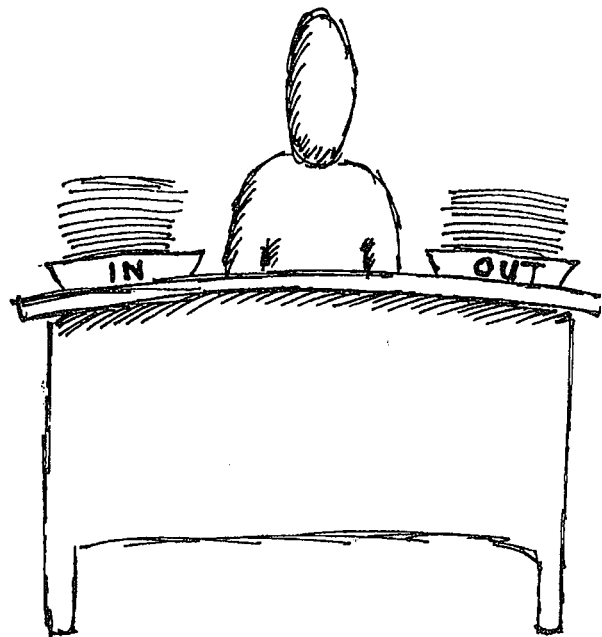


Chapter 4

School Management



4A Introduction



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“Everything should be done in a fitting and orderly way” (1 Corinthians 14:40). Although this Biblical injunction relates to spiritual gifts and worship, it is fitting advice also for school management. By following this advice, the principal creates an environment for effective teaching and learning.

Being well-organized is a matter of survival.

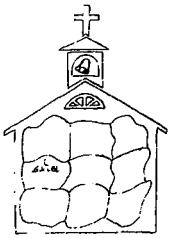
Many WELS principals juggle their job as administrator with that of classroom teacher. This is no easy task. Being well-organized is a matter of survival. Sound organization helps the principal accomplish the tasks the Lord has given him. It allows him to use his gifts and abilities efficiently

to administer the school “in a fitting and orderly way.” It raises the faculty morale as they realize that everything is running smoothly. Finally, it provides the foundation for the teaching of the gospel, that the school children and the entire kingdom of God may benefit.

4B General Thoughts on Organization

A well-organized principal will do the following:

1. Use the summer to do much organizing for the coming year. He can think and work at his own pace without the pressure of a daily school schedule. Some summer tasks:
 - Order supplies and texts for the next year
 - Publish a Parent Handbook
 - Prepare for special events on the school calendar (book fairs, singing schedules, assemblies, mission projects, parent organization programs, athletics, etc.)
2. Develop a series of form letters and use quick e-mail messages when appropriate.
3. Delegate organizational tasks to faculty members and others. Faculty relations improve when the principal includes them in planning and organizing.



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4. Develop and regularly update a personal calendar/task manager to keep track of things to be done and their due dates. He can use a mini-tape recorder, small spiral notebook, three-ring binder, computer, or other means to maintain lists for today, this week, month, quarter, or year. (*Sample 1: Principal's Date Calendar; Sample 2: Principal's Annual Calendar*)
5. Make orderly "pocket" lists of task reminders and refer to them often.
6. Set aside periods of time on the weekend to update lists and plan for the coming week.
7. Touch mail only once, immediately discarding junk and putting meaningful mail in its proper place for further action. He may choose to have someone else screen the mail.
8. Develop a "Yearly School Record" form to summarize the closing school year. (*Sample 3: Yearly School Record*)



4C Organizing Registration Activities

The principal follows a yearly step-by-step plan to prepare for registering students. A suggested plan:

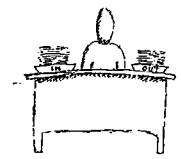
STEP 1: Preschool/Kindergarten Registration

Preschool and kindergarten registration is held in late winter during after-school hours. The principal should publicize the registration in the local newspaper, church bulletin, and school newsletter. He should also send a personal invitation to each prospective family. (*Sample 4: Kindergarten Invitation Letter; Samples 5 and 14: School Registration Form*)

KINDERGARTEN INFORMATION EVENTS: 8T

STEP 2: Visitation Days

Within a month after Preschool and Kindergarten registration, parents and prospective students visit the classrooms. They observe as well as participate in various activities of the classroom. Again, the principal will publicize the event and send a personal invitation to each prospective family. He should make himself available for answering questions, but the classroom teachers will handle most of the details of the day.



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STEP 3: Registration Week

During this week in late March, the principal sends parents of all students in grades 1-8 pre-registration forms for the next year, along with a cover letter of explanation. The return of these forms allows the principal to project enrollment numbers for the coming year so he can order supplies and textbooks, assess staffing needs, and produce tentative class lists. *(Sample 6: Pre-registration Form/Letter)*

STEP 4: Prospective Follow-up

Throughout the year the principal sends school information to families who inquire about the school. If he receives no response about a month after he has sent the information, he may follow up by sending a questionnaire letter. The questionnaire should include a self-addressed, stamped envelope. *(Sample 7: Inquiry Follow-up Letter)*

STEP 5: Home Visits

Each August, the faculty travels to the homes of their future students to visit with them and their parents. These visits are essential for successful year-long communication. They build confidence and

These home visits are essential for successful year-long communication.

rapport and give the teachers a chance to speak about school purpose, as well as other special information (principal's letter, checklist, special questions about child: goals, need for special help, interests and skills, discipline successes, church attendance). Teachers should make appointments for these visits and visit families together when more than one family member is enrolled. The principal should also visit all families new to the school. *(Sample 8: Teacher Home Visit Checklist; Sample 9: Emergency Pre-Consent Form)*

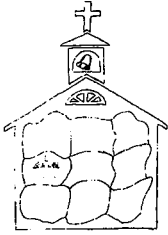
HOME VISITS: 7H

STEP 6: Registration Night

Most schools hold this event in August before school starts. Some hold it in late spring. Details prior to date:

- Get volunteer helpers
- Publicize in the newspaper







Principal's Resourcebook



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- Produce registration checklist and procedure for parents
(*Samples 10, 11*)
- Lay out the registration area for a smooth traffic flow

The following forms should be collected at the registration:






-  Request for Student Records (*Sample 12*)
-  Permission to Release Records (*Sample 13*)
-  Registration Form (*Sample 14*)
-  Immunization Form (*Sample 15*)
-  Medical Pre-Consent/Home Visit Checklist (*Sample 9*)
-  Parent Responsibility Form (*Sample 16*)

The following should be handed out (if not given at home visit):



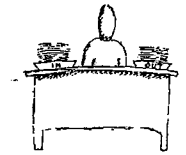
-  Parent organization information
-  Handbooks
-  Student insurance
-  Supply/book lists and prices
-  Calendar
-  Fee Payment Form (*Sample 17*)
-  Busing information
-  Lunch and milk information

Teachers should have the following ready:

-  Classrooms
-  Class schedules
-  Students' books and desks
-  Various student sign-up sheets
-  Band and choir information

Other possible activities to be included at the registration:

- ☛ Parent organization shirt sale
- ☛ Lost and found table
- ☛ Religious book purchase
- ☛ School supply purchase
- ☛ Refreshments



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4D Maintaining Records

A well-organized filing system makes school office management more effective. Filing records and other documents systematically leads to easy recovery when they are needed again. File cabinets that are well-

A well-organized filing system makes school office management more effective.

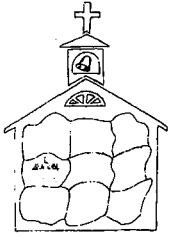
organized and accessible without leaving a desk chair save both time and steps. *(See Sample 18 for an example of a filing system arrangement and list.)*

The principal will file student records accurately and keep them secured in a lockable filing cabinet.

He should know laws pertaining to student records. The student file may contain the following:

- ☞ Enrollment form
- ☞ Emergency Pre-Consent Form
- ☞ Special health problem reports
- ☞ Immunization reports
- ☞ Attendance and scholastic records
- ☞ Standardized test results
- ☞ Special reports on disciplinary actions
- ☞ Any other special reports

The principal will transfer only information useful to the next school. *(Sample 13: Permission to Release Records)* Only the principal,



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teacher, pastor, and parents have the right to review student records. Social workers, psychologists, etc., must have written authorization from parents. Court officials and lawyers receive information by court order only. A Records Review Policy must be published and on file for parents to inspect. (*Sample 19: Records Review Policy*)

The principal may also want to keep a file of teacher information:

- ☞ Brief biography
- ☞ Special family dates
- ☞ Educational background and teaching experience
- ☞ Skills and interests
- ☞ Assessment sheets with call information
- ☞ Physical exam reports (*Sample 20: Teacher Information Form*)

TEACHER PERSONNEL FILE: 3D, 9H



The principal must emphasize to teachers the importance of keeping accurate records of attendance, tardiness, and academic achievement for future use. He must also emphasize the need for keeping these records secure.

4E Acquiring and Maintaining Equipment, Supplies, Textbooks

School equipment, supplies, and textbooks are a substantial investment. The effectiveness of the educational program depends in large part on the effectiveness of the administration in providing these necessary tools for education. With dozens of catalogs including thousands of items crossing his desk, the principal needs to follow an efficient procedure to acquire resources.

The principal must also see that all equipment is in its proper place and in good working order on a daily basis. He should choose one person to routinely mark all equipment for identification. This

The principal must also see that all equipment is in its proper place and in good working order on a daily basis.

is especially important with 21st century technology computers, VCRs, compact disc players, copiers, Risographs, etc.



Providing the faculty with equipment, supplies, and textbooks is a multifaceted operation that includes budgeting, selection, requisitioning, purchasing, receiving, storage/distribution, maintenance, and record-keeping. The principal may delegate some of the responsibility to a faculty committee.

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Budgeting

For proper budgetary planning, the principal must know what is on hand (inventory), what needs replacement or repair, and what will be needed in the future. He should set up a regular cycle for replacement of outdated or worn-out equipment. The school's annual budget must reflect such a plan. (*Sample 38: Annual Budget*)

Selection

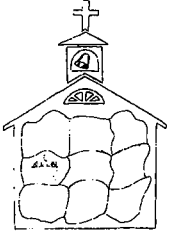
Choosing new equipment, supplies, and textbooks should be a cooperative faculty effort. Selection also involves reevaluating present equipment, supplies, and textbooks.

- ✕ **Supplies and equipment:** The principal can appoint a faculty selection committee to develop needs, specifications, and recommendations. The committee can search catalogs, check costs, talk to knowledgeable users, or bring in sales representatives to demonstrate. Above all, the items selected must meet the needs of the students. The committee should evaluate how these items will serve the curriculum. This, of course, assumes that the study of curriculum is on-going, and that objectives for each class have been established.
- ✕ **Textbooks:** Textbook selection also should be a joint faculty process based on curriculum study. The principal will consult and inform the Board of Education. He may also involve parents and students in the selection process. He will follow a regular cycle for curriculum study and textbook selection.









CURRICULUM DEVELOPMENT: CHAPTER 2

Requisitioning


The principal will develop policy, procedure, and forms to order necessary items. These forms constitute the basis for purchase and distribution. (*Samples 21 and 22: Regular and End of Year Requisition Forms*) The requisition form should include the following items:



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-  Date of request
-  Person making request
-  Where/by whom item to be used
-  Name and description of item
-  Vendor
-  Cost
-  Budget allocation area
-  Authorized signatures

The principal's role in the requisition process is fourfold:

- 1) Be aware of what teachers are using.
- 2) Keep an eye on how much money is spent.
- 3) Help new teachers learn the process.
-  4) Approve all requisitions prior to sending them to the Board of Education for final authorization. (This final step depends on the policy the board has established.)

Purchasing

The principal will centralize the ordering and purchasing of supplies in order to get proper authorization (principal, church or school treasurer, school secretary, or appointed purchasing agent). The principal's responsibilities:

- 1) Stay within budget when purchasing.
- 2) Purchase before something is needed so teachers and students aren't caught short.
- 3) Purchase a few extra supplies and textbooks.
- 4) Send in orders by late spring or early summer. (The Wisconsin Lutheran High School Book Store often has the most reasonable prices, but a perusal of many school supply catalogs will reveal the best buy. Some companies give free shipping, which is often an extremely costly item. (*Samples 23, 24: Order Forms*))



Receiving

The principal will follow these steps:

- ☞ Before accepting delivery, check bills of lading for proper address and correct number of packages
- ☞ Count items, examine them for damage, and check them off on the order copy
- ☞ Label textbooks with a school stamp
- ☞ Place each item on an inventory record
- ☞ Notify vendors immediately if order count is wrong or damage is found

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Storage/Distribution

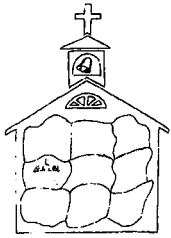
Some tips for storage:

- ☞ Centralize storage for easy access
- ☞ Assign organization of the storage room to a secretary, teacher, or other willing party
- ☞ Label shelves for easy finding
- ☞ Use up old supplies first
- ☞ Ask teachers to notify the principal when supplies run low
- ☞ Don't allow teachers to hoard supplies in their classrooms

Maintenance

To be of any use, equipment must work properly. Some tips for the principal:

- ☞ Look over equipment once a year
- ☞ Establish a committee for ongoing maintenance
- ☞ Do preventive maintenance: cleaning, oiling, tightening of bolts, bulb replacement, adjustments, and inspections
- ☞ Develop and use a checklist with a schedule of planned maintenance
- ☞ Don't hinder the instruction process by putting off needed equipment repairs



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- ✂ Obtain maintenance contracts with a local business firm for costly, complicated machines
- ✂ Use the summer for much repair and replacement
- ✂ Replace an item when the cost of repairs exceeds 50% of the original cost

Inventory Record Keeping

Accurate record keeping is an ongoing process of good stewardship for two reasons: 1) for insurance purposes, in case of vandalism, fire, theft, or other disaster and 2) to help eliminate waste and accumulation of unused materials.

Some tips for keeping simple inventory records:

- ✂ Delegate the inventory record keeping to a teacher, staff member, or volunteer
- ✂ Record the item name and brand, description, and model and serial numbers
- ✂ Record the date of purchase and the original cost
- ✂ Record the quantity on hand, its location, and an ID Number
- ✂ Update the record as items are used
- ✂ Keep the master inventory record in the office
- ✂ Conduct an inventory of all supplies, textbooks, and equipment at the end of each year (*Samples 25, 26, 27: Inventory Records*)

4F Scheduling Activities

A school and church master calendar helps prevent scheduling conflicts. Some tips:

- ⌚ Use a regular-sized calendar generated by a computer or a large bulletin board with write-in spaces
- ⌚ Place the calendar in an accessible place
- ⌚ Designate one person to keep the calendar current
- ⌚ Encourage all personnel to visit the calendar regularly, especially when scheduling new activities

- ⌚ Publish all calendar items well in advance so parents can plan accordingly



The following people are responsible for scheduling and posting events:

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Principal:

- | | |
|------------------|------------------------------|
| faculty meetings | registration days |
| vacations | high school-sponsored events |
| quarter endings | special lunch days |
| picture days | in-services |
| board meetings | principal conferences |

Faculty, faculty committees, or individual teachers:

- | | |
|------------------------------|-----------------------------------|
| visitation days | field trips |
| assemblies | library visits |
| Christmas service rehearsals | chapel/mission services |
| bees | all games and practices (A.D.) |
| fairs | singing schedule (music director) |
| parent-teacher conferences | |

Pastor:

- church picnic
- special services
- examination and confirmation

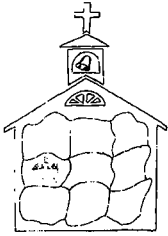
Parent organization officers:

- meetings
- fund-raisers

Pioneer leaders:

- meetings
- special events

Principal's Resourcebook



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The principal could generate a faculty calendar including the above items plus items specific to the faculty, such as the following:

- ⌚ Playground supervision at recess and before school
- ⌚ Lobby supervision at dismissal
- ⌚ Bus line supervision
- ⌚ Athletic event supervision
- ⌚ Faculty birthdays

The principal should generate and distribute his daily schedule for his entire staff. (*Sample 28: Principal's Schedule*) Faculty members should exchange daily schedules also.

