not be able to exist as they do. The principal will develop a program to obtain, train, and publicly acknowledge these valuable helpers. Some principals will find many people willing to volunteer. Other principals may have to direct each family to volunteer a specific number of hours each year. When the principal regularly communicates the school's goals and programs to his congregation, more people will “buy into” these goals and do all they can for the school.

Volunteers are often taken for granted as they perform their much-needed tasks. Volunteers need to know they are serving both their Lord and their school.

Principals and teachers can acknowledge and express appreciation for these important people in many ways:



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- ☺ Simple thank-you letters
- ☺ Publication of volunteers' names and tasks in newsletters or bulletins
- ☺ Reimbursement for out-of-pocket expenses
- ☺ An appreciation breakfast or luncheon hosted by the entire staff

VOLUNTEERS: 4K, 6T, 8F

9R Counseling School Personnel

One of the most important tasks for every principal is counseling the called workers and other school personnel. Today's principal may find it helpful to learn some basic counseling skills early in his ministry through self-study or a basic counseling class—ideally, a Christian counseling class. However, his own knowledge of God's Word and ability to communicate and apply its truths to others will be the way he can serve others best. With a general knowledge of counseling, the principal will be a real help to the teachers and to the school families.

Christ is the best counselor, and Scripture provides the best healing for all people.

A good working definition of counseling is this: Counseling is dialogue between individuals with the purpose of healing one another, solving a problem, or assisting troubled people to find help and healing from God's Word.

The sole purpose of Christian counseling is to help people glorify God through a change in their actions, words, and thought patterns. As a counselor, the principal will want to help change or broaden a person's knowledge, behavior, or attitude. The tool he must use to do so is the Word of God.

Principals will need to counsel each called worker or staff person throughout the year. This counseling will include encouragement (the easiest type of help), exhortation (the most difficult), and enlightenment.



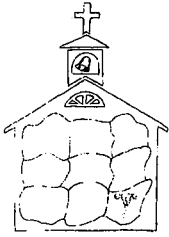
To be an effective counselor, the principal will need knowledge first of the holy Scriptures and then of therapeutic procedures, normal/abnormal behavior, human functioning, and his own limitations.

Many principals feel inadequate to provide counseling help in their early years of leadership. Until a principal has gained skills in this area, he should concentrate on just *listening*. Being a good sounding board for others will help tremendously in the majority of personal concerns.

In any counseling situation, the principal will remember to keep Christ and his Word foremost. Christ is the best counselor, and Scripture provides the best healing for all people.

HEALTH OF CO-WORKERS: 1J

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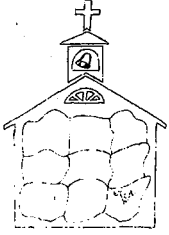
9S Pieces to Remember

- ✍ Whenever human beings interact with each other, the result can be either joy or disappointment, harmony or conflict.
- ✍ The principal is not without sin, but he ought to do nothing that would place a stumbling block in anyone's path.
- ✍ The Board of Education delegates to the principal the responsibility for the daily operation of the school.
- ✍ The principal will want to make sure that the school reflects Christ in all activities and in every way possible.
- ✍ The principal leads the Team Ministry Process (TMP) activities in his school and congregation.
- ✍ As a congregational leader, the principal can help build unity and harmony in the school and church.
- ✍ The principal can involve the entire congregation in the school's activities, using the talents, time, and resources of everyone, not just the school families.
- ✍ The principal will develop a school handbook, a faculty handbook, and a personnel handbook.
- ✍ The principal is responsible for securing personnel data of the teachers and staff.
- ✍ The principal must comply with certain legal issues regarding the called workers, the employed personnel, and volunteers.
- ✍ Orientation of new faculty members is a must.
- ✍ The principal will acknowledge the strengths of the faculty and develop a plan to improve the weaknesses.
- ✍ The principal will personally acknowledge various accomplishments of his faculty.
- ✍ One of the most important tasks for every principal is counseling the called workers and other personnel.



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Principal's Resourcebook



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Sample 1

***Strengthening WELS
Elementary Schools
for the 21st Century***

**A Study Guide to Consider Issues
Related to the Financing of
WELS Elementary Schools**

Preface

We are blessed with one of the finest school systems in the United States. Our schools have been a blessing to children and their families for over a century. God has blessed the ministry of our schools so that they have nurtured the faith of tens of thousands of children and reached out to thousands of children who did not know Jesus Christ as their Savior.

Issues regarding the financing of our schools need to be addressed to that we might preserve and strengthen them for future generations.

Our schools have been blessed with gifted and dedicated teachers, capable principals, and supportive pastors and congregational leaders who have been willing to devote their time and talents to His service. God has used their abilities to touch the hearts of lives of countless children who needed the personal touch of Christ's love in their lives.

Our schools are treasures which we want to preserve for future generations. During the past decade, the continued funding of our schools has posed a major threat to the ability of our schools to minister to the next generation of children. Budget shortfalls, rising educational expenses, and additional opportunities for ministry have brought the funding issue to the forefront of discussions in many WELS congregations. While many congregations have addressed this issue by initiating a tuition for students attending their school, we believe that approach addresses only the symptom rather than the disease. While the introduction of tuition for members may be an appropriate action to strengthen the ministry of our schools, it should not be undertaken with the assumption that it will cure the deeper causes lying at the foundation of the financial crisis.

This paper focuses upon issues related to the funding of WELS elementary schools within the broader context of the revitalization of our adult leadership's spiritual growth. This revitalization takes place first in the home where fathers and mothers have the primary responsibility for their personal spiritual growth and for the Christian nurture of their children. It also takes place within the congregation where the adult leaders place top priority upon their personal spiritual growth and see the Christian education of children as an important means of carrying out their mission of nurture and outreach. It, finally, takes place within the polity of the church where we align the policies and practices of our congregation with our theology of ministry.

The revitalization of our adults' spiritual growth is critical to the strengthening of WELS schools.

We pray that the discussion of this paper will help strengthen our schools to minister to the needs and challenges of children and their families in the 21st century. Parents, teachers, and congregational leaders are true partners in the Christian education of our children. May God strengthen that partnership and refuel our passion for our ministry to our children so that our schools may continue to be a blessing to the next generation of children and their families.

Background

As we stand poised upon the threshold of the 21st century, there is a general perception that children throughout the United States have lost many of the Bible-based values of the previous generation. There is a broad-based desire for schools that will teach morality to children. In a climate in which people realize the mess they have created, the WELS provides the world what it is looking for. Lutheran schools are needed more than ever and the Wisconsin Synod has a century of experience and expertise in the Christian education of children.

Value of WELS Lutheran Elementary Schools

The Lutheran elementary school (LES) has been the anchor of the WELS educational system. There is a long tradition of high academic quality in WELS elementary schools. It is from the LES that many early childhood ministries have sprouted. It is from the LES that many area Lutheran high schools have grown. Over 90% of WELS pastors and teachers and countless lay leaders received their elementary education in a WELS school. Graduates of WELS elementary schools have served in all of the synod's world mission fields reaching out with the gospel. Laymen and women who have graduated from WELS schools have served as the foundation of many home mission congregations. The far-reaching effects of the instruction received in WELS elementary schools are know only to God, but can be appreciated by all. The Lutheran elementary school is the crown jewel of many WELS congregations. It also then becomes the focus of our efforts to strengthen our ministry to children and their families as we approach the 21st century.