The principal will prepare a basic school year calendar to present to the Board of Education in late February or March. The Board will approve starting dates, ending dates, and vacation dates at that time. The principal will then present a more detailed calendar in April or early May for final approval. Parents receive this calendar at home visits in August or even earlier if possible so that parents can make vacation plans. (*Sample 29: School Calendar*)

The principal can prepare monthly calendar reminders for parents. He can also include a weekly event schedule in the school newsletter.

Other Schedules and Related Forms:

- ⌚ Field Trip Forms (*Samples 30, 31*)
- ⌚ Athletic Schedule (*Sample 32*)
- ⌚ Singing Schedule (*Sample 33*)
- ⌚ Chapel Schedule (*Sample 34*)
- ⌚ Faculty Meeting Schedule (*Sample 35*)

Although many people are involved in getting items on the master calendar, the principal is ultimately responsible for putting all the pieces together and getting the information into the hands of parents, students, and faculty in a timely fashion.

4G Complying with Legal Requirements



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The principal must deal with laws and government regulations that affect education. He must know what this legislation is and how it affects his school. He is responsible for carrying out state and federal laws that pertain to his school, as long as they do not violate Scriptural principles. One way for the principal to stay informed about legal issues is to enroll in a “watch-dog” group like SDANS (South Dakota Association of Non-public Schools). The yearly dues are minimal. Another way is by subscribing to various legal publications.

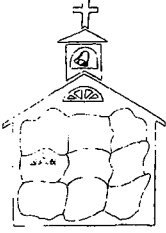
Some general legal areas of concern for the principal:

- Definition of a school day
- Number of school days required
- Attendance laws
- Teacher certification requirements
- Student immunization records
- Staff health exams
- Health and safety regulations
- Curricular requirements

The principal must consult his district and state officials for guidelines on these and any other legal subject of concern.

Some annual legal items of concern for the principal:

- Asbestos inspection reports
- Blood-borne pathogen control plans
- Tornado drills
- Free and reduced lunch forms
- State attendance forms
- Student record policy
- Fire drills (*Sample 36*)



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Many states mandate the reporting of suspected child abuse/neglect. The following list outlines steps to follow concerning this matter:

- The Board of Education develops and implements a policy in regard to all workers, called and volunteer. (*Sample 37*) Get more information regarding this topic from:

Christian Ministry
PO Box 2301
Matthew, NC 28106-9982
Phone: (704) 841-8066

- Any staff member reports suspected child abuse to the principal.
- The principal contacts social services or the police if the child is in immediate danger.
- The principal or staff member keeps written documentation: child's name, address, phone; parents' names; name of person(s) suspected of abuse or neglect; nature of abuse with as many details as possible; name, address, and phone of reporting party.
- The principal holds discussions about this topic with the faculty and suggests precautionary procedures to follow so unwarranted accusations cannot be leveled at them.
- The principal and staff stay aware of state laws regarding this topic.

The principal should handle as few funds as possible and leave the "number crunching" to the church treasurer, accountant, or bookkeeper.

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4H Administering School Finances

Administering school finances can be time-consuming and troublesome for the principal. He should handle as few funds as possible and leave the "number crunching" to the church treasurer,

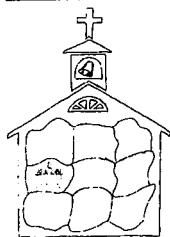
accountant, or bookkeeper. For the funds that he does manage, the principal must develop routine handling and record-keeping procedures. Perhaps a trustworthy parent could help in doing this. He should keep funds organized and separated for easier, faster handling.



The principal is responsible for the following:

- \$ Developing a yearly school **budget** and making sure spending is within budget limits. He develops this budget based on current and projected needs and costs. He can obtain help in projecting needs and setting priorities from the faculty. The principal develops this spending plan at least two months before the congregation voters adopt the full church budget. To make a realistic budget, the principal must keep accurate yearly spending records. Here the church treasurer can be of help. (*Sample 38: Annual Budget*) The principal also reports regularly during the year to the Board of Education about the budget.
- \$ Setting yearly **school fees** in conjunction with the Board of Education: education fees, book rentals, activity fees, technology fees, tuition, book and property damage fines, and the like. He sets these fees in conjunction with the budget process (October - December for the next school year). He may survey other schools in the area about the amount they charge in fees. (*Sample 39: Area Fee Schedule*)
- \$ Securing in a safe place all **monies collected from students** for various reasons during the year and properly handling and distributing the monies.
- \$ Providing a "**needs list**" of supplies and equipment not included in the budget. He distributes this list to the congregation for use in donations, memorials, parent organization fund-raising ideas, etc.
- \$ Administering the **requisition procedure** so the entire staff understands how to process spending requests properly. (See Requisitioning in Section 4E.)
- \$ Authorizing all **faculty spending requests**.
- \$ Accounting for monies spent from a principal's **petty cash account** or checkbook, if available.

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- \$ Distributing monies to faculty for **continuing education** classes, conference dues/mileage/meals, etc.
- \$ Getting his **account book/checkbook audited** on a regular basis.
- \$ Acknowledging with thanks and in writing all **donations and memorials**.
- \$ Applying for **grant monies** through Aid Association for Lutherans, Lutheran Brotherhood, or other appropriate sources, if available.
- \$ Guiding the various organizations of the congregation in **fund-raising** ventures. The principal must urge caution when new fund-raising ideas are suggested so that fund-raising projects don't undermine regular Christian stewardship. Too many fund-raisers can also undermine the other more important purposes of congregational organizations.

41 Managing, Monitoring, and Evaluating Facilities

Whether his building is new or old, the principal can do much to make sure it is a pleasant and safe place in which to teach and learn. A clean, well-maintained building reflects a caring attitude. An unsafe, disorderly, inefficient building can harm the ability of your school to meet its objective of providing quality Christian education. It also projects a negative image. First impressions mean a great deal.

Although church trustees and building custodians are primarily responsible for repair and maintenance, the principal has "on-the-spot" responsibility for seeing that the job is done. Teachers also share this responsibility, particularly in their own work space. The principal will do the following:

- Regularly take teacher/staff requests for repair and maintenance to the proper boards (*Samples 40, 41*)
- Establish a regular program of preventive maintenance with the help of the custodians

A clean, well-maintained building reflects a caring attitude.

and church trustees and provide a maintenance/cleaning schedule for the custodian (*Samples 42-44*)



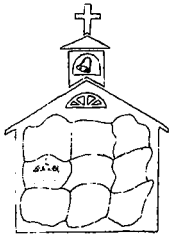
- Walk through the building regularly, using a checklist to note items to be repaired or maintained (*Samples 45-46*)
- Speak to the custodians often to build rapport and to report items needing their attention
- Follow up with custodians until whatever needs to be done has been done
- Develop a schedule for regular painting in classrooms, hallways, and other school rooms
- Provide adequate security throughout the school plant
- Assure proper accessibility for the disabled
- Keep the facilities up to date as needs and technology change
- Promote energy efficiency
- Recommend capital improvements as needs arise
- Cultivate a sense of pride and ownership among students, faculty, and parents so they will treat the building with respect

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4J Establishing Health/First Aid Procedures

The principal is responsible for the health of his faculty and students. Some guidelines:

- Have teachers familiarize themselves with each student's health record.
- Get written notification of special health problems demanding special care or procedure from parents. (*Sample 47: Health Information Sheet*)
- Place student health records in the cumulative file in the office for easy reference.
- Keep student immunization records up to date according to state guidelines (usually sent to the school by the state in early



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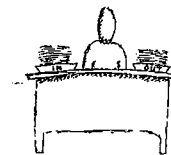


fall). Contact parents often to help with this. (*Sample 15: Immunization Form*)

- Develop accident or injury procedures for the staff:
- Contact principal and person designated to provide first aid (often school secretary) immediately. An adult must stay with an injured child.
- Try to determine severity of injury. Don't move victim if back, neck, or head injury is suspected.
- If the injury is severe (much bleeding, stoppage of breathing, broken bone), call 911 immediately. Then provide proper first aid. If travel to a hospital is necessary and a parent is not available, the principal should go to the hospital with the victim.
- If in doubt as to the severity of the injury, call a parent (or emergency contact person) for further instructions.
- Keep an **Emergency Pre-Consent Form** for each child on file in the office, in each classroom, and at each athletic event or other outside-of-school activity. The adult in charge of the activity must take them along. Parents fill out these forms at the beginning of year. (*Sample 9*) Note: The principal should also develop parent permission slips for each event to help inform them of various activities their children are participating in. (*Samples 48, 30*)
- The teacher involved should fill out an Accident Report Form and give it to the principal for review and filing. (*Samples 49, 50*)
- Train/certify as many staff personnel as possible in CPR procedures and basic first aid. Designate one particular staff member as the primary care-giver. Update all certification as required by the Red Cross.
- Offer a student insurance policy to parents at registration. (*Samples 51, 52: Insurance Sign-up and Waiver forms*)
- Never send a sick child home alone. Contact parents for instructions. Monitor the child in a "sick room" while parents are notified.

The principal is responsible for the health of his faculty and students.

- ☑ Dispense no medication, internally or externally, without written permission from a parent. (*Sample 53: Permission to Administer Oral Medication*) Keep all medication to be dispensed in a secure place in the office. Keep a record of medications dispensed: type, number, date, time.
- ☑ Cooperate with the local public health department. Its personnel can answer many questions and perform many services for your school, some free and some for a small fee.
- ☑ Develop a cycle of staff physical examinations. Persuade the congregation's voters to pay for these exams for the sake of the workers and the children they teach. (*Sample 54: Employee Physical Examination Guidelines*)



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4K In-Servicing Support Staff

In theory, the principal oversees the work of all support staff personnel just as he oversees the work of the teachers. In practice, however, the principal often does well just to stay out of the way and let the support staff do their work—unless, of course, he is a master chef, plumber, meticulous bathroom cleaner, and clerical wizard.

**The principal
will want to
develop a
good rapport
with the
support staff**

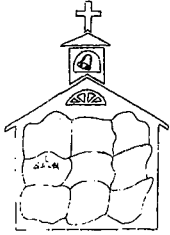
The principal will want to develop a good rapport with the support staff and to communicate and cooperate with them as much as possible. Each member of the team must understand and respect the others' responsibilities. Since the paid staff is ultimately responsible to the Board of Education and the congregation's voters, the principal communicates any concerns to them.

Some helpful thoughts about various support staff personnel:

School Secretary

The principal will do the following:

- ☺ Get one! The secretary is the principal's right hand! If at all possible, every principal should have one, either volunteer or paid. A good secretary makes school management much more effective.



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- ☺ Inform the secretary of his expectations. Give clear assignments. Make sure the secretary has a clear job description. (*see Sample 3 of Chapter 7*)
- ☺ Spend adequate time daily communicating with the secretary.
- ☺ Show that he appreciates the secretary's work continually. Remember the secretary with a special gift at Christmas. And never forget Secretary's Day!
- ☺ Provide pleasant working conditions and adequate equipment for the secretary.

**The secretary
is the
principal's
right hand!**

SCHOOL SECRETARY: 71

School Custodians

The principal will do the following:

- ☺ Inform the custodian of his expectations. Give clear assignments. Make sure the custodian has a clear job description. (*Sample 55*)
- ☺ Provide maintenance/cleaning schedules for the custodian. (*Samples 42-44*)
- ☺ Spend adequate time daily communicating with the custodian.
- ☺ Show that he appreciates the custodian's work continually. Thank the custodian often and remember him or her with a special gift at Christmas.
- ☺ Provide pleasant working conditions and adequate equipment for the custodian.

Cooks

The principal will do the following:

- ☺ Spend adequate time daily communicating with the cooks.
- ☺ Show that he appreciates the cooks' work. Remember them with a special gift at Christmas.
- ☺ Provide pleasant working conditions and adequate equipment for the cooks.

Volunteer Workers

Volunteers make school programs work! Treat them as a vital part of the support staff. They free the teachers and principal from many necessary jobs. Volunteers can serve as secretarial helpers, room mothers, lunchroom helpers, playground supervisors, teachers' aides, library helpers, computer lab supervisors, coaches, and in many more ways.



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The principal will do the following:

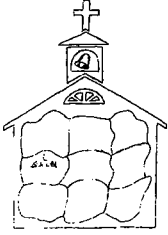
- ☺ Carefully screen volunteers for fitness and ability for their tasks. With the emphasis today on abuse litigation, this is essential.
- ☺ Outline their duties, establish rapport, and keep them informed of the school calendar. (*Samples 56, 57, 58*)
- ☺ Explain to volunteers the importance of maintaining confidentiality, especially when they help with student work.
- ☺ Meet with them periodically to talk about needs, concerns, and progress.
- ☺ Encourage them and show appreciation for their work. Award them with a special recognition certificate or a thank-you letter from the Board of Education.

VOLUNTEERS: 6T, 8F, 9Q

4L Evaluating and Coordinating Government Programs

The principal will remember that “the authorities that exist have been established by God” (Romans 13:1). We are to obey our government out of love for our Lord. If a conflict arises, however, “we must obey God rather than men” (Acts 5:29). With those thoughts in mind, the principal will do all he can to cooperate with government education programs to the extent that they can be aids to parents and children. He will always remember, however, that education is primarily the responsibility of the parents, not the state.

The principal will be alert to the impact that government aid could have on the church and its educational program. In seeking various



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kinds of government aid, he will be extremely careful and ask questions such as the following:

- ⇒ Will it compromise our Scriptural beliefs and objectives?
- ⇒ Is it connected to government control?
- ⇒ Will it jeopardize our members' Christian stewardship?
- ⇒ Will it in any way harm Christian education?

(Sample 59: WELS Policy on "The Church and the State")

4M Establishing and Maintaining Operation Manuals

Clearly communicating school policies to parents and others produces better home and school cooperation. Various school handbooks can communicate this important information. The principal, with the help of applicable groups, should develop the following handbooks:

-  Parent/Student Handbook
-  Faculty/Personnel Handbook
-  Board of Education Handbook
-  Extra-Curricular Activities Handbook

Principals do not need to write these handbooks "from scratch." They may obtain handbooks from other principals and adapt them to their situation. *(Samples 60-63)*

HANDBOOKS: 7L

4N Collaborating with Local Educational Agencies

In his contact with local public school district officials as well as other local private school officials, the principal must build respect for his school and its objectives. By building rapport with these people, he can better communicate the mission of Lutheran education and of his

school. By maintaining close contact with the public school district officials, the principal can help them to understand Lutheran schools and their unique purpose. Cooperating with other local educational agencies breaks down stereotypes and prejudices and promotes a spirit of goodwill. Such a spirit will benefit your entire congregation in the community.