While the Lutheran elementary school has been a tremendous blessing for the nurturing of our children, it is underutilized as a means of reaching out to the lost. Few of our congregations have consciously used their elementary school as a means to reach the unchurched with the gospel of Jesus Christ. Most long-established schools have enrollment policies which give priority to the children of their members and fill their classrooms in that manner. At the present time, 72% of WELS schools have less than 10% of their students who are unchurched. If our schools are to be used to reach the unchurched, many congregations will need to review the purpose of their school and their approach to funding it.

WELS schools have over a century of experience and expertise in Christian education at a time in which parents are seeking moral values and high quality in their children's education.

The use of Lutheran elementary schools as a basis for planting WELS congregations in new areas of the United States and in other countries provides new opportunities for ministry through our Lutheran schools. This also requires new attitudes toward ministry and to the funding of our schools in situations which would traditionally not be able to support the operation of a school within the congregation's plan for ministry.

Lutheran elementary schools have a great potential for bringing the gospel of Jesus Christ to the world. The WELS has not yet fully exploited the opportunities that Lutheran schools provide to the world. They provide new opportunities to bring people into a living relationship with Jesus Christ, to influence parents and their families, to integrate new members into congregational life, as well as provide a Christ-centered education for children.

Traditional Funding of WELS Elementary Schools

Traditionally WELS congregations have funded their elementary schools primarily through member contributions. Book fees have been charged for consumable materials with memorials, special gifts, and fund raisers used to purchase the "extras." Non-WELS members are typically expected to pay the "full-cost of education." 90% of members of sister WELS/ELS congregations pay partial or full tuition for the education of their children in WELS elementary schools.

WELS early childhood ministries are traditionally funded through parental tuition, elementary schools through the congregation's budget, and high schools through a combination of tuition and budgetary support.

In sharp contrast to the traditional manner of funding Lutheran elementary school through member contributions, our parishes charge tuition to students in WELS early childhood programs, area Lutheran high schools, synodical preparatory schools, and the ministerial education college and seminary. Most early childhood programs charge parents the full cost of educating children. Area

Lutheran high schools, synodical preparatory schools, ministerial education colleges and the seminary have traditionally charged tuition to cover 40% - 60% of the cost of education.

The alternatives to funding Lutheran elementary schools may be viewed as a continuum from 100% congregational support of the school to 0% congregational support. Income may be obtained through tuition payments, special gifts and memorials, and government funding for special student services. Any combination of shared funding may be considered by the congregation as it determines the most appropriate way to fund its school.

Current Funding Trends in WELS Elementary Schools

In the fall of 1997, a survey was conducted of the 363 WELS elementary schools. 279 responded to the survey. Of those schools responding, 39% indicated that they charged a tuition of members of their congregation, 90% charged a tuition of members of sister WELS/ELS congregations, and 97% charged a tuition of non-WELS parents. 80% of the schools indicated that they received more than 61% of their operating budget from the supporting congregation. 67% of the schools indicated that their operating budget accounted for more than 51% of their congregation's annual budget. Over half of the schools (53%) indicated that they anticipated initiating member-tuition or an increase in tuition for member - parents.

There has been a steady and definite trend among WELS schools toward charging tuition of member - parents. In 1987-88, 11.7% of WELS schools charged tuition of members. In 1994-95, 31.7% of WELS schools charged tuition of members. In 1995-96, that figure increased to 35.5%. In 1996-97, it increased to 38.8% and this year 42.9% of WELS schools charged tuition to members according to the School Information Forms submitted to the Commission on Parish Schools. In the time period from 1987-88 to 1996-97, the average tuition charged to member parents has increased from \$253 to \$711.

A dramatic shift has occurred in the last decade from funding schools through congregational offerings toward funding schools through member-tuition.

While there has been a trend toward increasing the charge to parents for tuition, there has also been an increase in per communicant offerings to the local congregation and to the synod. In 1987, WELS members have an average of \$307.95 for "home purposes" and \$378.05 for all purposes. In 1996, their offerings averaged \$500.39 for their local congregation's ministry and \$641.44 for all purposes.

While member-tuition increased 1.8 times during that period, offerings for home purposes increased .62 times and offerings for all purposes increased .7 times. Tuition for the children of members attending WELS elementary schools increased at a rate almost three times the rate of increase of per communicant offerings.

WELS Schools in a Changing Environment

Changes in our societal and congregational environment have played an important role in the changing attitudes regarding the funding of WELS elementary schools. As the median age of WELS communicants rises, an increasing percent of WELS members do not directly benefit from the elementary school's education of their children. The graying of our congregations, the larger number of members without children, and the mobility of our members have served to decrease the sense of ownership by the congregation's members. These changes have led many congregations to favor a shift of the financial responsibility for the school from the congregation to the parents who receive the direct benefit of the school's ministry.

The greater opportunities for ministry to the unchurched, elderly, peoples in foreign countries, members with special needs, and synodical ministries have caused congregations to evaluate the balance of their kingdom work. As noted previously, 67% of the responding schools indicated that their budgets accounted for more than half of their congregation's budget. They do not view shifting resources from the elementary school to other areas of ministry a decrease in the support of the school but as a desire to give greater attention to areas of ministry that have been slighted.

Congregational and societal changes have brought changes in the funding of WELS schools.

The changing demands of education have increased the costs of our elementary schools. This leads congregations to look for additional sources of funds to pay the costs of their school. Technological innovations, educational resources, services to students with special needs, reduced student-teacher ratios to accommodate the special needs of students, teachers' salaries, athletic and music programs, and additional school facilities have all contributed to the increased costs of our schools. Many parishes find it difficult to justify covering these costs through the general budget, and find it hard to enlist member contributions for this. These congregations have, therefore, turned to third sources and member - tuition to meet the rising costs of their schools.

Scriptural Principles

Scripture does not speak directly to the funding of Lutheran schools. The Bible neither forbids nor commands any particular means of providing the financial support for our schools. The Lord leaves that decision to the judgment of Christian men and women. The Lord has spoken about issues concerning the ministry of Lutheran schools that are also related to their financial support. Guided by Christ's Great Commission (Matthew 28:19-20), we seek a balance of outreach and nurture in our ministry, we enhance the partnership which exists between the individual Christian and the organized Christian congregation, and we continually strive to grow spiritually through an ongoing study of God's Word.

When Jesus sent His disciples into the world to "make disciples of all nations" by "teaching them to obey everything I have commanded," He expected them to reach out to the unbelievers with the saving gospel and to nurture the faith of those who already believed in Him. Our congregations have that same dual mission today. We notice, however, that 67% of the congregations that operate a Lutheran elementary school expend over 51% of their financial resources for the operation of their school. This imbalance of expenditures often curtails the congregation's other important ministries. It would be beneficial for a congregation to review its policies regarding the funding of its elementary school and the impact those policies have on the congregation's overall balance of ministry, including non-elementary youth education.

Scripture neither forbids nor commands any particular means of funding WELS schools.

Jesus' command to "make disciples" was given both to individual believers and to the visible church that they formed. The Lord still gives the responsibility for Christian nurture and for Christian outreach to adults, both parents and the members. It is a shared responsibility and a shared privilege to "bring them (children) up in the training and instruction of the Lord" (Ephesians 6:4). As it relates to funding issues, I have the privilege to support the entire ministry of my Christian congregation through my regular offerings. As a parent, I also have the additional privilege of providing for the Christian education of my children which they receive in the Lutheran elementary school they attend. A congregation would benefit by reviewing its policies regarding the funding of its elementary schools and the message that conveys regarding the responsibility for the Christian education of children.

The admonition to “teach them everything I have commanded you” implies a lifetime of studying God’s Word. The lifelong spiritual growth of parents is a vital ingredient for the spiritual growth of the children. Without the support of Christian parents a good Lutheran elementary school education seldom has a lasting impact on the life of the child. Often funding imbalances or attitudes regarding parental responsibility for the Christian education of children place a low priority upon the spiritual growth of parents. Implementing the theme: “Adult Spiritual Growth is Job #1” will bring multiple blessings to the individuals and to the congregation. Recent studies within the WELS indicate a positive and direct relationship between the percent of adult members actively involved in congregational Bible study and the number of adult confirmations and per communicant offerings. Aggressive efforts to involve adults in the study of God’s Word not only leads to personal spiritual growth and the Christian nurture of the children, but also addresses many of the funding issues at a time when WELS members bring an average of only 2.2% of their gross income to the Lord.

The Bible’s teaching that both parents and the congregation are responsible for training youth must direct our policies and practices. Our theology that teaches both outreach and nurture must also drive our policies and practices. There must be a balance of ministry to the spiritual needs of the whole congregation, rather than an extraordinarily large investment in one portion to the neglect of others. Since both parents and congregations share in the responsibility for the Christian nurture of children, then both the congregation and the parents should share a responsibility for the funding of the school. If we believe that the spiritual growth of the adult members of the family is the key to the spiritual growth of the children, then we ought to place an equal or greater emphasis upon adult spiritual growth so that it is “Job #1.” Aligning our policies and practices with our theology will better apply the means of grace to the diseases that afflict our parishes. Otherwise, charging tuition will only address the momentary symptom of poor stewardship.

Issues

Two major issues relate to the funding of Lutheran elementary schools: maintaining a balanced ministry and overcoming the fears and challenges of change.

Maintaining a Balanced Ministry

“Kingdom Balance” is often understood as a criticism of spending too much money on the education of children or as a devaluation of the Lutheran elementary school. As a result,

A balanced congregational ministry will enhance the ministry of the Lutheran school.

parish school advocates become defensive. It should be clearly understood that there is neither an explicit or an implied criticism of the Lutheran elementary school’s ministry to children. The Lutheran elementary school has been and continues to be a jewel in the crown of WELS’ ministry. Our schools are widely recognized by those within and without the synod as an aspect of

ministry done best by the WELS. The issues related to “Kingdom Balance” are simply that we

have been spending too little money, too little attention, and too little energy on other important areas of ministry.

The effort to maintain a balanced ministry calls upon WELS congregations to place additional emphasis upon: the spiritual growth of youth and adults, the stewardship of financial resources, the involvement of parents in congregational life, the outreach to the community, and the support of the synod's world-wide ministry. Long-range trust in the Savior's great commission makes us confident that a balance of ministry will enhance our great schools, not hurt them.

Programming, facilities, and a congregational emphasis need to be focused on youth ages 13-20 who are at the greatest risk of dropping out of congregational membership, young adults looking for a spiritual home, and mature adults, who need continued growth in faith. These segments of our congregations have been traditionally neglected. We have concentrated resources and energies upon the more protected souls in our parishes while neglecting those at greater spiritual risk. Recently, congregations have begun calling pastors, teachers, and staff ministers with specific responsibilities for ministry to teens, young adults and families. We need to commit even more resources within the local congregation and synodically to the spiritual needs of all segments within our congregations.

There is a perception that the inactivity of some parents neither helps the education of the children or supports the ministry of the congregation. Parents are often absent from Bible classes, congregational activities and voters' meetings, and offer little in financial support to the ministry of the congregation. We need to increase the involvement of LES parents in the life of the congregation. Home visits, classes for parents, Bible classes specifically directed to issues of young families and parents, and support for parents to be spiritual leaders in their homes are some ways in which congregations might minister to the needs of parents. In addition, principals and teachers might consciously design ways for parents to be involved in the Christian education of their children. Home visits and parent-orientation meetings can help parents become interested and involved in the congregation's ministry. We can enlist parents and senior citizens to assist in the school's ministry. A conscious alignment of the theology and philosophy of parental responsibility with the policies and practices of the school will lead to increased spiritual growth within the home and greater involvement of the parents in the life of the congregation.

A discussion of issues related to the funding of Lutheran elementary schools inevitably leads to a concern for the overall stewardship of the congregation. At a time of unprecedented prosperity in our nation, the offerings to WELS congregations have sunk to 2.2% of members' gross income. Efforts to introduce a tuition for children of congregational members should also include stewardship education for the entire congregation.

Overcoming the Fears

A discussion of any change of behavior raises fears. What will be the long-term consequences of the change? Will a tuition charge for member-students bring a decreased enrollment in our school? What will happen to families who can not afford the tuition? Will teachers' calls be vacated? Will members reduce their offerings to compensate for the tuition which they pay? Will I lose the tax benefit of my church offerings when I pay tuition for my children? Will the congregation lose its ownership of the school and reduce its commitment to the Christian education of young children? These questions reflect the fears that are often associated with the change from the traditional manner of funding schools.

While not all fears can be alleviated for all people, most can be addressed through a careful and gradual discussion of the issues related to the change. The experience of other congregations who initiated tuition for members indicates that the process and the procedure used and the rationale for instituting the tuition determines whether the initiation of tuition was a positive or a negative experience.

Where there was a careful discussion of the concerns and a gradual implementation of tuition fears regarding the loss of students receiving a Christian education in the school have not materialized. Parents who understand their role in the Christian education of their children also recognize the financial responsibility inherent in that role. Implementing tuition in stages with reasonable payment schedules enables parents to make the necessary budgetary adjustments in a reasonable and planned manner.

Furthermore, a system designed to minimize or exclude parental participation is doomed to fail in its objectives for the Christian nurture of the children regardless of their continued attendance in school. A system designed to maximize parental involvement in their children's Christian education - including financial responsibility - will ultimately contribute to the attainment of the school's objectives. It is important that we design our systems in ways to maximize the opportunities to achieve our objectives. Parental involvement in all aspects of the children's education (instruction, modeling, financial) is a critical element in the achievement of our objectives for the children's spiritual growth.

Every congregation has families who have a limited ability to pay the tuition for their children. We should plan to provide assistance for those families before implementing tuition.

A portion of the tuition income - especially in the first years - can be set aside for the purpose of providing financial assistance to those families who are not able to pay the full tuition. Limits can be placed on the number of children for which a family has to pay tuition. Unique situations may require unique approaches to providing assistance to families in economically deprived areas including an "adopt-a-child" program in which members provide tuition assistance for specific children. Careful attention to providing a safety net for those families in need of assistance is consistent with our traditional Christian charity and will alleviate their concerns.