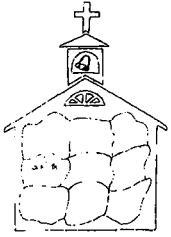
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The local public school district will require the principal to do a number of things:

- Submit lists of bus riders to the district office
- Distribute bus information to parents of riders
- Submit enrollment figures by grade annually (September - October)
- Notify the district when new students come in or present students transfer out
- Return promptly all forms sent by the district for various reasons
- Attend meetings of private school administrators called by the district
- Distribute to eighth graders information about public high school orientation and registration procedures (as well as those for the area Lutheran high school)
- Coordinate the school calendar with that of the local public schools as much as possible
- Solicit advice when special needs arise that your staff cannot handle

40 Insuring Safety

The principal has both a Christian and a legal responsibility to provide for the safety of everyone in his school. He will do everything possible to make the school a safe place. He also will ask every member of his staff to be on the lookout for unsafe conditions and to report them to him immediately. The principal, along with the Board of Education, will do the following:



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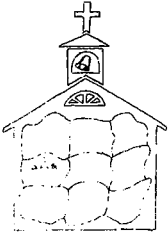


- Make sure adequate heat, light, and ventilation are provided
- Inspect for and remove hazards that might cause fires or accidents
- Comply with state and local laws regarding building safety
- Develop and regularly practice orderly procedures for building evacuation in case of fire, tornado, bomb threat, or other reason (*Samples 64-66*)
- Provide a way, usually through radio or TV announcements, to inform parents when school must be closed due to inclement weather or other reason
- Develop and practice "Emergency Response Guidelines" with the faculty (*Sample 67*)
- Post police and fire department telephone numbers at each phone
- Review and update school discipline policies annually
- Train staff on security procedures, ways to spot trouble, and intervention techniques
- Post notices directing all visitors to report to the office where they can be screened
- Limit the number of unlocked entrances according to local ordinance
- Solicit neighbors' help in reporting suspicious individuals or incidents
- Adopt and publicize zero-tolerance alcohol, drug, and weapons policies
- Install closed-circuit video cameras in obscure, isolated areas of the building
- Provide for two-way communication from each classroom to the office
- Provide surveillance mirrors for hard-to-see areas
- Re-key locks regularly and limit number of keys issued
- Discourage students and staff from bringing valuables to school

- Provide proper lighting for the entire perimeter of the building and grounds
- Provide proper night passage lighting for hallways, gymnasium, and other areas
- Set a schedule for adult escorts to walk students to the bus loading zone
- Discourage teachers from leaving the building alone late at night
- Restrict student backpacks, book bags, sport bags, coats, and jackets to lockers
- Provide adequate liability insurance and review policies annually
- Never send students off school grounds on errands unless parents give written permission
- Develop a checklist for the faculty to use in monitoring safety in classrooms, in hallways, on the playground, at athletic events, on field trips, in physical education classes, and to and from school (*Sample 68*)
- Develop rules for car and pedestrian traffic in parking lots and on nearby streets and provide supervision at these areas during rush times



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4P Pieces to Remember

- ✍ Everything should be done in a fitting and orderly way (1 Corinthians 14:40).
- ✍ The principal can use the summer to organize for the coming year.
- ✍ A well-organized filing system makes school office management more effective.
- ✍ The principal will see that all equipment is in its proper place and in good working order on a daily basis.
- ✍ The principal will develop policy, procedure, and forms to order necessary items.
- ✍ A school and church master calendar helps prevent scheduling conflicts.
- ✍ The principal must deal with laws and government regulations that affect education.
- ✍ Many states mandate the reporting of suspected child abuse.
- ✍ The principal is responsible for developing a yearly school budget.
- ✍ A clean, well-maintained building reflects a caring attitude.
- ✍ The principal is responsible for the health of his faculty and students.
- ✍ The principal will do all he can do to cooperate with the government.
- ✍ Clearly communicating school policies to parents produces better home and school cooperation.

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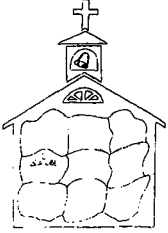
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Principal's Resourcebook



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Sample 1: Principal's Date Calendar

A-U-G-U-S-T

- 1-5 NEW TEACHER ORIENT.
- 6 TEACHER GOALS SHEET
- 7 YEAR THEME
- 8 WRITE FOR TEXT SAMPLES
- 9 PREPARE FOR FALL MEETINGS
- 10 PREPARE FOR REG. DAY
- 11
- 12 FALL MEETINGS START
- 13 BLOODBORNE TRAINING
- 14 WRITE PTL BOOK MESSAGE
- 15 BAND INFORMATION
- 16
- 17 REGISTRATION DAY
- 18 ASBESTOS NOTIFICATION
- 19 BARRICADES-ST. MARK'S
- 20 RECORDS POLICY PUBLISHED
- 21 PREPARE FAC.MEET.SCHED.
- 22
- 23 1ST NEWSLETTER
- 24 1ST DAY-WELCOME SPEECH
- 25
- 26
- 27 CLASS ROSTERS
- 28 GET SUB LIST OUT
- 29
- 30 UPDATE NEEDS LIST
- 31 WRITE FOR NEW RECORDS

S-E-P-T-E-M-B-E-R

- 1 REQ. FOR STATE CONF.
- 2
- 3 FIRE DRILLS
- 4 SYNOD & STATE FORMS IN
- 5
- 6
- 7 DAILY WALK THROUGH
- 8
- 9
- 10
- 11 SYNOD SUB. RATE?
- 12
- 13 BUDGET FOR OCT.BD.MEET
- 14
- 15 GATHER AREA TUITION/FEEs
- 16
- 17 FACULTY GOALS/CONCERNS
- 18
- 19 COMMUNICATE WITH PASTORS
- 20
- 21
- 22
- 23
- 24
- 25 START SUPRVSN OF INSTRUC.
- 26
- 27 ORGANIZE AWARDS FILE
- 28
- 29
- 30
- 31

O-C-T-O-B-E-R

- 1 SET TUITION/FEEs FOR BRD.
- 2
- 3
- 4 POSTER CONTEST INFO
- 5
- 6 DAILY WALK THROUGH
- 7
- 8 FINALIZE BUDGET PROPOSAL
- 9 IDENTIFY T OR S PROBLEMS
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28 HOUS. DEDUC. FOR VOTERS'
- 29
- 30
- 31 REFORMATION DAY

N-O-V-E-M-B-E-R

- 1 FAMILY THANKSGVG LUNCH
- 2
- 3
- 4
- 5 REVIEW OF HANDBOOKS
- 6
- 7
- 8 REVIEW PROMO MATERIALS
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17 THANKSGIVING MESSAGE
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28 ANNUAL REPORT:Highlights
- 29
- 30

D-E-C-E-M-B-E-R

- 1 CHRISTMAS PARTY INFO
- 2 ANNUAL REPORT
- 3
- 4
- 5
- 6
- 7
- 8 GET OUT P/T CONF. INFO
- 9
- 10
- 11
- 12
- 13
- 14 CHRISTMAS MESSAGE
- 15
- 16
- 17 PROMO MATERIALS
- 18
- 19
- 20
- 21
- 22
- 23
- 24 CHRISTMAS EVE
- 25 CHRISTMAS DAY
- 29
- 26-31 CHRISTMAS VACATION

J-A-N-U-A-R-Y

- 1 New Year's Day
- 2
- 3
- 4 SPIRIT WEEK INFO
- 5 EXTRA CALENDAR NEEDED?
- 6 P/T CONF. LETTER OUT
- 7
- 8 PLAY PLANNING
- 9
- 10 PRESCHOOL LETTER
- 11 KINDERGARTEN LETTER
- 12
- 13
- 14
- 15 NEW YEAR CALNDR WORK
- 16
- 17 REVIEW S HAVING PRBLMS
- 18
- 19 HONOR ROLL STUDENTS
- 20
- 21
- 22 PROMO MATERIALS
- 23
- 24 DELINQUENT FEES
- 25
- 26
- 27 READY-2ND ROOM VISITS
- 28
- 29
- 30
- 31

F-E-B-R-U-A-R-Y

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14 Valentine's Day
- 15
- 16
- 17 AWARDS BOX-WINTER SEASON
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28 P-K REG. FOLLOW-UP

M-A-R-C-H

- 1 TESTING
- 2
- 3 LENTEN MESSAGE
- 4
- 5 GET READY-SPELLING BEE
- 6
- 7
- 8 CERTIFICATES/TROPHIES
- 9
- 10 FLYER: VAC.AB.POLICY
- 11
- 12
- 13
- 14
- 15 PRE-REG. FORMS OUT
- 16
- 17
- 18
- 19
- 20 PARENT VISITING DAYS
- 21
- 22 SUPPLY FORMS FOR NEXT YEAR
- 23 WISCO ORDER GATHERED
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31 AWARDS BOX

A-P-R-I-L

- 1 GPA(5-8 cum) VAL & SAL
- 2 FIGURE A-(ave.YR/4)
- 3
- 4 EASTER MESSAGE

- 5
- 6
- 7 ORDER/INVENT. FORMS OUT
- 8
- 9 TORNADO AWARENESS
- 10 ITEMS FOR TRUSTEES
- 11
- 12 PROMOS TO 3-4 YR. SS
- 13
- 14
- 15
- 16 GR.5 GIRL TALK - HEALTH DEPT
- 17
- 18
- 19
- 20 CALL CPR TRAINER
- 21
- 22
- 23 CHECK SECRETARY'S DAY
- 24
- 25 PRINCIPAL EVALUATION
- 26
- 27 NEWSLET. - FIELD TRIP POLICY
- 28
- 29
- 30 FINALIZE VAL. & SAL.

M-A-Y

- 1
- 2 SUPPLY LIST
- 3 DRESS CODE CHANGES?
- 4
- 5 AWARD MATERIALS
- 6
- 7 SUMMER MEET. SCHED. OUT
- 8
- 9 GRAD. SERVICE FOLDER
- 10
- 11 GRADUATION SPEECH
- 12 HELP V & S WITH SPEECHES
- 13
- 14 LIBRARY INVENTORY
- 15 DIPLOMAS MADE UP
- 16
- 17 BLOCK PLAN FORM TO TCHERS
- 18
- 19 MAKE POT. ENROLLMENT LIST
- 20 ORDER TEXTS
- 21 GRAD. SERV. FOLDER DONE!
- 22 V & S PICTURE IN TIMES
- 23
- 24 GRAD. ARTICLE FOR TIMES
- 25
- 26 HOME VISIT SCHEDULE FORM
- 27
- 28
- 29
- 30-31

J-U-N-E

- 1 SUMMER MEETINGS
- 2
- 3
- 4 WRITE FOR SAMPLE TEXTS
- 5
- 6 BOOK INVENTORY IN
- 7 WESTERN WIS. DIS. CON.

- 8
- 9 CLEAN EQUIP./MACHINES
- 10 SEND ON PERM. RECORDS
- 11
- 12
- 13
- 14
- 15 CHECK IN BOOKS
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30

J-U-L-Y

- 1 PRIN. LTTR FOR HOME VIS.
- 2
- 3
- 4 Independence Day
- 5
- 6
- 7
- 8 HELP WITH SCHOOL PAINT
- 9
- 10
- 11
- 12
- 13
- 14
- 15-31 VACATION
- 25

Sample 2:
PRINCIPAL'S ANNUAL CALENDAR

MONTHLY:

1. Prepare Report to the Board of Education.
2. Prepare financial Reports for Board of Ed. (School Funds, Tuition, Book Rental, Bookstore, etc.)
3. Prepare Transportation Report of SLCTS Committee meeting and BE.
4. Prepare agenda, reports, and recommendations for Board of Education prior to BE meeting.
5. Prepare Bookstore Report.
6. Write a Christian education article for the monthly church newsletter.
7. Write "School Notes" for the monthly church newsletter.

JANUARY:

1. Prepare quarterly school report for congregational quarterly meeting.
2. Prepare quarterly bus financial report for congregation quarterly meeting.
3. Prepare annual child census report for January congregation meeting.
4. Submit mock-up and photos for yearly class book.
5. Have faculty begin study of new texts planned for adoption in September.
6. Storage use and fire danger inspection.
7. Inform parents of children who may be retained.

FEBRUARY:

1. Make arrangements for March paper drive.
2. Discuss summer school plans with faculty.

MARCH:

1. Supervise paper drive.
2. Plan annual student recruitment program.
3. Plan examination reception and program.
4. Plan annual preschool program and kindergarten registration.
5. Carry out pre-registration for next school year.

APRIL:

1. Prepare quarterly school report for congregation quarterly meeting.
2. Prepare quarterly bus financial report for congregation quarterly meeting.
3. Carry out recruitment program.
4. Carry out preschool program and kindergarten program.
5. Plan and produce Children's Ascension Day Service.
6. Prepare and send out pre-registration and bus use forms for the next school year.
7. Prepare and publish the calendar for the next school year.
8. Finalize textbook changes.

MAY:

1. Make arrangements for June paper drive.
2. Inventory and order school supplies.
3. Write bulletin for Ascension Day Service.
4. Prepare and distribute textbook and workbook inventory sheets to staff.
5. Plan graduation service and reception.
6. Discuss individually with each teacher his summer work (school) plans.
7. Plan church-school picnic.
8. Request summer school grants money.

JUNE:

1. Order texts, workbooks, and last minute supplies.
2. Supervise paper drive.
3. Attend Pastor-Teacher or District Convention.
4. Hold annual faculty evaluation day (accomplishments/suggestions for improvement of instruction, discipline, procedure, etc.)

5. Begin preparing items for August teacher orientation.
6. Prepare school buses for state inspection.
7. Prepare and present to the BE a list of repairs, painting, etc., to be done during the summer.
8. Fill out permanent records - send them on.
9. Mail fire drill forms.

JULY:

1. Prepare quarterly school report for congregation quarterly meeting.
2. Prepare quarterly bus financial report for congregation quarterly meeting.
3. Prepare and print the following schedules
 - a. Early morning arrival and after school supervision
 - b. Break time, gym periods, noon hour supervision
 - c. Recess supervision, religion classes, science, A-V room use, noon and after school gym use
 - d. Mission of the month
 - e. Fire exits (both primary and alternate)
4. Prepare and print organ and choir schedule for the entire year.
5. Add to the list of items for August orientation meeting.
6. Plan August registration and fees payment day.
7. Prepare a list of homes to be visited by the faculty members in August.

AUGUST:

1. Make arrangements for the September paper drive.
2. Set up bus routes in consultation with the drivers.
3. Pick up school supplies.
4. Conduct three half-day orientation sessions.
5. Revise and print the student handbook.
6. Prepare the opening day service.
7. Storage use and fire danger inspection.

SEPTEMBER:

1. Supervise the paper drive.
2. Prepare annual school budget (fiscal year is 1-1 to 12-31)
3. Request transcripts of new students who have enrolled.
4. Send transcripts of students no longer enrolled.
5. Complete and send in BPE and state forms.
6. Prepare and print school roster.

OCTOBER:

1. Present itemized school budget to Board of Education.
2. Prepare quarterly school report for congregational quarterly meeting.
3. Prepare quarterly bus financial report for congregation quarterly meeting.
4. Begin planning Christmas Eve Service (could be done during the summer).
5. Order sample textbooks at teachers' convention.

NOVEMBER:

1. Prepare school report for congregational meeting.
2. Print and distribute Christmas Eve Services.
3. Make arrangements for December paper drive
4. Schedule parents for Parent-Teacher conferences.
5. Secure copies of texts planned for adoption the following year.

DECEMBER:

1. Supervise the paper drive.
2. Prepare buses for state inspection.

Sample 3:

YEARLY SCHOOL RECORD

YEAR: _____

DATE SCHOOL OPENED: _____ DATE SCHOOL CLOSED: _____

SCHOOL CALENDAR: (ATTACHED)

ENROLLMENT: SEPTEMBER _____ JUNE _____

ENROLLMENT BY GRADES:	SEPT.:	JUNE:	TEACHER
KINDERGARTEN	_____	_____	_____
GRADE ONE	_____	_____	_____
GRADE TWO	_____	_____	_____
GRADE THREE	_____	_____	_____
GRADE FOUR	_____	_____	_____
GRADE FIVE	_____	_____	_____
GRADE SIX	_____	_____	_____
GRADE SEVEN	_____	_____	_____
GRADE EIGHT	_____	_____	_____

NUMBER OF TUITION CHILDREN: _____ TUITION CHARGED: _____

PERCENT OF CHILDREN OF CONGREGATION IN SCHOOL: _____%

BOOK RENTAL FEES: KINDERGARTEN _____

GRADE ONE: _____ GRADE TWO: _____ GRADE THREE: _____ GRADE FOUR: _____

GRADE FIVE: _____ GRADE SIX: _____ GRADE SEVEN: _____ GRADE EIGHT: _____

AVE. NUMBER PARTICIPATING IN SCHOOL LUNCH: _____ PER DAY.