***Careful discussion of concerns
and gradual implementation
reduces the fear of change.***

The experience of other WELS congregations shows that when they combine an aggressive stewardship education effort with the introduction of member-tuition, the total income actually increases, not decreases. Some members do make minor shifts in their distribution patterns that impact their tax liability; however, the long term consequences have been positive. In no case has there been a decrease in the annual congregational offerings. The congregation feels better about itself and its school after tuition is implemented. In several cases, offerings of school parents to church actually increased, in none of those surveyed did it decrease as a whole. One positive result has been that parents have an increased interest in the school and in their children's spiritual development.

It is feared that the implementation of tuition for members will reduce the congregation's sense of ownership in the school. Rather than losing ownership, congregations have gained the involvement of the school parents. This has occurred not only in the governance of the school but in other areas of the congregation's ministry. WELS congregations have retained the majority share of the economic costs of the school. Furthermore, the congregation is enabled to improve the ministry of its school and other areas of ministry in a more balanced manner; thus, creating a more positive attitude toward its overall ministry.

Instruction in the principles of Christian stewardship and the establishment of a tuition assistance program maximize the potential of success in implementing a change in tuition policies.

The key to overcoming the fears of change is communication. Communicate, communicate, communicate. Provide frameworks for people to knowledgeably discuss the issues at stake. Let people see the real costs of Christ's work in the church and the school. Let people struggle with the purpose of a Christian congregation with the balance of their programs in light of Biblical teachings. Keep people informed about each step of the process and the debate that is taking place.

Recommendations

Foundational Theses

Three theses serve as the foundation for congregational and synodical recommendations regarding the funding of Lutheran elementary schools.

1. Parents and congregations need to practice what the Scriptures teach in regard to each one's responsibilities.
 - A. Develop a parent/school/congregation definition of roles and responsibilities in the Christian nurture of children.
 - B. Consideration of the parents' role should include three aspects:
 1. Financial (suggest 1/3 parents, 2/3 congregation)
 2. Parent time in assistance of the education process given both at school and at home
 3. Continuing spiritual growth of the parents.
2. Quality Lutheran schools are needed more now than ever as we enter the 21st century.
 - A. Our children are growing up in a culture that no longer reinforces Christian values nor an eternal orientation to life.
 - B. Our children have a much smaller supporting cast of adults in their lives.
 - C. Our children experience a loud and negative media and peer pressure.
 - D. The growing need for Lutheran schools comes at a time when our congregations face serious financial problems.
 - E. Congregations and schools need to find and consider ways for cooperation in their ministry.
3. Our congregations need to provide spiritual care to more people than ever before.
 - A. Consider the potential world-wide mission outreach of the WELS.
 - B. Think of the struggling homes, broken families, blended families, emotionally and spiritually bent children and adults.
 - C. Consider the increased need for expanded services and spiritual growth opportunities for both adults and children.

If we accept these three theses, then it is evident that some congregations may benefit from considering charging tuition for member children as our early childhood ministries do and our area Lutheran high schools have for decades. As it does so, the experiences of other WELS congregations can serve as a guide.

Congregational Processes

Experiences of WELS congregations considering issues related to the funding of their Lutheran elementary school have shown the discussion will be most fruitful for the work of the kingdom when the following steps are included in the process:

1. Review the Scriptural principles regarding the mission of Christ's church and the importance of balance in carrying out that mission.
2. Review the Scriptural principles underlying the roles and responsibilities of the parents and the congregation in the Christian nurture of children.
3. Discuss the critical role which the Lutheran elementary school has as an instrument for carrying out Christ's mission and the impact which current funding policies have upon the school's ability to effectively carry out that role.
4. Emphasize the importance of the spiritual growth of the adults (especially the parents of school children) and the stewardship of financial resources for all members of the congregation.
5. Provide a framework in which all parties within the congregation have an opportunity to knowledgeably discuss the issues - which may include: acceptance, participation, parental roles, taxation implications, current and future needs of the school, outreach opportunities, etc.
6. If the decision is made to charge tuition to member parents:
 - a. Inform all participants of the concrete gains for the school and for the work of the Lord resulting from this initiative.
 - b. Implement the tuition in stages over a 3-4 year period with predetermined amounts or percentages of total costs.
 - c. Establish a tuition assistance fund and a process for assisting families in need.

Such a careful discussion of the issues related to and leading up to the charging of tuition for members will minimize the concerns and fears, and increase the probability that the change will be a positive experience for the congregation.

Conclusion

Some WELS congregations with elementary schools have financial problems. They are not receiving sufficient offerings to meet all of their obligations or carry out the ministry which they desire. Some of these congregations are attempting to address these problems with temporary solutions: needed building maintenance is delayed, called workers are paid inadequate salaries, important new ministry opportunities are not undertaken, and offerings to WELS and other ministries are reduced or unpaid. These solutions aimed at reducing expenditures are temporary and address only the symptoms of the greater problem which faces our congregations.

Temporary solutions - such as tuition or delaying needed expenditures - address only symptoms and not the underlying issues related to the health and future welfare of Lutheran schools

Other congregations have attempted to address the problem of under-funded budgets by initiating a tuition for the members of their congregations. This has often been undertaken in a hasty manner which is focused upon balancing the budget rather than carrying out the ministry which the Lord has placed before the congregation. This approach to balancing the budget by increasing income also focuses only upon a symptom rather than the underlying

problem. The result may be a temporary increase in income which only delays addressing the real issues.

Lutheran elementary schools are more important than ever in the ministry of WELS congregations and in the spiritual growth of children and their families. The devil, therefore, seeks to undermine its ministry at a time of its greatest importance. Leaders of our synod and of our congregations need to address the issues of funding our Lutheran elementary schools in ways which will strengthen them to minister to the next generation of children and their families. Tuition for member families may be an appropriate approach to ensure the viability of quality Christian education within our schools for the next century; however, it must be considered within the broader context of aligning the funding of the school with our theology of ministry and with the spiritual growth of our adults.

Strong Lutheran schools are needed now more than ever to minister to children and their families. Wise decisions regarding the funding of our schools are needed to preserve and strengthen them for the next generation.

A careful congregational review of the Scriptural principles underlying our mission and ministry, and the respective roles of parents and the congregation in the Christian nurture of children should serve as the foundation for considering the issues regarding the funding of the school. Congregation members ought to thoughtfully discuss the critical role which the Lutheran elementary school has in the ministry of the congregation

and how that ministry might be strengthened as we minister to the needs of children and their families in the 21st century. Within that discussion, plans ought to be made for the spiritual growth of the adults and the God-pleasing stewardship of the congregation's financial resources.

The institution of a tuition for members, if that should be the congregation's decision, then becomes part of an aggressive effort to align our policies and practices with our theology rather than an attempt to balance the budget.

Synodical and district leaders can assist local congregational leaders in addressing the funding of their Lutheran elementary school in a God-pleasing manner. The attached study materials are provided to assist local boards of education and called leaders make decisions based upon their ministry rather than their budget's bottom-line.

We regularly pray: "Your kingdom come." The Lutheran elementary schools have been used by God to extend His kingdom among us and to strengthen the faith of those who are within His kingdom. Our decisions regarding the funding of our elementary schools need to be made in a manner which will strengthen their ability to carry out the Lord's work and extend His kingdom. To that end, may He lead us to act wisely and bless our decisions to His glory.

DISCUSSION GUIDE FOR CONGREGATIONAL LEADERS

Looking in the Mirror

1. *What is the adult membership of our congregation?*

Male: _____
Female: _____
Total: _____

2. *What is the youth membership of our congregation?*

0-4 years old: _____
5-13 years old: _____
14-18 years old: _____
Total: _____

3. *What is the adult participation in weekly congregational Bible study?*

Male: _____ % of total male
Female: _____ % of total female
Total: _____ % of total adult members
(Elected leaders: _____ % of elected leaders)

4. *What is the annual per communicant offering in our congregation?*

Home purposes: _____
Synodical support: _____
Other purposes: _____
Total: _____

5. *How is the total congregational budget divided among our various ministries?*

_____ % of budget for pastoral ministries
(Include worship, evangelism, pastors' salaries, etc.)

_____ % of budget for school ministry
(Include net cost of operation, teachers' salaries, etc.)

_____ % of budget for synodical support

_____ % of budget for other purposes

6. *How many students have graduated from our school in the past 20 years?* _____
7. *How many of those graduates are actively involved (attend church regularly) in a WELS congregation today?* _____
8. *How many of those graduates are preparing for or have entered the public ministry?* _____
9. *How many unchurched students attend your school?* _____
10. *How many baptisms and/or adult confirmations have come through your school?* _____
11. *What is the total annual cost of our school?* _____
 (Include salaries & benefits, fair share of utilities, books & supplies, pro-rated equipment expenditures, etc. Do not include building capital expenses.)
12. *What is the total annual revenue received for school purposes?* _____
 (Include registration and book fees, tuition, special gifts, etc.)
13. *What is the net annual cost to operate the school?* _____
 (Subtract the total annual revenue from the total annual cost.)
14. *What is the net cost per pupil to the congregation?* _____
 (Divide net annual cost by the average number of pupils during the most recent 3 years.)
15. *What percent of the total annual cost of our school is provided by the following sources?*
 - Congregation: _____
 - Student Fees & Tuition: _____
 - Other Sources: _____

Mirror, Mirror on the Wall

1. *What do we learn from looking into our congregation's mirror?*
 1. List the top 3 things which please you:
 - 1.
 - 2.
 - 3.

2. List the top 3 things which concern you:

- 1.
- 2.
- 3.

A. List all items in both categories on a board or a large sheet of paper without evaluation.

B. Spend 10-15 minutes discussing the items in each category. Focus on:

1. Why that item was chosen; and
2. What impact/significance that item has on the future health and welfare of your elementary school.

1. Discuss: Which, if any, of these issues are related to the financing of our LES?
2. Discuss: How do we address the blemishes we see in our congregation's mirror?
3. Discuss: How do we build upon the strengths we see in our congregation's mirror?
4. What strategies can be undertaken to increase our adult's (especially parents and elected leaders) participation in congregational Bible study?
 - a)
 - b)
 - c)
5. What strategies can be undertaken to carefully instruct all of our members in the scriptural principles of Christian stewardship?
6. What strategies can be undertaken to more effectively involve families in our congregation's ministry?
7. What strategies can be undertaken to strengthen the foundation of our LES so that it is strong for the next generation of children and their families?

Sample 2

BACKGROUND CHECK OF CALLED WORKERS

LETTER OF CERTIFICATION

Conference of Presidents
Wisconsin Evangelical Lutheran Synod
2929 N Mayfair Road
Milwaukee WI 53222-4398

Dear Brothers in Christ:

The responsible board, commission, council of

_____ (name of calling body)

_____ (city, state)

has considered your request. We hereby certify that during all the years of ministry of

_____ (name of worker) in our midst,

(Check the one that applies):

_____ there have not been any incidents of child molestation, child abuse, sexual exploitation, or harassment on his/her part of which we are aware.

_____ there has been an incident of child molestation, child abuse, sexual exploitation, or harassment which has been **filed**, and after proper investigation it was determined to be unfounded.

_____ there has been an incident of child molestation, child abuse, sexual exploitation, or harassment, and the matter is under investigation.

We have a deep appreciation for the spiritually dangerous times in which we live, especially dangerous for counselors such as our pastors, professors, and teachers. Therefore, we assure you that we will keep them in our prayers and be diligent in our care and support of the servants of the Word as the Lord enables us.

Cordially yours, in Christ,

_____ President/Chairman

_____, Secretary

Sample 3

Continuing Education

of

WELS Teachers

This essay sets forth the background, philosophy, and rationale for the continuing education of WELS teachers. It is presented to the Synod's teachers and boards of education for use personally or as a matter for faculty and board discussion.

CONTINUING EDUCATION OF WELS TEACHERS

Introduction

Continuing education, professional growth, inservice training, staff development, lifelong learning are familiar terms to WELS teachers. For Lutheran teachers these concepts are a part of our heritage. Already in 1529, we have Luther's well-known challenge stated in his preface to the Large Catechism.

Therefore, I once again implore all Christians, especially pastors and preachers, not to try to be doctors prematurely and to imagine that they know everything. Let them continue to read and teach, to learn and meditate and ponder. Let them never stop until they have proved by experience that they have taught the devil to death and have become wiser than God himself and all his saints.

Today, amidst the cry for reform in education with its emphasis on improving classroom instruction, continuing education for teachers has received recognition as one of the significant ways to improve education. We Lutheran teachers are not unaffected by the educational views and events which surround us. The need and desire for continuing education are lively topics of discussion also among Wisconsin Synod teachers and policy makers. Furthermore, as more and more teachers return to the classroom, there is concern that these teachers be given an opportunity to become acquainted with changes that have taken place in recent years and to hone their skills.

What is Continuing Education?

How we define continuing education depends somewhat on our point of view. Most often these definitions contain implicit objectives. The Principal's Handbook in its discussion of staff development says professional growth [continuing education] "is the activity of a teacher or a faculty to gain new knowledge, insights, and skills to improve the quality of classroom experiences for the children."

The term "continuing education" is often associated with the credentialing process. Teachers who are faced with renewing their state certificates will know what is meant when continuing education is defined as "any coursework, experience, training or renewal activity [recognized] by a state to keep a certificate in force (valid)."

Continuing education for professional church workers may be viewed as both a personal or professional experience and as a program of the church. The former is defined as "a lifelong process, increasingly self-directed, spurred by the Spirit of God, leading to theological/spiritual growth, effective ministry, and personal wholeness/wellness." As a program of the church it is "a means to edify professional church workers together with the whole people of God, helping them to grow holistically according to their needs and varied styles."