COST PER MEAL: _____ Cooks and salary: _____

NEW BOOKS INTRODUCED: _____

AMOUNT DONATED FOR MISSIONS: _____

SPECIAL EVENTS OF THE YEAR: _____

Sample 4: Kindergarten Invitation Letter from the Principal

January, 1998

Dear Christian Parents,

As principal of St. ____'s Lutheran School, I want to take this opportunity to announce to you our annual Kindergarten Registration Day. It should be of particular interest to you, since you have a child who is five, or about to be five soon, and thus is ready for beginning school.

Let me speak to you now not as a principal, but as a parent. Yes, I have had four of those eager five-year-olds who looked forward to that giant step into school. Being a parent interested in what is best for his children, and one who looks at our sinful world and where it seems to be going, I am convinced of many things about my children's education. They need the challenge of strong academic work. They need a purpose for their lives. They need a good start, a strong foundation for their faith and character. They need CHRIST! Without Him no education is complete. It is because our Christian elementary school can give those "lambs of God" the things just mentioned that we are encouraging you to enroll your child at St. ____'s Lutheran School. There is another thought to consider. Our two Kindergarten sessions with small numbers give much time for individual attention to get each child off to a good start.

YOU ARE INVITED!!!!

- WHAT: St. ____'s Lutheran Kindergarten Registration Day for 1998-1999.
- WHO: Parents of prospective Kindergarteners (Five years old before September 1, 1998). Your "little one" is welcome to come also!
- WHEN: Wednesday, February 12, from 3:00 to 6:00 P.M.
- WHERE: St. ____'s School Cafeteria (east side)
- BRING: Information to help us begin a cumulative record folder for your child: date of birth, date of baptism, health history information including an up-to-date immunization history
- ALSO: After registering, you are invited to go to the kindergarten classroom to receive further information from our Kindergarten teacher, Mrs. _____, concerning our kindergarten curriculum and day-to-day activities.
- LATER: Visit an actual day of kindergarten on Monday, March 10. Come and go anytime throughout the school day.

If you cannot register on Wednesday, February 12, please call the school office beforehand to arrange for a special appointment to do so.

We hope to see all of the smiling faces of our member kindergarten children learning about their Savior at St. ____'s in the years ahead! So mark your calendar now for February 12, and we'll see you then!

In His service,

I. B. Principal

Sample 5: Registration Form

ST. _____'S LUTHERAN SCHOOL
____17 N. _____ STREET
_____, WI 53____

REGISTRATION FORM

NAME _____ PHONE _____
Last First Middle Home / Other

ADDRESS _____

DATE OF BIRTH _____ CITY OF BIRTH _____

DATE OF BAPTISM _____ CHURCH WHERE BAPTIZED _____

FATHER (natural) _____

MOTHER (natural) _____ Maiden Name _____

FATHER'S OCCUPATION what? _____ where? _____

MOTHER'S OCCUPATION what? _____ where? _____

FATHER'S CHURCH AFFILIATION _____

MOTHER'S CHURCH AFFILIATION _____

Are Parents Married? _____ Divorced? _____ Separated? _____

Is Mother Remarried? _____ To whom? _____

Is Father Remarried? _____ To whom? _____

DATE OF ENROLLMENT _____ GRADE _____

TRANSFER FROM _____

REASON _____

BROTHERS AND SISTERS

NAMES	DATE OF BIRTH
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Sample 6: Pre-registration Form

ST. ____'S LUTHERAN SCHOOL

March 1, 1998

Dear Parents,

To aid its planning for the 1998-1999 school year, our Board for Christian Education is requesting that each family complete the pre-enrollment form below for the next school year. After completing the form, detach it on the dotted line and return it to the school office within one week. It is not necessary to complete a form for each child. **One per family is enough. If your child(ren) is/are not returning to St. ____'s, indicate so on the form and return the form anyway.** Please note that children entering first grade must be six years old by September 1, 1998.

Our faculty and board sincerely hope and pray that all of our children will be returning. If you know of any prospective new students, contact the school office right away, please.

School will resume on **Wednesday, August 25**. Registration Day is scheduled for Wednesday, August 18.

Thank you for your immediate consideration of this matter! Your help makes it possible for us to serve you and your children more effectively.

St. John's Board of Christian Education
I. B. Principal, Principal

ST. ____'S LUTHERAN SCHOOL Pre-Enrollment Form - 1998-99

Mother's Name: _____ **NOTE:** Since this information will be used to publish our P.T.L. booklet of Addresses/Phone/Programs please use only those names in the actual household.

Father's Name: _____

Home Phone: _____

Mailing Address: _____
(Number, Street, P.O. Box, Apt.#,) (City) (Zip)

Emergency Contact: _____ Phone: _____

Church Membership of Parent/Guardian: _____

<u>Full</u> Names of children to be enrolled next fall:	Birthdate: M - D - Y	Grade in Fall:	Bus Needed?
_____	____-____-____	_____	_____
_____	____-____-____	_____	_____
_____	____-____-____	_____	_____
_____	____-____-____	_____	_____

Signature of Parent/Guardian: _____

Sample 7: Inquiry Follow-up Letter

Dear _____,

Recently you inquired about St. _____'s, and the possibility of enrolling your child(ren) here. We were glad to receive your inquiry. We hope that the information we sent you has answered most of your questions.

We like to follow up on inquiries to help us plan for the future. We have included some questions on this letter that will help us to serve our Lord and better fulfill the purpose of our school. We would appreciate it if you would take a few minutes to answer these questions below and return this letter to us in the stamped, self-addressed envelope.

1. Was our information complete enough? (YES NO)

If No, please specify _____

2. What strengths or weaknesses did you find in our information?

3. Will your child(ren) be enrolling at St. _____'s? (YES NO UNDECIDED)

4. Please give us a few candid reasons for your decision. Your thoughts will help us continue to improve as a Christian school.

Thank you for taking the time to answer our questions. We need input from people like you to help us improve our school for the benefit of God's kingdom and His children.

In His service,

I. B. Principal

Sample 8: Teacher Home Visit Checklist

HOME VISIT GUIDE

TEACHER CHECKLIST: (Be cordial, friendly, relaxed, but businesslike.)

1. Principal's letter - Talk about many changes listed there.
2. Talk about the main purpose for St. ____'s School and the **Parent Responsibility Form**.
3. Lunch and milk cost - "suggest" they pay lunch and milk money on the first day of the week. Penalty will be enforced this year. Give "Free/Reduced" lunch forms to those wishing to apply.
4. Talk about respect for classmates and teachers.
5. Go through calendar. Point out ½ days; Dec. 23; Oct. P/T conferences
Note that some ½ days to be set up yet.
6. Date of Enrollment Night - Wed., August 19th, 5-8 PM
(If unable to attend, call school for an appointment - NO early registrations!)
7. Talk about: Church attendance/Family Devotions
Communicating with you - Assure them of a follow-up response
8. Review Parent Handbook - Take note of:
 - a) Chapel dress/Dress code - Stress proper T-shirt writing
 - b) Morning arrival time
 - c) Written excuses
 - d) Gum, candy, and toys
 - e) New Policies - Search, Weapons, Detention note change (others?)
9. Mention anything else you consider to be of importance such as:
98-99 Year Theme, Volunteers always needed: Lunch room supervisors, Computer Lab supervisors, Library Volunteers
10. Grade K need **2nd MMR & HEPATITIS VACCINE**.
Vaccine date needed (you may ask for this and give to office).
Grade 6 participating in city Hepatitis B Vaccine program.
11. Christ-Light meetings. Explain & stress importance.
12. New Computer Lab, music curriculum (gr. 1 & 2), Christ Light
13. Elective changes (only one + Computer this year)
14. Application for Student Aid
15. Other - Pioneer Info - **Gr. 3-8 Girls "WE CARE" Letter - 1 per family**

TEACHERS: Be ready to follow these items up at P/T Conference time.

Sample 9:

EMERGENCY PRE-CONSENT FORM / VISITATION CHECKLIST

There may be a time when our school is not able to contact a parent in an emergency. In case of medical emergency, parent permission for treatment is usually required. The form below gives us information we need to have in case of such emergencies. It also authorizes emergency medical treatment if you can not be reached. Please fill one out for each of your children attending St. ___'s Lutheran School. Your child's teacher will have this form in the classroom and will take it on every field trip. Athletic coaches will take a copy to all away games also.

Child's Name _____ Grade _____ Birth Date ____/____/____

Address _____

Street _____ City _____ State _____ Zip _____

Parent Name(s) _____

Child's Physician _____ Last Tetanus shot? ____/____/____

Kdgn. 2nd MMR ____/____/____ HIB series ____/____/____ Allergies? _____

Glasses? ____ When worn? _____ Hearing problems? _____

Any problem medical conditions that would affect participation in Phy.Ed. or Sports? _____

Phone #'s - Mother-before 4:30: _____ after 4:30: _____

Father-before 4:30: _____ after 4:30: _____

Emergency Contact Person _____ Phone # _____

+++++

I hereby consent to and authorize emergency medical treatment which you judge necessary for my child, _____ in the event I can not be reached. Dated ____/____/____

Signature(s): Mother _____ Father _____

SOCIAL AND EMOTIONAL FACTORS, INTERESTS AND HOBBIES

Extreme shyness, bullying tendencies, etc.? _____

Past attitude toward school _____ Favorite out-of-school activity _____

Out-of-School organized activities during school year (ex. dance, Pioneers, 4H, lessons, etc.) _____

Favorite TV programs _____ TV time/day _____

Christian High School? _____ AFTER SCHOOL TRANSPORTATION: _____

Did you read this summer? _____ Kinds of books? _____

ROOM MOTHER PROSPECT? _____ LIBRARY HELPER? _____

COMPUTER LAB HELPER? _____ NOON PLAYGROUND SUPERVISOR? _____

PARENT EXPECTATIONS: Please comment on your expectations of us as your child's teachers.

Make suggestions to help us improve our school. _____

Sample 10: Registration Night Checklist

REGISTRATION CHECKLIST

Hi there!-Please visit all the following places and complete all that is asked of you at each one! Don't leave until you've taken care of everything! Just follow the numbers.....



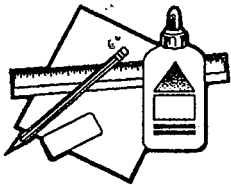
1. **CHECK-IN TABLE** - Here you will turn in pink forms from home visits, receive your bill, and pick up insurance information or sign the waiver. If you have any questions, please ask Mrs. _____.



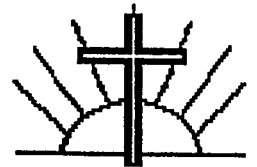
2. **PTL INFORMATION TABLE** - Here you can find out what our PTL is all about and see what we have planned for the year! Plan to be involved in this worthwhile service organization. It's a great way for new families to get to know our St. _____'s family!



3. **RELIGION BOOK TABLE** - Here you can purchase the religion books needed for each class. You can see samples of the new "Christ-Light" religion curriculum.



4. **SCHOOL STORE** - If you need school supplies, check at our school store. Volunteers will gladly help you find what you need. Your child's supply list is also located there.



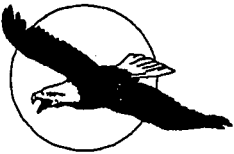
5. **ST. _____'S T-SHIRTS, SWEATSHIRTS** - Visit Mr. Principal and check out our NEW St. _____'s sweatshirts. We also have T-shirts, school bags, and even some jackets, all with the St. _____'s logo printed on them. Buy as many as you like!

6. **FEE PAYMENT TABLE** - This is where you pay for all that you have purchased and for all your school fees. Forms are available from Mrs. B., if you are applying for Free/Reduced meals.

Traveling on.....

7. **CLASSROOMS** -

- a. Find a desk that fits.
- b. Pick up your books to cover.
- c. Sign up for sports, choirs, and etc. More fun to come...



8. **LOST AND FOUND** - Table is in the front lobby. If it is yours, take it; if it is not yours, take it anyway! What a bargain!

9. **GOT A QUESTION!** Look for the principal, Mr. Principal, at the table with the sweatshirts and T-shirts. He'll try to answer any question; just try him!!!



10. **AAL ICE CREAM SOCIAL** - If you've worked up an appetite, or if you would just like to socialize for awhile, our AAL branch has ice cream, soda, and sandwiches for purchase. Stop by and fill up.

Thank you for your time spent this evening to get us off to a good start. We are all looking forward to a great school year! **THE END**

Sample 11:

REGISTRATION DAY PROCEDURES

(Please Follow The Order Listed)

Check List:

- _____ I filled out the enrollment form.
- _____ I filled out the questionnaire. (This may be done at home and returned to school by Friday, September 9.)
- _____ I made application for school insurance. (This may not be necessary if your family is already adequately insured.)
- _____ I filled out the "Early Arrival Permission request." (This is not necessary if your children walk, ride a bike, or if you drive them to school and get them her after the permitted 3:34 A.M. time.)

Station No. 1

- _____ I found my lunch program information.
- _____ I completed the Automatic Milk Charge application form (found in the Lunch Program information packet). (This is necessary only if you expect your child(ren) to drink recess milk most or all the time.)
- _____ If interested, I signed up on the Kitchen Aid Calendar.

Station No. 2

- _____ I purchased necessary books and supplies, using the "Required Books and Supply List."

Station No. 3

- _____ I discussed my child's band status with Miss _____. (If a Band parent.)

Station No. 4

- _____ I picked up a copy of the 1998-99 school year P.T.O. program.
- _____ As an interested parent, I signed my name to the prospective P.T.O. Membership Roster List.

Section No. 5

- _____ If finished, I handed in my questionnaire dealing with volunteer help. (Library-Bookstore Helpers, Reading Aids, Room Mothers.)

Section No. 6

- _____ I checked my child's immunization record with the school records.

Section No. 7

- _____ I stopped by the registration Fee table.
- _____ I told the person at the registration fee table which of my children I would like to designate as weekly School Newsletter carrier.
- _____ I ordered ___ copies of the 1998-99 Scroll (school yearbook) which will be available next Spring

Section No. 8.

- _____ I stopped by the Tuition Table. (For those who are not members of ___ Lutheran Church.)

Section No. 9

- _____ I made payment or arrangement for making payment of the tuition fee (For those who are not members of ___ Lutheran Church.)
- _____ I paid the registration fee.
- _____ If still owed, I paid for last school year's book fines.
- _____ If still owed, I paid for last school year's overdue library books.
- _____ If still owed, I paid the Summer School Fee.

Sample 12:
REQUEST FOR STUDENT RECORDS

Name of School

Address

TO WHOM IT MAY CONCERN:

The following student(s) has (have) enrolled in our school. According to our information, this student (these students) previously attended your school.

<u>NAME</u>	<u>GRADE</u>	<u>ADDRESS</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

In order that we may best serve this student, we kindly request that you forward to us, at your earliest convenience, all cumulative information which might be useful to us. This should include the scholastic records, health records, any educational testing data which you may have or any other information to help us in properly placing this student. We are enclosing a Release of Records form signed by the parent, permitting you to forward these records to us.

Thank you!

Yours truly,

Principal

Sample 13:

PERMISSION TO RELEASE RECORDS

School Name

Address

RELEASE OF RECORDS TO _____ EV. LUTHERAN SCHOOL

I hereby give my permission for the release to _____ Ev. Lutheran School of any medical, psychological, social, or educational information, including information from other agencies/sources on

Name

Date of birth

I understand that this information will be used in the best interest of the above named person, with due respect to confidentiality.