No matter who defines continuing education, certain characteristics are inherent. These experiences or activities appear to engage teachers in a process of development; they are varied in nature, serve a variety of purposes, and affect the teacher personally and professionally. The effect of continuing education spills over into the life of those whom the teacher serves. All of these suggest that continuing education includes the study that will enhance teachers' knowledge and understanding of Scripture as well as the content and methods associated with the classroom and other assignments of their calls. Certainly, the focus is on helping teachers in their present station in life to be "like the owner of a house who brings out of his storeroom new treasures as well as old" (Mt.13:52). Continuing education may also be a training ground which prepares one for different roles or even a change in ministry.

The Need for Continuing Education

The need for teachers to be lifelong learners seems quite self-evident. The pace of social and technological change within the last half of this century has been so rapid that we find it difficult to maintain the needed competencies for our ministry. College, at best, provides only the foundation of a good beginning for teachers. Most of us would agree with the statement, "We cannot expect a teacher trained twenty years ago to prepare students to live forty-five years into the future without a systematic program of renewal."

The public, and also members of the WELS, expects teachers to be professionals. The literature on reform in education frequently describes the professional teacher. A sampling of these descriptions provides another perspective on the need for inservice or continuing education. Let us begin with a statement of The Task Force on Teaching as a Profession:

Professional work is characterized by the assumption that the job of the professional is to bring special expertise and judgment to bear on the work at hand. Because their expertise and judgment is respected and they alone are presumed to have it, professionals enjoy a high degree of autonomy in carrying out their work. They define the standards used to evaluate the quality of work done, they decide what standards are used to judge the qualifications of professionals in their field, and they have a major voice in deciding what program of preparation is appropriate for professionals in their field ... [Moreover,] because professionals themselves are expected to have the expertise they need to do their work, organizations that employ professionals are not typically based on the authority of supervisors, but rather on the collegial relationships among the professionals. This does not mean no one is in charge, but it does mean that people practicing their profession decide what is to be done and how it is to be done within the constraints imposed by the larger goals of the organization.

[A Nation Prepared: Teachers for the 21st Century, New York: The Carnegie Forum on Education and the Economy, 1986]

In short, professionals possess expertise and judgment. Consequently, they enjoy a high degree of autonomy, which includes responsibility for establishing the standards by which the quality of practice is determined. The fourth characteristic is collegiality which characterizes the community of professionals rather than supervisor control. Autonomy is also important for a professional to perform effectively. This is true because the knowledge or expertise the professional possesses is not neatly reducible to techniques or prescriptions for practice. In a very general way, this description applies also to WELS teachers.

Given society's general acceptance of the need for teachers to be lifelong learners, we should not be surprised that the WELS constituency expects also its educators to be engaged in programs of professional growth. Indeed we might accept much of what has been said regarding teaching, teachers, and professional growth into our personal views and practices. But we need to beware lest such absorption occur thoughtlessly, for there is more to the ministry of the Lutheran teacher and our need for renewal. The reason for our faithfulness to duty which drives us to stay as well prepared as possible for this ministry becomes clearer as we ponder.

The Lutheran Teacher's Motivation for Continuing Education

Simply put, the Lutheran teachers' motivation to grow professionally is their joyful response to the Gospel which they are privileged to serve. We do well to explore more fully the reason for that joyful response. For this task, two fundamental concepts provide that fuller understanding of our motivation. They are:

- 1) the doctrine of the call, and
- 2) the Christian's attitude toward creation and the culture.

The doctrine of the call. A brief review of some well-known facts about the divine call provides guidance regarding professional growth. As Lutheran teachers we are fully aware that the call is an act of pure grace on the part of our Lord (Ephesians 3:7). We know also that we did not call ourselves into this ministry (Hebrews 5:4). Christian teachers, as do all ministers of the Word, believe they are called as special gifts of God to the Church (Ephesians 4:11). Furthermore, we are assured and confident that He who has called us also provides us with the gifts we need for our ministry (Ephesians 4:11; Corinthians 3:6). These truths go far in supplying us with an understanding of how different our "profession" is from that of a public school teacher. This fundamental difference is more clearly seen if we take a close look at the goals of education.

The school reform movement has served to sharpen the primary purpose of American education. This purpose is essentially two-fold: 1) to provide a quality education for all so that even students with the most difficult backgrounds can succeed, and 2) that these students may grow up to contribute to their nation's well-being at home and abroad. These aims are worthy in the eyes of the Lutheran teacher, but they are what the sainted Dr. Becker once called "by-products of Christian education." God has laid down for us in significant detail the ultimate ends that our ministry is to serve. In the words of Paul the primary aim of the Christian school is that of Christ's church: "For the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ" (Ephesians 4:12 KJV). Teachers sent as gifts and gifted for these holy purposes know that their chief task is to proclaim the Word. They know too that to proclaim this Word requires that they "Profess" to their students in every way possible what it means to be a Christian. When we speak of being a professional teacher in the church, this profession of faith, or personal confession, should be the foremost characteristic of our professionalism. It will certainly affect our attitude toward and the significance we attach to those commonly held characteristics of the professional: expertise, judgment, autonomy and collegiality. What such a view of identifying oneself as a professional implies for the professional growth of the called teacher seems self-evident. In short, that teacher strives to be like the teacher of which Jesus spoke in Matthew 13:52:....[who] is like the owner of a house who brings out of his storeroom new treasures as well as old."

The doctrine of the call has more to offer as guidance for our professional growth. We do well at all times to remember how the Lord gave us our call. He no longer calls His workers directly. Rather, He has chosen to issue calls through a group of believers. Each group of believers determines the forms for the public ministry in its midst according to its needs. The office of the teacher is one of the forms which many congregations and other calling bodies determine is required to meet their needs, particularly the needs of their children and youth.

Here we must remind ourselves that the goals of the Lutheran school do not exclude the so-called secular subjects. While these subjects do not occupy the primary place in our schools, we are very much aware that these subjects greatly contribute to preparing our children "for the work of the ministry" they are to perform. One of the engaging challenges of teaching is that subject matter changes, the technology of teaching changes, and in some ways children also change in what they need in order to learn. In a very real sense the needs that the Lutheran teacher was originally called to meet are in almost constant state of change. The very important attribute of faithfulness (1 Corinthians 4:2), not only to the Word but also to the service we are called to render, moves the Lutheran teacher to keep abreast of these changes. Commitment to faithfulness constantly confronts the called teacher with the decision how best to keep expertise and judgment finely tuned.

The doctrine of the call is a manifestation of God's grace to us in still another way. Through the call the Lord provides for His Church an orderly arrangement for the Gospel in Word and Sacrament to be preached and taught (1 Corinthians 14:40). In loving response both those who are called and those who are served seek to make certain that those in the ministry remain well prepared to meet the needs of the congregation, association, or other calling group. This response becomes more and more important as we recognize how the changing world is affecting the ministry. The Lutheran professional teachers' response is one of faithfulness and giving attention to those things that will continually enable them to be approved by God, workmen who do not need to be ashamed (1 Corinthians 4:2; 2 Timothy 2:15). The calling bodies' response is one of seeing that their called workers have opportunity, time, and means to remain prepared to serve the congregation in whatever way they are asked. Certainly in the working out of details for growth activities the professional will see there are reasonable limits to claims of autonomy. The spirit of Romans 12:10 ("Be devoted to one another in brotherly love. Honor one another above yourselves.") will be the preferred interpretation of collegiality and always give heed to those who have called us to serve their needs when professional growth is discussed.