Signature of Parent or Guardian

Date

Sample 14:
REGISTRATION FORM

St. _____ Ev. Lutheran School
_____ Street
Milwaukee, WI 532_____

Date: _____
Grade: _____
Age: _____
Girl () Boy ()

Name _____

 Last First Middle

Address _____

 Number Street City State Zip

Telephone _____

Date of Birth _____ Place of Birth _____

Previous schools attended (Most recent listed first):

Name _____ Grades _____ Years _____

Name _____ Grades _____ Years _____

Name _____ Grades _____ Years _____

Sunday School: Church _____ Denomination _____ Years _____

Baptized: Yes () No () Church _____ Denomination _____
 City _____ Pastor _____

Father or Guardian _____ Address _____

Telephone _____ Occupation _____

Church Affiliation _____ Employer _____

Other children in the family:

Name Date of Birth School now attending Baptized?

Child lives with: _____ Both Parents _____ Father _____ Mother _____ Other - List _____

Additional information:

Scholastic _____

Health _____

Other _____

Sample 15: School Immunization Record

In Process	Behind Schedule	Health Waiver	Religious Waiver	Personal Conviction Waiver
------------	-----------------	---------------	------------------	----------------------------

STUDENT IMMUNIZATION RECORD

INSTRUCTIONS TO PARENTS: Complete and return to school within 30 days after admission. Wis. State law requires all school students to present written evidence of immunization against certain diseases **within 30 school days of admission**. The current age/grade requirements are available from local health agencies. These requirements can be waived only if properly signed health, religious, or personal conviction waiver is filed with the school(see below).

STEP 1: PERSONAL DATA

Please Print

Student's Name	Birthdate M/D/Y	Sex	School	Grade	School Year
Parent/Guardian/Legal Custodian	Street, City, State, Zip				

STEP 2: IMMUNIZATION HISTORY: List Month, day, & Year child received each of the following immunizations. If you don't have records at home, contact your doctor or public health agency to obtain the dates.

TYPE OF VACCINE	1 ST DOSE	2 ND DOSE	3 RD DOSE	4 TH DOSE	5 TH DOSE
DTP/DT/Td	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__
POLIO	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__
HEPATITIS B	__/__/__	__/__/__	__/__/__		
MMR	__/__/__	__/__/__			

In Process	Behind Schedule	Health Waiver	Religious Waiver	Personal Conviction Waiver
------------	-----------------	---------------	------------------	----------------------------

STEP 3: REQUIREMENTS: Check state age/grade level requirements for current school year to see if this student meets them.

STEP 4: COMPLIANCE DATA

STUDENT MEETS ALL REQUIREMENTS: Sign and return this form to school. **OR**

STUDENT DOES NOT MEET ALL REQUIREMENTS:

Check appropriate box, sign at step 5, and return form to school. Please note that incompletely immunized students may be excluded from school if an outbreak of one of these diseases occurs.

Although my child has NOT received ALL required doses of vaccine, the 1st dose(s) has been received. I understand that the 2nd dose(s) must be received by the 90th school day after admission to school this year, and that the 3rd dose(s) (and 4th dose(s) if required) must be received by the 30th school day next year. I also understand that it is my responsibility to notify the school in writing each time my child receives a dose of required vaccine.

WAIVERS: Note - Please list in step 2 any immunizations already received.

For health reasons this student should not receive the following immunizations: _____
Physician's Signature: _____

For religious reasons this student should not be immunized.

For personal conviction reasons this student should not be immunized.

STEP 5: SIGNATURE

This form is complete and accurate to the best of my knowledge.	
x _____ (Signature of Parent/Guardian/Legal Custodian or Adult Student)	_____ Date

Sample 16: Parent Responsibility Form

ST. _____'S LUTHERAN SCHOOL PARENT RESPONSIBILITY

St. _____'s Lutheran Congregation has a deep concern for the cause of Christian education and realizes the need for full support on the part of all involved in the program. As parents your attitude and cooperation is most important in the final result in your child's education. We, therefore, solicit your three-fold support:

1. **SPIRITUAL RESPONSIBILITY:** Since St. _____'s Lutheran School has been established to bring the message of Jesus' love to children and to show them God's will for their lives, it is important that they grow to love His Word. Therefore, we pledge to attend God's house regularly and every Sunday if possible, use the Word of God in our homes, and by our example lead our children to pray, give thanks, and praise Him in their lives. We understand that this is the most important parent responsibility in this sin-sick world.

2. **INVOLVEMENT RESPONSIBILITY:** Since the first responsibility of educating the child is given to the parents, and the school exists to aid the parents, it is essential that the parents and teachers work together as a team in this educational effort. Therefore, we pledge that we will work closely with the teachers, attend PTL meetings and scheduled consultations, and show a genuine interest in our child's school work and activities. When our child is to participate in a school function, such as singing with the class on Sunday, we will see that our child is present. We will also abide by the rules of the school set forth in the "Handbook for Parents and Students." We will see to it that our child is a regular school attender, only missing school for proper, valid reasons.

3. **FINANCIAL RESPONSIBILITY:** Since St. _____'s Lutheran School is supported solely by the contributions and fees of its members and the fee payments of non-members, and since these must be received with regularity in order that our school can continue to operate, it is important that parents assume their responsibility in this matter. Therefore, we pledge to make fee payments faithfully to support St. _____'s Lutheran School and if emergencies arise to change our intentions, we will notify the school office immediately. (MEMBERS ONLY): Since the cost of educating a child at St. _____'s is over \$1,700.00 per year, we pledge to give generously to general church offerings on a regular basis at worship services. (NOTE: As a guideline, consider giving 10% of your income as your love offering for what God has done for you.)

1998-99 EDUCATION FEE SCHEDULES

<u>Member Education Fee</u>	<u>Non-Member Education Fee</u>		
PRESCHOOL: 3-day = \$425 5-day = \$650	3-day = \$575 5-day = \$850		
GRADES K-8: 1 st Child = \$350 2 nd Child = \$325	3 rd Child = \$300 Additional = FREE	1 st Child = \$1000 2 nd Child = \$ 950	3 rd Child = \$900 Additional = \$900

NOTE: Financial assistance is available for member families needing help. We don't want any family to be unable to receive a Christian education because of financial problems. Contact the principal for further information.

Please keep the above portion and refer to it often. Tear/cut off the bottom portion and bring to registration.

We suggest that a payment of at least 10% be paid on Enrollment Night. Accounts must be paid in full by the last day in May to receive diplomas and report cards. Kindly indicate the payment schedule you wish to follow:

- | | |
|--|--|
| 1 payment - Registration Night | 4 payments - Registration Night, 11/10, 1/10 & 3/10 |
| 2 payments - Registration Night & 1/10 | 10%-Enrollment night and 9 payments 10 th of Sept through May |

We fully realize the importance of these responsibilities and with God's help we expect to fulfill them.

Signed _____ Date _____

Sample 17: Fee Payment Form

St. _____'s Lutheran School
 1998-1999
 3 N _____ Street
 _____, Wisconsin 53____
 (____) 2____-____

NAME: _____
 (Parent's Last / First)
 CHILD(REN) _____ GRADE _____ EDUCATION FEES _____

St. _____'s Lutheran Church
 3 N _____ Street
 (____) 2____-____
 Fax: (____) 2____-____

TOTAL EDUCATION FEES:

GR	BOOK DESCRIPTION	PRICE	QTY	TOTAL
P-8	Christ Light Series (Mandatory - 1 per child)	\$15.00	_____	_____
4-6	Red Catechism	\$13.00	_____	_____
7-8	Blue Catechism	\$12.50	_____	_____
7	Red Catechism Workbook	\$6.50	_____	_____
8	Blue Catechism Workbook	\$6.50	_____	_____
2-8	Faith Alive Bible	\$14.50	_____	_____
8	Christian Worship	\$20.00	_____	_____
TOTAL BOOK STORE:			_____	_____

SCHOOL STORE ITEMS	PRICE	QTY	TOTAL
Assignment Notebook	\$0.40	_____	_____
Compass	\$0.40	_____	_____
Crayons - 8	\$1.75	_____	_____
Crayons - 16	\$1.25	_____	_____
Crayons - 24	\$1.75	_____	_____
Duo-Tang	\$0.30	_____	_____
Elmer's Glue, Small	\$0.35	_____	_____
Elmer's Glue, Large	\$0.50	_____	_____
Erasers	\$0.25	_____	_____
Erasers, Pencil Cap	\$0.10	_____	_____
Eversharp, Pencil	\$0.80	_____	_____
Eversharp, Erasers	\$0.15	_____	_____
Eversharp, Lead	\$0.50	_____	_____
File Folders (red / blue)	\$0.15	_____	_____
Glue Stick	\$0.40	_____	_____
Graph Paper	\$0.75	_____	_____
Kneaded Rub. Art Eraser	\$0.50	_____	_____
Manuscript pad - Gr. 1	\$0.55	_____	_____
Manuscript pad - Gr. 2	\$0.55	_____	_____
Pencils #2	\$0.10	_____	_____
Pencils, Beginners	\$0.35	_____	_____
Pencils, Manuscript	\$0.25	_____	_____
Pencil, Red Marking	\$0.15	_____	_____
Pencil Crayons	\$1.35	_____	_____
Pens, Red-Blue-Black	\$0.15	_____	_____
Pocket Folders	\$0.25	_____	_____
Protractor	\$0.50	_____	_____
Ruler, 12"	\$0.30	_____	_____
Scissors, School	\$1.25	_____	_____
Scissors, Kindergarten	\$1.95	_____	_____
Spiral Notebook	\$0.55	_____	_____
Theme Pad	\$0.50	_____	_____
Watercolors	\$1.75	_____	_____

DATE: _____ Initial: _____
 CASH CHECK #: _____
 EDUCATION FEES: _____
 BOOK STORE: _____
 SCHOOL STORE: _____
 USED BOOKS: _____
 PTL : _____

TOTAL PAID: _____

Office Use Only
 K-8 Activity Fee:\$18.00
 K-8 Technology Fee:\$20.00
 Educational Fee:
 P-8 Christ Light Fee:\$15.00

TOTAL SCHOOL STORE: _____

Sample 18: School Filing System

Accident Forms	MLC,	
Accident Forms Completed	General	
Anniversary, Church	Correspondence	
Art and Science Fair	Student Teacher	
Athletics,	Handbook	
Basketball	Participation in Student Teaching Program	
Cheerleading	Supervising Teacher	
Football (or Soccer)	Student-Teacher Schedules	
Softball	Dedication Service	
Track meet	Dress Code, School	
Volleyball, Girls	Drugs	
Board of Education, Meeting Materials Minutes	Early Arrival Letters	
Book Costs, Estimated	Education Management	
Building and Grounds Committee	Elders, Board of	
Bulletins,	Equipment,	
Ascension Day	General	Movie & Overhead Projectors
Christmas	Copiers	Computers and peripherals
Confirmation	Fire Extinguishers	
Easter Song Service	Scoreboard, Basketball	
Calendar,	CD & Tape Recorders	
Church, Master	Evangelism	
Church, Monthly	Expulsion - Suspension Procedure	
Ideas	Faculty,	
School Year	Birthdays	Memos
Calls	Addresses	Minutes
Campbell's Labels for Education	Years of Service	Parties
Census Report, Children	Family Christian Education Month	
Choir and Organ Schedules	Field Trips,	
Church Attendance Letters	General	Museum
Church Council Minutes	Grade 8	Teacher Request Forms
Church News Letters	Filmstrips, Listing	
Civil Defense	Financial,	
Confirmation, Quotes and Questions	Book Rental Collection Comparisons	
Constitution, - By-Laws, Church	Cost per Pupil	
Copyright Laws	School Funds Operating Guidelines	
Custodian	Treasurer's Account Numbers	
Diplomas,	Tuition Guidelines	
Grade 8, Kindergarten		

Financial Billing,
Book Rental Dept. of Public Welfare
Overdue/Damaged Book Forms
Financial Budget,
Church School Comparisons
School Expenditure Sheets
Financial Reports
Church, Financial Secretary
Church, Treasurer
School, Book Rental and Tuition
School, Bookstore
School, Checkbook
Fire Drills
First Aid, Emergency Procedures
Forensic Contest
Graduation, Grade 8 Kindergarten
Guidelines, Substitute Pay
Guidelines, Tuition
Gymnasium, Permit Rules and Regulations
Health Department
Hymn Course
Insurance,
Church Mutual Policy
Accident Forms and Reports
Policy, Current Year
Hard Copies,
Ascension Day Programs, others
Budgets, Salaries, etc.
Enrollment
Games, Recipes
General
Guidelines, Board of Education Handbook
Handbook, Teachers
Reports, (Princ. Reports, Etc.)
School Forms
Conference Papers
Teacher Forms
Block Plans, Sub. Summary, etc.
Key Regulations
Legal

Letters,
Book Rental
General, Incoming
General, Outgoing
Internal, Consultations
Internal, Enrollment
Internal, Misc.
Internal, Registration Informational
Tuition
Library
Lunch / Milk Program
Mathematics Track Meet
Metro-Milwaukee Teachers' Conference
Milwaukee,
Building and Health Inspector
Public Library
Symphony Concerts
Tax Commission
Milwaukee Public Schools,
CESA #19
Chapter 115 (also Chap. #89)
Div. of Administration and Pupil Personnel
Div. of Curriculum and Instruction
Fritsche Junior High
General
Industrial Arts and Home Ec
Location List
Milw. Trade and Tech High School
Promotion List
School Board Capsule
School Social Worker
Summer School
Miscellaneous
Missions
Music Committee
Organ, Church
Parent-Teacher Meetings
Paper Drive
Physical Education
Physical Exam, Forms

Picnic, Church, School, Sunday School
Pictures
Big G Cereals Program
Principal's Reports
Principal-Vice Principal Administrative Duties
Privacy Act, Rights - Parents and Students
Professional Growth Fund, Guidelines
Religion Course
Report Cards
Retentions, Conditions Social Promotions
Retirement
Safety Cadets
Safety Commission, City
Salaries
Schedules,
 Break, Gym, and Playground Class
 Gym Use Noon Hour
Scholarship Fund
School,
 Block Plans, Weekly
 Block Plans, Yearly
 Classroom Materials Available
 Emergency Closing
 Fact Sheet
 Promotion
 Secretary
 Security System
 Sound System (Gym)
 Subject Matter Summary Sheets
 Teacher Aides
Simplex Time Agreement
Special (Principal's)
Spelling Bee
Sunday School
Tardiness Notification Forms
Teacher Visits
Telephone Absentee Forms
Test Results
Textbook Reviews
Title II

Title VI
United States,
 Dept. of Labor
 Dept. of H E W, Educ. Div.
 Dept. of H E W, Social Security
Wisconsin Lutheran Child and Family Service
Wisconsin Lutheran College
Wisconsin Lutheran High School,
 General
 Band
 Coordinator
 Delegate Conference
 Principal's Conference
 Transcripts
Wisconsin, State of,
 Surplus Property
 Unemployment
 OSHA
 Dept. of Public Instruction
 Correspondence
 Teacher Certification
 ESEA IV
 Withholding Forms
 Department of Transportation
Wisconsin State Teachers' Convention
Wisconsin Synod,
 Correspondence
 CPE, Correspondence
 CPE, School Promotion Materials
 CPE, School Reports
 CPE, Team Ministry Process
 CPE, Testing Program
 Special Ministries Board

Sample 19:

STUDENT RECORDS POLICIES AND PROCEDURES

ST. _____'S LUTHERAN SCHOOL

_____ N. TH STREET

_____, WI 530

ADOPTED - 1995

As per section 99.6 of the regulations implementing the Family Educational Rights and Privacy Act of 1974 (FERPA)

DEFINITIONS

For the purpose of this document, St. _____'s Lutheran School Board of Christian Education has used the following definitions of terms:

Student - any person who attends or has attended St. _____'s Lutheran School

Eligible Student - a student or former student who has reached age 18 or is attending a post-secondary school.

Parent - either natural parent of a student, a guardian, or an individual acting as a parent or guardian in absence of the student's parent/guardian.

Education records - any record (in handwriting, print, tapes, film, or other medium) maintained by St. _____'s Lutheran School which is directly related to a student, except:

1. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to other persons except a temporary substitute for the maker of the record.
2. Records created and maintained in relation to the local law enforcement agencies for law enforcement purposes.
3. An employment record which is used only in relation to a student's employment by St. _____'s Church or School.
4. Alumni records which contain information about a student after he or she is no longer in attendance at St. _____'s and which do not relate to the person as a student.

ANNUAL NOTIFICATION

Parents will be notified of their FERPA rights annually by distribution in August home visits by the faculty.

PROCEDURE TO INSPECT EDUCATION RECORDS

Parents of a student or an eligible student may inspect and review the student's education records upon request. Parents or eligible students must contact St. _____'s principal with a written request which identifies as precisely as possible the records they wish to inspect. St. _____'s principal will arrange for access and notify the parent or eligible student of the time and place where the

records may be inspected. This will be done within 45 days of the request. When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

PROVIDING COPIES / COPY FEES

St. ____'s will not provide a parent or eligible student a copy of the student's education record unless failure to do so would effectively prevent the parent or eligible student the right to inspect and review the records. The fee for copies will be \$.10 per sheet. Postage would also be charged if records need to be sent through the mail.

TYPES, LOCATIONS, AND CUSTODIANS OF EDUCATION RECORDS MAINTAINED BY ST. ____'S LUTHERAN SCHOOL

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	School Office	St. ____'s Principal
Cumulative School Records of Former Students	School Archives Files	St. ____'s Principal
Health Records	School Office & City Health Dept.	St. ____'s Principal & City Health Dept. Officials
Speech Therapy & Psychological Records	School District Special Services Department	Special Services Personnel
School Transportation Records	Transportation Services Inc. of City	Director of Pupil Transportation
Attendance Records	School Office	St. ____'s Principal
Special Test Records	School Office or School Dist. Special Service Office	St. ____'s Principal or School Dist. Special Services Personnel
Miscellaneous Records	School Office	St. ____'s Principal

DISCLOSURE OF EDUCATION RECORDS

St ____'s Lutheran School will disclose information from a student's education records only with written consent of the parent or eligible student, except:

1. to school officials who have a legitimate educational interest in the records. School officials include principal, teachers, support staff members, pastors, board of Christian education members, district special services personnel, congregation attorneys, and health department officials.

A school official has a legitimate educational interest if the official is:

- a. Performing a task that is specified in his or her position description or by contract agreement.
 - b. Performing a task related to a student's education.
 - c. Performing a task that is related to the discipline of the student.
 - d. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
2. To officials of another school, upon request, in which a student seeks or intends to enroll.
 3. To certain officials of the U.S. Dept. of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.
 4. In connection with the student's request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of financial aid, or to enforce the terms of and conditions of aid.
 5. If required by a state law requiring disclosure that was adopted before Nov. 19, 1974.
 6. To organizations conducting certain studies for or on behalf of St. ____'s.
 7. To accrediting organizations to carry out their functions.
 8. To parents of an eligible student who claim the student as a dependent for income tax purposes.
 9. To comply with a judicial order or a lawfully issued subpoena.
 10. To appropriate parties in a health or safety emergency.
 11. Directory information so designated by St. _____ Lutheran School.

RECORD OF REQUESTS FOR DISCLOSURE

St. ____'s Lutheran School will maintain a record of all requests for and/or disclosure of information from a student's education records. This record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. This record may be reviewed by the parents or eligible student.

DIRECTORY INFORMATION

St. ____'s Lutheran School designates the following items as Directory Information: student name, parents' names, address, telephone number, date and place of birth, date and place of baptism, participation in extra-curricular activities, weight and height of members of athletic teams, dates of attendance, awards received, most recent previous school attended, and photograph. The school may disclose any of those items without prior written consent, unless notified in writing to the contrary by the last Monday of September each year.

CORRECTION OF EDUCATION RECORDS

Parents or eligible students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. Parents or eligible students must ask St. ____'s to amend a record. In doing so, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading, or in violation of the student's privacy or other rights.
2. St. ____'s may comply with the request or it may decide not to comply. If it decides not to comply, the principal will notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
3. Upon request, St. ____'s principal will arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing.
4. The hearing will be conducted by the St. ____'s Board of Christian Education Chairman or his delegated substitute. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parent or student may be assisted by one or more individuals, including an attorney.
5. St. ____'s will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
6. If St. ____'s decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the student's education records as long as the contested portion is maintained. If St. ____'s discloses the contested portion of the record, it must also disclose this statement.
7. If St. ____'s decides that some information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the parents or eligible student, in writing, that the record has been amended.

Sample 20: Teacher Information Form

St. _____'s Lutheran School
_____ N. ____ th Street
_____, Wisconsin

TEACHER INFORMATION (Confidential information for principal's file)

Name _____
last first initial maiden

Address _____
street city state zip

Phone _____

Person to be notified in emergency _____ Phone _____

Doctor _____ Phone _____

Social Security Number _____

Your dependents:	NAMES	BIRTH DATES
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Medical Data: Hearing loss? _____ Corrected? _____

Vision loss? _____ Corrected? _____

Other conditions of which the school should be aware? _____

_____ Corrected? _____

Blood Type? _____ Other Comments? _____

PROFESSIONAL PREPARATION:

Undergraduate work done where?

Bachelor degree? When received? From?

Graduate work or summer schools? (List)

Master degree? When received? From?

TEACHING EXPERIENCE OTHER THAN ST. _____'S:

Dates Location Position Comments

TEACHING EXPERIENCE AT ST. _____'S:

Dates Grades Other duties? Comments

SALARY INFORMATION:

What was your annual salary when you began teaching? _____ Year _____

What was your annual salary last year? _____

What is your current salary? _____

What "fringe" benefits do you receive? _____

Other comments:

Sample 21: Teacher Requisition Form

TO: Faculty
FROM: I. B. Principal
RE: Requisition Guidelines

PLEASE follow these guidelines below so I can get a better handle on the budget and budget-making process. Also, I need to be able to explain any spending to the board. THANK YOU!

1. Requisition folder will be in Mr. Principal's office.
2. If you need to requisition for funds, please use the form provided. Forms will be in slot above mailboxes.
3. Bring the completed form to Mr. Principal directly so if he has any questions or needs more explanation, you can give it.
4. All requisition requests should be in no later than 8:15 a.m. on the Wednesday before Board of Education meeting.

REQUEST FOR PURCHASE

For office use:

Requisition#
Account#
Purchase Order #

TEACHER REQUESTING: _____

PURCHASE FROM: _____

ITEMS NEEDED: a) _____

b) _____

c) _____

WHICH ACCOUNT TO CHARGE _____ **AMOUNT (\$\$)** _____

FURTHER COMMENTS/EXPLANATION: _____

TRANSFER TO PRINCIPAL'S ACCOUNT _____ **YES** _____ **NO**

Sample 22: Year-end Teacher Request Forms

TEACHER REQUESTS FOR CLASSROOM NEEDS

Teacher _____ Grade _____

On this sheet please list items needed in your classroom for the coming school year. This includes charts, maps, posters, --- any item needed to carry on your instruction effectively. Some of the most common items are listed for you. Just fill in the amount needed.

Also, if you expect to keep a small amount of construction paper in your classroom, then please put that on this list also. This should not mean that you order an entire supply of paper just for your room. Most Art supplies will be kept centrally located. If you have special requests for this central supply, please mention here. _____ is responsible for ordering general Art supplies.

Please ask for additional sheet if more space needed or use other side of this sheet.

ITEM	APPROX. AMT.	SIZE, ETC.	APPROX. COST
1. Lesson Plan Book			
2. Chalkboard Cleaning Cloths			
3. Chalk			
4. Pens: _____ Blue _____ Black _____ Red			
5. Paper Clips: _____ Jumbo _____ Regular			
6. Scotch Tape Refills			
7. Masking Tape			
8. Black Permanent Markers _____ "King Size" _____ Sharpie			
9. Black Razor Point - Very Fine Markers-Pens			
10. Dryline Correction Tape (_____ Check if just refills needed)			
11. White out liquid			
12. Staples			
13. Glue _____ Lg. Glue _____ Glue Sticks			
14. Cleaners _____ Comet _____ Lysol _____ Windex			
15. Overhead pens			
16. E-Z Up Clips			
17.			
18.			
19.			
20.			

Teacher Requests for Items to be Stocked in School Store

Teacher _____ Grade _____

List below items which you expect your students to purchase from the school store for use in your classroom. Please name or describe each item fully so there is no guessing about what you have in mind.

How many?	Item	Size
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	
	11.	
	12.	
	13.	
	14.	
	15.	
	16.	
	17.	
	18.	
	19.	
	20.	
	21.	
	22.	

Sample 24:

ORDER FORM

SCHOOL'S NAME
ADDRESS

ORDER #: _____ MACMILLAN PUBLISHING CO., INC. PLEASE RETURN ONE
539 TURTLE CREEK SOUTH DRIVE (1) COPY OF ORDER
INDIANAPOLIS, IN 46227
SHIP: _____ WITH THE INVOICE
BILL: _____

NEED	ON HAND	ORDER	GRADE	TITLE, AUTHOR COPYRIGHT, NUMBER
				Series: Reading - 1995
			6	Catch the Wind, 129150-0
			6	T.E. (Part I), 129100-4
			6	T.E. (Part II), 129140-3
			6	Workbook, 129190-x
			6	
			6	
			5	
			5	
			5	
			5	
			5	
			5	
			5	
			4	
			4	
			4	
			4	

Sample 25: Office and Classroom Equipment Record

OFFICE AND ROOM EQUIPMENT RECORD ST. _____'S _____LUTHERAN SCHOOL

Sharp Copier Model SF-8100 1989 Replacement \$999

Ditto Combomatic Model E121 #3736-B 1968 \$549.00 (Now \$650.00)

Adler Electric Typewriter Model 21C 1969 7535897 \$400.00

Bell and Howell Slide Projector Model 745 #QC105275 1988 \$185.00

10 Packard-Bell 266 Pentium Computers with monitors - \$1399(1998)

6 - Bell and Howell Model 301 Overhead projectors

807706 897098 807676 QH 72494 807658 Qh 801338

all 1969 - \$220.00 list (\$175.00 discount price)

10- Radio Shack CD/Cassette/AM-FM Radios \$149.00 1998

Bell and Howell Filmosound Autoload Specialist #550-168479 (Movie Proj.)

Discount \$495.00 1969

Filmstrip projector - American Optical Company Model MC #32127 1950 - \$25.00

Tiffany Typewriter Stand 1969 \$49.00

Teletalk - \$1000.00 - 1961

8 mm Movie Projector - Model 256 AB - Serial #EP19541

Audiotronics' Record Player - Model 312T 512642 - \$63.00 (1-31-72)

Sony Tape Recorder - TC - 104A - Serial #95069

3 M Model 566 OH Projectors - \$75.00 list

#616979 #625940 #635629-66 #786637 #8117124 - Model #301K

1 - Singer-Graflex 16mm movie projector - Inst.- head 16 #34891C - \$550

2 - Sanyo Tape Recorder - Model M1540A - #J67431742 - \$26.00

1 - Panasonic RQ-309As - #EA 6 66155 - \$40.00 - 4/25~77

9 - Panasonic RQ - 309D5 - #ED 7 - 53630, 53629, 53624, 53627, 25495, 58021, 65196, 77809, 77094

1 - SMC 1200 Typewriter - Ser. #415654 - \$225.00 - Primary Type

1 - Sharp 810 Copier - #86502257 - \$6550 - 12/1178

10 - HP 670C Deskjet Printers \$149.00 1998

1 - 3M-301 O.H. Projector - #0028014 - 1980

Sample 28:

Principal _____'s Schedule
1998-1999 (Revised - 8/26/98)
(very subject to change)

7:30 - 8:10 a.m.	--	Miscellaneous (Tuesday - "Eagle Flyer" Newsletter)
	--	Teaching Preparation
8:10 - 8:30 a.m.	--	Personal Bible Study
8:30 - 9:15 a.m.	--	Teaching Preparation / Classroom Visitation
9:15 - 10:00 a.m.	--	U.S. History - Grade 8 (<u>Tues.</u> - So. St. 7)
10:00 - 10:15 a.m.	--	Kitchen "Business"
10:15 - 11:00 a.m.	--	<u>Mon., Wed., & Fri.</u> - So. Studies - Grade 7
11:00 - 11:25 a.m.	--	In Computer Lab
11:25 - 12:00 noon	--	Elective Class (Computer Lab)
		<u>Friday</u> Elective Class - 11:00 a.m. - 12:00 p.m.
12:00 - 12:30 p.m.	--	Lunch
12:30 - 1:20 p.m.	--	Mail / Classroom Visitation / Principal Work
		First/Last Wed. - Meeting with pastors
1:20 - 2:15 p.m.	--	Mail / Classroom Visitation / Principal Work
	--	<u>Tues</u> - History 8, <u>Thurs.</u> - So. Studies 7
2:15 - 3:00 p.m.	--	Principal Work / Classroom Visits
2:55 - 3:00 p.m.	--	Hall Presence

Notes

I will try to visit your classroom periodically for short periods on a random basis (sometimes when you are there and others when you are not). I will formally visit your classroom at least two times yearly for longer time in October/November (TMP). March/April/May (TPPAP). I may visit you other times briefly and informally.

If you have a special class you want me to visit, please tell me.

Sample 29: SCHOOL CALENDAR -- 1998-1999

August 3-19	Home Visits/Teacher Inservices 19 (Wed.) Enrollment Night -- 5:00-8:00 p.m. 26 <u>Wed. - School Begins/Opening Ser. 8:20 a.m.</u>	February	1-5 Spirit Week 10 Preschool/Kindergarten Reg.(3:00-6:00 p.m.) 12 Mid-Quarter Date 15 PTL - 7:30 p.m. 17 Chapel - 8:20 a.m. Ash Wed.-1st Lenten Service 25-26 <u>NO SCHOOL - Central WI Luth. Teachers' Conf.</u> Registration Week for 98-99
September	7 <u>NO SCHOOL - Labor Day</u> 8 1st Day of Preschool 16 Chapel - 8:20 19-20 Girl Pioneer Camp 21 PTL Get Acquainted Potluck - 6:00 p.m. 25 <u>Mid-quarter Date</u>	March 1-5	8 Kindg. Visitation Day 9 Preschool Visitation Day 15 Ach. Testing Begins 17 Chapel - 8:20 19 THIRD QUARTER ENDS - 43 DAYS 23 <u>Report Cards issued</u>
October	6 School Picture Day Pre-8 7 8th grade Warrior Welcome - LLHS 21 Joint Chapel at St. John's - 8:20 a.m. 28 END OF QUARTER (45 days) 29-30 <u>NO SCHOOL - State Teachers' Conference</u>	April	2 Good Friday - Easter Vacation begins 12 Classes resume after Easter holiday 17-18 LLHS Fine Arts Fair - <u>tentative</u> 19 PTL - 7:30 p.m. 21 Chapel - 8:20 a.m. 26 School Spelling Bee - 6:30 p.m. 30 <u>Mid-Quarter Date Confirmation Exam.- 7:00 p.m.</u>
November	3 REPORT CARDS ISSUED 4-5 Parent/Teacher Conferences in the afterschool and evening hours (15 min.) 6 <u>NO SCHOOL</u> 16 PTL - 7:30 p.m. 18 Chapel 8:20 a.m. 25 Faculty A.M. In-service - NO SCHOOL 25-27 <u>NO SCHOOL - THANKSGIVING HOLIDAY</u>	May	2 Confirmation - 10:30 a.m. service 9 School Song Service - 9:00 a.m. 7&10 Kindergarten Screening 13 Ascension Day Service at 7:00 p.m. 19 Chapel - 8:20 a.m. 27 Preschool last day - Closing at 10:00 a.m. 31 <u>NO SCHOOL - Memorial Day</u>
December	4 Mid-quarter date 16 Chapel - 8:20 a.m. 23 Christmas practice and parties -- Vacation begins at 11:30 p.m. - NO LUNCH 24 <u>Christmas Eve Services at 4:00 & 6:00 p.m.</u>	June	1 Kindergarten Graduation - 7:00 p.m. 3 Last day of classes; Awards-10:15 a.m.; Dismissal -11:30 p.m.; Closing/Graduation Service at 7:00 p.m. -- Report Cards after service (47 days) (179 teaching days)
January	4 Classes Resume after Christmas Holiday 15 2ND QUARTER ENDS - (44 days)(89 days in 1st Semester) 19 REPORT CARDS ISSUED - P/T Conf. by request 20 Joint Chapel - 8:30 a.m. at St. Mark's	???	3 & 4 Teacher In-service Days (1 1/2 days) District P/T Conference / VBS 13 Church Picnic

Sample 30:

FIELD TRIP LETTER AND PERMISSION

Dear Parents,

On June 1, 1998, the eighth graders will be going on their field trip. We have a 10:00 A.M. appointment to tour the Horicon Marsh by pontoon boat. From Horicon we will go to the Kettle Moraine State Forest, the Long Lake Recreation area. Swimming, hiking, and softball will be the pastimes here. A cook-out lunch will also be served.