Let this suffice for our discussion of the doctrine of the call with regard to motivation for professional growth. The second set of beliefs which merit consideration is

The Christian's attitude toward creation and culture. As a matter of priority, we have previously indicated the order of importance we attach to the eternal and earthly goals of Christian education. But we also agree that the so-called secular subjects are a noble, worthy and God-pleasing pursuit also in our Lutheran schools. How can it be otherwise?

As Lutherans we cherish the fact that Luther did much to free the church from the false notion that the material world is to be despised. His explanation of the First Article is ample proof that he believed "everything God created is good, and nothing is to be rejected if it is received with thanksgiving" (1 Timothy 4:4). It is part of our Lutheran heritage that we can today claim to share with Christ, our King, in His reign over the creation and the culture, which is the total output of human minds including their thought (Ephesians 1:18-23; 2:4-7; Colossians 1:13-20; Revelation 1:5-6).

As Lutheran teachers we are responsible also for guiding our youth in learning to make proper use of God's good gifts: for His glory, the welfare of their fellow men, and for their own enjoyment and not as ends to be sought for their own sake (1 Corinthians 7:31; 1 Timothy 6:17). For the Lutheran teacher in the preschool, kindergarten, elementary, secondary, or college classroom this means bringing inspired truth to bear upon whatever human knowledge is taught there. In effect, as Lutheran teachers we recognize both the privilege and the necessity of continuing in our own conquest of the creation and the culture for the purpose of helping us faithfully perform the work for which we are called. It is an expression of our faith-life that we receive the work of human hands and minds and make it a part of our way of life. This exercise is not to be a sponge-like absorption. No, this is where the professional Lutheran teacher will use sanctified Christian judgment (Philippians 4:8-9). The Lutheran teacher's conquest of the creation and the culture will be a process of bringing all things into subjection under the Gospel (2 Corinthians 10:5).

This is serious and difficult work. It requires that the teacher know Scripture, the subjects being taught and the impact of current trends both on the content and methodology of the texts being used. Humanly speaking, our success in making proper judgments in this matter will influence how well the students whom we teach will learn to overcome the world rather than be engrossed in it (1 Corinthians 7:31). This statement assumes that we will use the Word in this process, for only then can the Holy Spirit work sanctification. The Christian teacher who is involved in professional growth activities is one who is likely to conduct a classroom that will offer children a lively example of what it means to live in the world but not of the world. Such inservice activities must of necessity include the study of Scripture and elements from the creation and the culture. A study plan of that nature will strengthen one not to be tossed about by "every wind of teaching and by the cunning and craftiness of men." Under God's blessing it will enable teacher and students to "grow into Him who is the Head, that is Christ (Ephesians 4:14-15).

Certainly, a warning is also in place, but that warning is not that we should avoid all that the world has to offer. C.S. Lewis said it well when he warned that we should offer the world neither contempt nor worship. The danger against which we must fight is an attitude that may take hold of our hearts and minds. It is the attitude that Jesus describes in Luke 17:27-28 and which prevailed on earth prior to the flood and in Sodom before its destruction: "People were eating and drinking, buying and selling, planting and building." How remarkable! Not one of these things is a sin in itself. But the context indicates that these people were interested only in the things of this life. We too must be careful when we pursue activities for developing our talents to the fullest that personal development and self-satisfaction do not become an obsession (1 Corinthians 7:31). Our goal will be to become better "professors" of what it means to be a Christian in a sin-infested world (2 Corinthians 10:5). Happily, collegiality more appropriately known as fellowship can serve as an antidote in helping one another overcome the natural inclination to let our interest in creation and culture get out of bounds.

Lutheran teachers at all levels have sound reasons to desire worthwhile experiences and activities for lifelong learning and continuing education. Most important to faithful teaching ministers when considering continuing education is to think of how the knowledge and skill they gain might be used to edify those whom they serve.

We now turn to matters that may be of use in arranging for worthwhile professional growth experiences and activities. We begin with a brief look at the psychology of continuing education.

The Psychology of Continuing Education

A basic psychological tenet governing continuing education is that the planned activities grow out of the interests and needs of those for whom the experiences are intended. This principle requires that we keep in mind the teacher is always in the process of development as a physical, thinking, relating, and emotional being. The implication of this obvious fact is that a good program of continuing education for the teaching minister is intellectual, but not only intellectual. The physical, social, and emotional dimensions are also very real and may give rise to needs which the teacher minister can meet only by acquiring knowledge and learning new coping and adapting techniques. As a prime example of what this means, we need refer only to what has happened to the family in the past several decades. The skills needed by the Lutheran teacher today, more than ever before, encompass more than those related to intellectual content. We believe that many of these relational skills are better learned after experience is gained.

Studies done on the development of teachers shed some light on what might be appropriate content for continuing education experiences at different stages of their careers. The stages of teachers' careers reflect findings about adult development. Researchers loosely categorize these stages as the early years, the middle years, and the later years leading to retirement. More descriptively, teachers are seen as progressing from early insecurity, inflexibility, and uncertainty to mid-career stability and deepening commitment, to mature confidence and satisfaction.

For beginning teachers, researchers suggest a relatively structured inservice program emphasizing clear explanation of what is expected of teachers. Among their needs are a desire to know what the experts do, learn what to do when, find useful examples and anecdotes, master technical skills, work with a mentor, and discuss professional aspirations.

Mid-career educators may be best served by programs that encourage inquiry and exploration and addressing common mid-life problems. These teachers are seen as having a desire to analyze, explore, and clarify teaching styles and methods; formulate personal philosophies; evaluate career changes (this could be within teaching or ministry); assess mid-life problems; and choose between offerings of what and how to learn.

For teachers in late career, we find recommendations for non-directive inservice programs, developed and organized by participating teachers. Teachers in this stage have a desire to practice self-assessment, deal with adult development issues, do retirement planning, and pursue self-directed inservice programs.

The findings may or may not be helpful for planning specific continuing education programs for our relatively small and somewhat widely scattered roster of teachers. They should, however, keep us alert to the fact that teachers differ in their needs and also aware of the importance of continuing education as a way of increasing professional competence. Finally, if these findings have any merit, they contain the implicit challenge to those who are called and those who call them that teachers need lifelong learning experiences. We all need to realize and accept the fact that a teacher minister at graduation is a well-prepared beginner. The typical youthful graduate is not psychologically prepared to receive all the training needed for years of effective ministry with a "front-load" approach. Continuing education is a must.

A final impact of psychology on continuing education experiences and activities for teachers comes from the study of adult learning styles. In many ways adults' learning styles are similar to the styles of other age groups, but research has specified a number of prominent characteristics which program developers do well to keep in mind. A typical list of characteristics proposes that adults learn throughout life, learn with diverse styles, appreciate problem-centered approaches, seek immediate application, value their past experience, have a maturing self-concept, and are in the process of becoming self-directed learners. These characteristics suggest that adult learners are often active learners who can contribute much in non-threatening settings through prior preparation of assignments and sharing insights during their learning experiences. They can also be expected to continue pursuing a topic after the formal sessions are concluded.