We will be traveling by car. The cost of a bus for fifteen students would be prohibitive. The drivers will be Mrs. _____ Mrs. _____ Mr. _____ and I.

The total cost for this class outing is \$5.50 per person; \$3.00 for Horicon March and \$2.50 for food. We will leave school at 8:30 A.M. Tuesday morning and return about 4:30 P.M.

Please sign the permission slip below and return it and the fee on Monday, June 1st.
Thank you.

Sincerely,

Principal

I give my child _____
(child's name)

permission to accompany his/her class on the class outing as described above. I will not hold the school, church, or any driver responsible for any accident; realizing that extreme supervision will be exercised.

Parent's signature

Sample 31: Parental Permission for Field Trips

PARENTAL PERMISSION FOR FIELD TRIPS

Form letters similar to the one below should be sent to parents for their signature before undertaking a field trip with your children.

Dear _____,

Your child will have the opportunity to participate in _____ to (at) _____. This will take place on _____, 19 _____. The children will be properly instructed and every possible precaution will be exercised for the safety of the children.

Your signature to this letter will be your consent permitting your child to participate in this activity of the class. Because of unforeseen hazards there is always the possibility of accidents and injuries. Your signature to this letter releases the teacher, school, and congregation of responsibilities should a mishap occur.

I hereby give my consent for _____ to participate in this activity.

Signed _____

NOTE TO PRINCIPAL: A letter such as the one above serves a good purpose in that it alerts the parents to the possibility of mishaps. It also gives the parents and teachers needed information. Such a signed statement does not release the school from being held responsible for the child's safety. It is, therefore, advisable for a congregation to carry comprehensive general liability insurance as protection for the congregation and its teaching staff.

Sample 32:

ST. _____'S LUTHERAN SCHOOL - 1998-99 EAGLE ATHLETIC SCHEDULE South Wisconsin Lutheran School Athletic Conference (SWLAC)

A BOYS FLAG FOOTBALL

SCORE	DATE	OPPONENT	PLACE
We			
They			
___	Sept. 10	Jefferson	Away
___	Sept. 21	Lake Mills	Away
___	Sept. 29	Beaver Dam	Home
___	Oct. 1	Eastside	Away
___	Oct. 8	St. Mark's	Home
___	Oct. 15	Trin./St. Luke's	Away

GIRLS VOLLEYBALL

GAMES WON	DATE	OPPONENT	PLACE
We			
They			
___	Sept. 3	St. Mark's	Home
___	Sept. 10	Jefferson	Away
___	Sept. 17	Fort Atkinson	Home
___	Sept. 23	Lake Mills	Away
___	Sept. 24	Janesville	Home
___	Sept. 29	Beaver Dam	Home
___	Oct. 1	Eastside	Away
___	Oct. 3	B-Tourney	Jefferson
___	Oct. 10	A-Tourney	LLHS
___	Oct. 15	Trinity St. Luke's	Away
___	Oct. 16	Conference Tourney	TSL

B-Boys Football schedule is published by Watertown Park & Recreation. We will send one home when available.

BOYS AND GIRLS CROSS COUNTRY

	5-6 Boys - 1 mile	5-8 Girls - 1 mile	7-8 Boys - 1.5 miles	
Friday,	Sept. 18	CARDINAL INVITATIONAL	At Aztalan State Park	4:15 p.m.
Friday,	Sept. 25	EAGLE INVITATIONAL	At Astico County Park	4:15 p.m.
Wednesday,	Sept. 30	WARRIOR INVITATIONAL	At Lakeside Lutheran	4:15 p.m.

BASKETBALL

DATE	CONFERENCE SCHEDULE	PLACE	B BOYS	A GIRLS	A BOYS
Dec. 4	Beaver Dam	Home	___	___	___
Dec. 11	Lake Mills	Away	___	___	___
Dec. 18	Trinity/St. Luke's	Away	___	___	___
Jan. 8	Bye				
Jan. 15	Eastside	Away	___	___	___
Jan. 22	Janesville	Home	___	___	___
Jan. 29	Fort Atkinson	Home	___	___	___
Feb. 5	Jefferson	Away	___	___	___
Feb. 12	St. Mark's	Home	___	___	___

GAME TIMES: B-Boys-6:00 p.m., A-Girls-7:00 p.m., A-Boys-8:00 p.m. All home games will be played at the old High School. **TOURNEY DATES ARE LISTED ON THE BACK OF SCHEDULE**

BASKETBALL - C-BOYS & B-GIRLS (GAMES PLAYED ON SATURDAYS)

DATE	OPPONENT	PLACE	C-BOYS	C-GIRLS	B-GIRLS
Dec. 5	Beaver Dam	Away	___	___	___
Dec. 12	Lake Mills	Home (1:00 p.m.??)	___	___	___
Dec. 19	Trinity St. Luke's	Home (1:00 p.m.??)	___	___	___
Jan. 16	Eastside	Home	___	___	___
Jan. 23	Janesville	Away	___	___	___
Jan. 30	Fort Atkinson	Away	___	___	___
Feb. 6	Jefferson	Home	___	___	___
Feb. 13	St. Mark's	Away	___	___	___

GAME TIMES: C-Boys - 9:00 a.m., C-Girls - 10:00 a.m., B-Girls - 11:00 a.m.

If there is no C-Girls game, the C-Boys will begin at 10:00 a.m., B-Girls at 11:00 a.m.

BASKETBALL TOURNAMENTS

JAN. 16 & 17	FALCON TOURNAMENT	AT LLHS	A GIRLS
JAN. 30 & 31	T.S.L. - TIGER TOURNEY	AT TSL	B GIRLS
FEB. 13 & 14	T.S.L. - TIGER TOURNEY	AT TSL	B BOYS
FEB. 19, 20, & 21	ST. PAUL'S, LAKE MILLS	AT LLHS	A BOYS & A GIRLS
FEB. 25, 26, 27, & 28	T.S.L. - TOURNEY	AT TSL	A BOYS

SPRING SPORTS

MARCH 20	BOYS VOLLEYBALL TOURNAMENT	AT JEFFERSON	A BOYS
MAY 1	FORT INVITATIONAL TRACK MEET	AT WHITEWATER	5-8 BOYS & GIRLS
MAY 8	CONFERENCE TRACK MEET	AT JEFFERSON	5-8 BOYS & GIRLS
MAY 22	SOFTBALL TOURNEY		7-8 BOYS & GIRLS

Sample 33: Annual Singing Schedule

<u>MONTH</u>	<u>DATE</u>	<u>DAY</u>	<u>7:15</u>	<u>9:00</u>	<u>10:30</u>	<u>SPECIAL</u>	
SEPT.	6	Sunday	--	--	--	--	
	13	Sunday	SC	SC	--	--	
	16	Chapel	--	--	--	5-6	
	20	Sunday	--	--	--	--	
	27	Sunday	KC	SC	7-8	--	
OCT.	4	Sunday	SC	--	JC	--	
	11	Sunday	--	3	5	--	
	18	Sunday	--	5	3	--	
	21	JointCh.-SJ	--	--	--	KC	
	25	Sunday	--	SC	--	--	
NOV.	1	Ref. Sun.	SC	JC	KC	--	
	8	Sunday	--	--	--	--	
	15	Sunday	--	6	4	--	
	18	Chapel	--	--	--	1-2	
	22	Sunday	K-2	4	6	--	
	25	Thank. Eve	--	--	--	--	
	26	Thank. Day	--	--	--	SC	
	29	Sunday	--	--	--	--	
DEC.	2	Wed. Adv. 1	--	--	--	LPS	
	6	Sunday	SC	--	--	--	
	9	Wed. Adv. 2	--	--	--	LPS	
	13	Sunday	--	KC	JC	--	
	16	Chapel	--	--	--	JC	
	6	Wed. Adv. 3	--	--	--	SC	
	20	Sunday	--	SS	--	--	
	24	Christ. Eve	ALL STUDENTS AT 4 + 6 PM				--
	25	Christ. Day	--	--	--	SC	
	27	Sunday	--	--	--	--	
JAN.	31	Nw. Yr. Eve	--	--	--	--	
	3	Sunday	--	--	--	--	
	10	Sunday	--	--	--	--	
	17	Sunday	--	--	SC	--	
	20	Jnt. Ch.-SM	--	--	--	--	
	24	Sunday	--	JC	--	--	
	31	Sunday	6-8	SC	--	--	

<u>MONTH</u>	<u>DATE</u>	<u>DAY</u>	<u>7:15</u>	<u>9:00</u>	<u>10:30</u>	<u>SPECIAL</u>
FEB.	7	Sunday	--	7-8	KC	--
	14	Sunday	--	--	--	--
	14	Music Fest		JR + SR CHOIRS FROM WTTN CHURCHES		
	17	Chapel	--	--	--	7-8
	17	Ash Wed.	--	--	--	JC
	21	Sunday	JC	--	--	--
	24	Wed.Lent 2	--	--	--	SC
	28	Sunday	--	SC	SC	--
MAR.	3	Wed.Lent 3	--	--	--	LPS
	7	LLHS Sun.	LLHS	LLHS	LLHS	--
	10	Wed.Lent 4	--	--	--	LPS
	14	Sunday-GP	--	--	G.Pioneers	--
	17	Chapel --	--	--	--	3-4
	17	Wed.Lent 5	--	--	--	SC
	21	Sunday	3-5	1	--	--
	4	Wed.Lent 6	--	--	--	KC
APR.	28	Palm Sun.	SC	SC	1	--
	1	Maun. Th.	--	--	--	SC
	2	GoodFr.TO	--	--	--	KC,JC,SC
	2	GoodFrEve	--	--	--	--
	4	Easter Sun.	SC	JC	KC	--
	11	Sunday	--	--	--	--
	17-18	LLHS FAF	--	--	--	JC
	18	Sunday	--	P-K	2	--
MAY	21	Chapel --	--	--	--	KC
	25	Sunday	SC	2	P-K	--
	2	Conf. Sun.	--	--	8	--
	9	SngSrvSun	--	KC,JC	--	--
	13	Ascen.Day	--	--	--	KC,SC
	16	Sunday	SC	SC	--	--
	19	Chapel --	--	--	--	JC
	23	Pent. Sun.	--	SS	--	--
JUNE	30	Sunday	--	--	--	--
	3	Graduation		ALL STUDENTS AT 7 PM		
	6	Trin. Sun.	--	--	--	--
	13	Picnic Sun.		ALL STUDENTS & SC AT 10 AM		

Sample 34: CHAPEL SCHEDULE AND MISSION PROJECTS

1998-1999 School Theme: **“CHRIST-LIGHT”**: So the Next Generation May Know

Ps.78:1-3 - Past (parents/grandparents)

Ps.78:4-5 - Present (today's children)

Ps.78:6-7 - Future (tomorrow's children)

2 Tim. 3:15 - Eternity (our final purpose)

- Wednesday, Aug. 26 -- Opening Service - MORNING PRAISE Order of Service
Speaker: _____ Liturgist: _____
- Wednesday, Sept. 16 -- Mission Chapel - SPECIAL ORDER OF SERVICE 1st qu. offer.: Japan Mission
- Wednesday, Oct. 21 -- Joint chapel w/St. Mark's at St. John's Order of Service: CW page 152
Offering to WELS Multi-language Program
- Wednesday, Nov. 18 -- Mission Chapel - SPECIAL ORDER OF SERVICE 2nd qu. offering: WELS
Kid's Connection Video
- Wednesday, Dec. 16 -- Christmas Chapel - MORNING PRAISE Order of Service Offering to WLCFS
- Wednesday, Jan. 20 -- Joint chapel w/St. Mark's at St. Mark's Offering to SM Faculty Decision
- Wednesday, Feb. 17 -- Mission Chapel - SPECIAL ORDER OF SERVICE 3rd qu. offering: New
WELS Elementary Schools or Inner City Scholarship Fund
- **Also in February** - “Hearts for Jesus” offering to India Mission (Also
clothing and toy drive)
- Wednesday, Mar. 17 -- Lenten Chapel - MORNING PRAISE Order of Service
- Wednesday, Apr. 21 -- Mission Chapel - SPECIAL ORDER OF SERVICE 4th qu. offering: WELS
Special Ministries: Deaf & Hard of Hearing
Speaker: Guest? (Also guest signer)
- Wednesday, May 19 -- Final Chapel - Order of Service: CW page 150-151

ADDITIONAL THOUGHTS

- We ask that one or more guest speakers be considered for mission chapels.
- Important: Organist needs chapel music plans at least a week before the chapel date.
- Chapel will begin at 8:20 a.m. Please allow no more than 40 minutes for chapel so classes are returning to the school by 9:05 a.m.
- Please use the different Orders of Service for the sake of variety. Also brevity and simplicity is helpful for the little ones.
- Suggestion: Could we use small singing/band groups, student accompanists, and readers?

Sample 35:
ST. ____'S FACULTY MEETING SCHEDULE
 1998-1999

Semester One

Sept. 1	Regular: Theme; Sub. teachers?; Self-study; New teacher help; Title VI	Mar. 2	Growth: T Conf. Follow-up; CALND
Sept. 8	Growth: Growth Topics for the year; Monday Principals' Conf.	Mar. 9	Regular: Principals' Conf.; Next year's needs: classrm & art supplies, textbks, maintenance, etc.
Sept. 15	Regular: Needs list update; Staff Response Guidelines	Mar. 16	Curriculum: R,S,& P
Sept. 22	Curriculum: Religion - Christ-Light; Hymns; Reading, Spelling, Penmanship	Mar. 23	Regular: Theme; Field Trips; CALNDR
Sept. 29	Regular: Benefit fund fees; Joint Chapel at S.M.; Awards; Retreat	Mar. 30	Growth: C.E. Materials
Oct. 6	Growth: Theme; Computer Lab	Apr. 6	Easter Vacation No FM
Oct. 13	Regular: Electives; P/T Conferences	Apr. 13	Regular: Possible Retentions
Oct. 20	Curriculum: R,S,& P - objectives; scope/sequence; strengths/ weaknesses	Apr. 20	Curriculum: R, S, & P; Kids' Con.
Oct. 27	Regular: Conf. materials; P/T Conf.	Apr. 27	Regular: Field Trips; Help secretary in last two weeks; Awards Presentation
Nov. 3	Growth: Conf. Sharing; Christmas	May 4	Growth: Handbook revisions
Nov. 10	Regular: Christmas Ser. plans; Parent Visitation Day; Principals' Conference	May 11	Regular: Graduation/End of year items; Handbooks
Nov. 17	Curriculum: See Oct. 15	May 18	Curriculum: Wrap Up
Nov. 24	Regular: Invite to St. Mark's	May 25	Regular: Awards Presentation; Graduations
Dec. 1	Growth: Christmas rehearsals	June 1	Final: Final Things
Dec. 8	Regular: Theme	June 3-4	Post-School Year In-service (Start at 1:00 p.m. on the 3rd)
Dec. 15	Curriculum: Computer use/training - R, S, & P; No practice over Christmas		New Year Planning; Handbk Review; Review of School Purpose & Philosophy; Home visits; Parent involvement; Non-attender contact
Dec. 22	Party: Invite St. M for Christmas Cheer		
Jan. 5	Regular: Joint chapel at S.J.		
Jan. 12	Growth: Principals' Conf.		