Formats, Techniques, Materials

A wide variety of formats, techniques, and materials exist to fit the diverse learning styles of adult students. A list of possible formats, techniques, and materials follows.

Course	Forum	Case Study
Seminar	Panel	Project
Workshop	Hearing	Field Visit
Symposium	Colloquium	Drama
Consultation	Round Table	CAI
Institute	Telelecture	A-V Cassette
Conference	Teleconference	Socratic Method
Demonstration	Dialogue	Team Teaching
Discussion	Simulation	Team Building
Cooperative Learning	Staff Meeting	Study Club
Committee Report	Retreat	Reading
Correspondence Study	Home Study Booklet	Guided Reading
Performance (Organ Recital)	Sabbatical	Degree Program
Mentor Relationship	Travel	Production (Tchg. Materials)
Writing Article	Journal	Action Research
Film	Slides	Transparencies

The variety of formats, techniques, and materials presented in this list allows for both formal and informal learning experiences as well as for group and individual study. Those who plan continuing education for teachers will make discriminate use of this variety to involve adult students in the learning process. David Zersen puts this matter in good perspective when he says:

Additionally useful in encouraging active participation among adult learners is an appreciation of the content of Dale's cone of learning which insists that effective learning is experienced in proportion to the amount of visualization, interaction and personal involvement provided for the learner.

Sam Yarger and his associates offer another way of viewing the formats and techniques of continuing education experiences. They identify five general types or modes of inservice education based on their review of the literature.

1. Job-embedded. It is embedded on the job, with the emphasis on "hands on" experience to improve teaching skills while working with children. Examples: Analysis of television tapes of one's own teaching, working on improving children's writing skills under the direction of a college professor.
2. Job-related. It is closely related to the job but does not take place while teaching is going on. Examples: A team of teachers take a workshop on team teaching; the entire faculty takes a workshop in effective instruction on teaching Bible history or cooperative learning.
3. General professional. It consists of experiences to improve general competence, but is not tailored to specific needs as closely as the above experiences. Examples: All science teachers take a workshop on the teaching of biology; a teacher takes a course on home-school relationships.
4. Career/credentialed. It is organized to help one obtain a new credential or to prepare for a new role. Examples: A teacher takes courses to become a counselor; a teacher pursues the School Administration and Supervision Program.
5. Personal. It facilitates personal development. Example: One studies art history which might or might not have immediate application in the teacher's classroom but is personally broadening and satisfying.

The explanation of these five types of activities are adapted to fit more closely to the situations of WELS teachers. We should also recognize that any one inservice experience could easily overlap among the five distinct types.

A Comprehensive Approach

Ideally, each teacher would be left to choose his or her own formal or informal program of continuing education. The historical fact is that many of the Synod's foremost scholars became that by their own studies following a regimen of strict self-discipline. Our times differ, however, and there appear to be advantages to having available a formal comprehensive program of continuing education that will satisfactorily meet the needs of all teachers and those to whom they minister. With care and determination, a formal program may be structured as to encourage even more of the informal pursuit of professional growth. Certain advantages of formal programs appear evident.

1. These programs are normally well organized and guided by one who is accepted as an authority in the field.
2. These activities provide an opportunity for participants to become conversant with latest trends and discoveries in the area of study. Where activities are job-embedded or job-related and carefully articulated with

theory, the participant is twice blessed.

3. Formal professional growth activities may certainly result in insights and gifts to be shared within the church in ways so obvious that they need no mention.

Stephen Carter identifies eight elements which are basic to a comprehensive program of continuing education. They are: motivation, need identification, support system, resourcing, coordination, credentialing, financing, and standards for workers. Each deserves attention from teacher ministers, calling bodies, and synodical policy makers if a workable comprehensive program is to be established.

Motivation is the first of these elements. Awareness of personal strengths and weaknesses and of parish needs for ministry is the stimulant for motivation. The desire for a more effective ministry is a response of faith on the part of both the called worker and the calling body.

Need identification by both the teacher minister and the congregation or other calling body helps all focus on their growth and development. The willingness of synodical policy makers to tune in to the unique needs of workers and congregations and follow-up on them can contribute much to these first two elements.

Any successful program of continuing education relies on an effective **support system** for the participants. The local faculty is a natural source of mutual encouragement as is the smaller conference in which the membership know one another quite closely. The family of the teacher minister is certainly vital in this process. The laity, especially members of the governing boards, should accept responsibility for providing their teacher ministers the encouragement they need for pursuing inservice education.

A fourth element is **resourcing**. By this Carter means that materials or programs need to be available from which teachers can draw to meet their needs. Self-evidently, many teachers find their needs met by formal programs of study or the need to gain a state certificate. But the principles we have enunciated emphasize that the study of Scripture and the unique needs of our ministry also require opportunities for continuing education. Martin Luther College and Wisconsin Lutheran Seminary offer these opportunities through a variety of programs. Both have done a good job of being alert to the needs of teachers and pastors. We need, however, to work on broadening the range of resources suitable to our specific needs and to make them readily accessible especially for those who can not regularly make time available or easily attend when existing programs are offered.

Quite naturally, **coordination** follows as the fifth element of a comprehensive continuing education program. Without discouraging self-chosen and self-directed activities of individuals, faculties, or others, the necessity for coordination is obvious if the use of resources is to occur in the most helpful manner, avoid unnecessary duplication, and be responsive to expressed needs. Coordination seems to require that a specific group, drawn from existing responsible boards, commissions, and educational institutions, augmented by representation of teachers and board members be delegated the responsibility to see that resources are readily available for this program. This committee should perhaps need no more than an annual or semi-annual meetings. One would hope that such a committee could operate effectively by making judicious use of existing sources for programs and materials without creating other new positions and structure in the synodical machinery.

Carter's sixth element is **credentialing**. Recognition appears to have special meaning for many, especially among the people of our congregations. Recognition through the granting of continuing education units may have the positive effect of elevating the importance of this effort and act as an incentive for wider participation. College and seminary offerings already provide credentials in the form of credits. If and when other formats of continuing education are provided, the committee proposed for coordination could set the credential to be offered for each. These formats should reflect the principles laid down in earlier sections of this paper.

Inevitably, **finances** also require attention in a plan for continuing education. This element is already shared in existing programs by the Synod, educational institutions, congregations, and teachers. Continuing encouragement through increased financial assistance should add substantially to the number of teachers engaged in formal continuing education offerings. The Synod's contribution comes from the part its various boards and commissions play in implementing inservice education activities.

The final element mentioned by Carter involves the communicating of **standards** for continuing education. These standards should be a reasonable measure of what can rightly be expected of the teacher minister in fulfillment of his or her call at a given time and place. They should, however, never become an evaluation of whether one's ministry is weak or strong. Boards of education should set their own standards of accountability, as some already have. The Commission on Parish Schools already receives reports from all teachers listing the formal courses they have taken the past year. The Board for Ministerial Education also receives annual reports about faculty development on the various campuses. Any new aspects of credentialing could easily be added to these existing reports so that record keeping could serve good purposes while kept to a minimum.

(The foregoing material is a slightly revised version of an essay presented by Dr. Arthur Schulz.)