REGULAR MEETINGS (3:15 - 4:00 P.M.)

SPECIAL MEETINGS (3:15 - 4:45 P.M.)

AGENDA

Jan. 19	Regular: Spirit Week	A. Devotion
Jan. 26	Curriculum: R,S,& P; C.E. materials	B. Calendar items for week
Feb. 2	Regular: Hearts for Jesus	C. Newsletter Reminders
Feb. 9	Growth: Further Education	D. Discussion of policies, special activities, students, etc. OR Growth/Curriculum
Feb. 16	Regular: Teachers' Conference items	E. Closing prayer
Feb. 23	Curriculum: R,S,& P; Spell.Bee Plans	

Sample 36:

RECORD OF FIRE DRILLS
NAME OF SCHOOL
ADDRESS

Date of Fire Drill	Time of Fire Drill	No. Of Students	No. Of Adults	Evacuation Time		Remarks
				Min.	Seconds	
July ___ 19 ___						
Aug. ___ 19 ___						
Sept. ___ 19 ___						
Oct. ___ 19 ___						
Nov. ___ 19 ___						
Dec. ___ 19 ___						
Jan. ___ 19 ___						
Feb. ___ 19 ___						
March ___ 19 ___						
April ___ 19 ___						
May ___ 19 ___						
June ___ 19 ___						

School Administrator's Signature

Title

Date

Sample 37:
Policies and Procedures to Guard Against Sexual Abuse

St. _____'s Lutheran Church
W1 _____ Road
_____, WI 5 _____

For the welfare of our children and their families, for the protection of our congregation, and so that all things may be done decently and in order, we establish the following policies and procedures:

I. Worker Selection.

A. All called workers are certified by the WELS to be free from any proven incident of sexual abuse before they are called.

1. All called workers have taken a sexual abuse awareness seminar.
2. All called workers have subscribed to these policies and procedures.

B. All hired workers will be screened before they are hired.

1. They will complete a written application with a screening form.
2. They will undergo a personal interview.
3. Reference checks will be made.
4. If deemed necessary a criminal records check will be made.

C. All volunteers will undergo training in sexual abuse awareness and certify that they are free from any proven incident of sexual abuse.

1. All volunteers will be required to attend a sexual abuse awareness training seminar.
2. All volunteers will be made aware of these policies and procedures.
3. All volunteers will be asked to complete and sign the sexual abuse certification form.

II. Supervisory Policies and Procedures.

A. All workers will use a team approach when dealing with an individual child—the two adult rule.

B. If two adults cannot be present, we will obtain parental permission for the one-on-one session.

C. The supervisor will immediately discuss any incident of suspicious behavior with the perpetrator.

D. We will take these other precautions.

1. In the training session we will make workers aware of the criminal sanctions against sexual abuse.
2. We will provide adequate personnel.
3. We will have windows on all classroom doors.
4. For all overnight outings all adult supervisors and chaperones will be cleared in advance.

III. Reporting Procedures.

A. Obligations for all workers and volunteers.

1. Any case of suspected child sexual abuse must be reported to the worker's supervisor.
2. Any case of policy violation must be reported to the worker's supervisor.
3. The supervisor must bring all reported cases of child sexual abuse or policy violation to the attention of the Pastor.
4. All cases of suspected child sexual abuse and policy violation will be documented in writing.

B. All called workers are mandatory reporters and will be trained in reporting procedures.

C. All reports will be filed with the appropriate state or local agency.

IV. Responding to Allegations.

A. The Pastor is the spokesperson for the church.

B. He may release a position statement to the media.

C. He will contact the church's attorney.

D. He will report the allegations to the WELS and to the insurance company.

Sample 38: Annual Budget

ST. _____ 'S LUTHERAN SCHOOL PROPOSED BUDGET - 1999 (Revised 9-11-98)

ACCOUNT#	ACCOUNT NAME	1998 BUDGET	98 proj.	99 PROPOSED
SUPPLIES				
5501.10.5	PRESCHOOL SUPPLIES	200.00	100.00	100.00
5502.10.5	CLASSROOM SUPPLIES	900.00	1200.00	1000.00
5503.10.5	SCHOOL ART SUPPLIES	500.00	400.00	400.00
5504.10.5	SCIENCE SUPPLIES	100.00	100.00	100.00
5505.10.5	TESTING MATERIALS	500.00	400.00	400.00
5507.10.5	SCHOOL OFFICE SUPPLIES	500.00	700.00	600.00
5508.10.5	SCHOOLSTORE	1000.00	800.00	800.00*
5509.10.5	TEXTBOOKS	8000.00	8000.00	9000.00!
MEDIA				
55-14.10.5	COMPUTER (CLASSROOM & LAB)	1500.00	500.00	1200.00
5515.10.5	COMPUTER (OFFICE)	200.00	200.00	200.00
5516.10.5	SCHOOL/CHURCH LIBRARY	250.00	250.00	250.00
5517.10.5	FACULTY LIBRARY	200.00	200.00	200.00
5521.10.5	A-V AIDS & SUPPLIES	200.00	200.00	200.00
5523.10.5	MAPS/CHARTS/GLOBES	100.00	000.00	100.00
5524.10.5	OFFICE MACHINES (copier/riso/laminator)	3000.00	2500.00	2500.00
MISCELLANEOUS				
5531.10.5	GRADUATION/ACADEMIC AWARDS	200.00	100.00	150.00
5534.10.5	TEACHER CONFERENCE/HOME VISITS	1200.00	1200.00	1200.00=
5535.10.5	SUMMER SCHOOL/TEACHER EDUCATION	2000.00	1000.00	2000.00=
5536.10.5	SCHOOL FIELD TRIPS	10.00	000.00	0.00
5537.10.5	SCHOOL ATHLETICS	10.00	000.00	0.00
5538.10.5	SCHOOL MUSIC	300.00	200.00	300.00
SCHOOL OPERATING BUDGET:		\$ 20870.00	17955.00	20700.00
OTHER (NOTE: These items are not part of school operating but are considered Board of Education expenses.)				
5541.10.5	BOARD EXPENSES	50.00	50.00	50.00
5542.10.5	TEACHER MEALS	2800.00	2500.00	2500.00
5543.10.5	YOUTH LEAGUE	400.00	200.00	400.00
5544.10.5	VBS	500.00	500.00	500.00*
5545.10.5	SUNDAY SCHOOL	800.00	1500.00	1500.00
5546.10.5	BIBLE CLASSES	000.00	300.00	350.00+
5573.10.5	STUDENT AID	10000.00	2000.00	1000.00^
5549.10.5	BAD DEBT	000.00	000.00	000.00
TOTAL OTHER:		\$ 14550.00	7050.00	14950.00
TOTAL BOARD OF EDUCATION BUDGET:		35420.00	25000.00	35550.00

92:\$38,350 93:\$39,725 94:\$40,325 95:\$39,225 96:\$36,625 97:\$34,225 98:\$35,420 99:\$35,550

- Notes:**
- * Specifically designated income flows into general fund to offset these.
 - ! Religion curriculum may enlarge this number if initial costs aren't taken from special donations. Possibly new reading books. Prices continue to rise.
 - A Budget includes \$10,000 for the Student Aid Fund by voter motion. Some of this may be used for the first time ever in 1998.
 - + New account requested by pastor to help defray costs of materials.
 - = Teacher education costs would rise greatly if licensure is forced on us. The congregation will need to help! Computer education for teachers is needed also.

Sample 39:

AREA FEE SCHEDULE FOR 1ST CHILD - 1998-99

Note: Most have graduated discounts for other children.

MEMBERS

NON-MEMBERS

SCHOOL:	<u>MEMBERS</u>				<u>NON-MEMBERS</u>			
	<u>TUITION</u>	<u>BK FEE</u>	<u>TOTAL</u>	<u>PRESCHOOL</u>	<u>TUITION</u>	<u>BOOK FEE</u>	<u>TOTAL</u>	<u>PRESCHOOL</u>
	<u>K/1-8</u>	<u>ED.FEE</u>	<u>2 DA/5DA</u>	<u>WELS/OTHER</u>	<u>K/1-8</u>	<u>ED. FEE</u>	<u>2 DA/5DA</u>	
SS,B.D.	/		/	/	/		/	/
ZION,COL	/		/	/	/		/	/
SP,FORT	/		/	/	/		/	/
SJ,FOX L	/		/	/	/		/	/
SP,HELEN	/		/	/	/		/	/
B,HUST	/		/	/	/		/	/
SP,IXON	/		/	/	/		/	/
SM,JANES	/		/	/	/		/	/
SJ,JEFF	/		/	/	/		/	/
SJ, JUN	/		/	/	/		/	/
SP,LAK M	/		/	/	/		/	/
EAST,MAD	/		/	/	/		/	/
IC,MAD	/		/	/	/		/	/
OR,MAD	/		/	/	/		/	/
SM,OCON	/		/	/	/		/	/
SJ,WLOO	/		/	/	/		/	/
SJ,WTTN	/		/	/	/		/	/
SM,WTTN	/		/	/	/		/	/
TSL,WTTN	/		/	/	/		/	/
PEACE,SP	/		/	/	/		/	/
SP,MOLI	/		/	/	/		/	/
AVERAGE:	/		/	/	/		/	/

THANK YOU TO ALL OF YOU FOR YOUR INFORMATION!!

99-00 PROPOSAL:

Sample 40:

TRUSTEE SUMMER PROJECTS ST. _____'S LUTHERAN SCHOOL - 1998

Library

- nothing

PreK/Remedial Room - Mrs. S

- nothing

Kindergarten Room - Mrs. K

- Drapes need dry cleaning
- Paint or replace wastebaskets

Grade 1 Room - Mrs. J

- nothing

Grade 2 Room - Mrs. F

- Mirror by sink - 6" lower
- Paint or replace wastebaskets

Grade 3 Room - Mrs. K

- Wall by south window - hole under window sill.
- Loud rattle coming from heater fan or light fixture on south end of room.

Grade 4 Room - Mr. P

- Paint south and east wall below chalk/bulletin boards - same color.

Grade 5 Room - Mr. A

- Paint job

Grade 6 - Miss W

- nothing

Grade 7 - Mrs. H

- Computer desk edges coming loose
- Lockers by 7th gr. door - metal strip is loose where lockers are against wall.

Science Room

- Ceiling fan wobbles and doesn't always start on low.
- Edges on teacher's desk coming loose

Grade 8 - Mr. T

- Missing screws from seats and backs

Gym

- New coat of paint

Computer Lab

- Air conditioner and more secure door to be installed.

GENERAL

- Throughout school several screws are loose on desk tops, seats, and backs.
- Replace some bad desktops. (We have some new ones from a previous order.) May need more or may need to cannibalize some being stored.

Sample 41:

Teacher Requests for Maintenance or Repair in the Classroom

Teacher _____ Grade _____

List below items in your room which need special maintenance or repair during the summer months. If some item is a particular problem, please describe it in detail so other people can understand your problem with it.

Item	Describe problem
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Sample 42:
CUSTODIAL SCHEDULE

Name of School
Address

Nature of Activity	Daily	Twice Weekly	Weekly	Monthly	2-3+ times/yr.
Sweep or Dry Mop	Basements Classrooms Cloakrooms	Auditorium or as needed			
Dusting	Corridors Entrances Lavatories	Corridors Stairways	Baseboards Radiators Doors Window Casings	Light Fixtures Blinds Shades	Ceilings Walls
Clean, Mop, Scrub	Chairs Classrooms Desks Corridors Fountains Lavatories Basins	Corridors Stairways Glass in Doors Kitchen, Lounge, & Kindergarten Floors		Wastebaskets	Classroom Floors Windows (Inside)
Disinfect	Toilets Urinals		Health Floor		
Heating Ventilating	Check Boilers Check Vents Check Rooms for Sufficient Heat			Oil Motors	Check Fire Equipment
Miscellaneous Duties	Check Toilet Supplies Dispose garbage/paper Unlock doors/Gates Lock Doors/Gates/Exits	Snow and Ice Removal as needed	Check Church Clocks Sprinkle Grass, Hose Walks Cut Grass		

1. Do not unlock school doors on Sunday.
2. Place hymns on hymn-boards on Saturday.
3. Dispose of garbage and refuse after all meetings where lunch is served on the next day.
4. No dusting of pianos, desks sills required unless they are left clear.
- 5.

Sample 43:

MAINTENANCE SCHEDULE

YEAR: _____ SCHOOL: _____

ITEM	LOCATION	INSTRUCTIONS	FREQUENCY	MONTHS	DONE BY WHOM
Univents	Classrooms	Oil Motors & change filters	3x's/yr.	April, Aug., Dec.	
Univents	Office	Oil Motors & change filters			
Univents	Main Entrance Hall	Oil Motors & change filters			
Univents	Audio-Visual room	Oil Motors & change filters			
Gym Ventilator	Blower Room	Change filters, fill grease cup on automatic water valve	2x's/yr	April, October	
Sump pump motor	Boiler Room	Oil (note: unplug in Nov. & connect in Mar.). Check to see if pump is operable	2x's/yr	March, July	
Compressor	Boiler Room	Oil and Service (Instructions on tank)	2x's/yr	Jan., Sept.	
Fire Extinguishers	Throughout Building	Maintain water level near the top	4x's/yr	Aug., Nov. Feb., May	
Lighting	Exterior	Check & replace as needed	1/wk		
	Interior	Check & replace as needed (classroom lights to be reported in school office)	1/wk		
Supplies	Janitor's Room	Inventory supplies as listed on inventory sheet Store supplies as delivered	1/mo		
Desks	All Classrooms	Wash	1/wk	August	
		Tighten screw and adjust tops	1/yr		
Windows	Entire Building	Wash interior and frames	1/yr	August	
		Wash exterior	1/yr		
Light Fixtures	Entire Building	Clean	1/yr	June	
Grass Cutting					
Snow shoveling					

Sample 44:

CUSTODIAN SCHEDULE

DAILY

1. Dust rooms and chalk troughs before school opens.
2. Clean wash basins twice daily.
3. Check paper towel and toilet paper dispensers twice daily.
4. Sweep rooms according to the schedule.
Monday P.M. - Room 11 Tuesday P.M. - Room 12
Wednesday P.M. - Room 13 Thursday P.M. - Room 14
5. Clean hall mats.
6. Check front hallway of school for moisture on rainy or fresh snowfall days.
7. Clean toilet rooms daily with mop and disinfectant.
8. Clean and dust church office before 9:00 A.M. Check toilet room bowls and paper dispensers.
9. Work in church or church parlors until noon each day.
10. Prepare kindergarten room floor for next day's classes each afternoon. Wet mop the floor once per week.
11. Check school and kitchen sinks twice daily.
12. Remove school garbage and empty waste baskets twice daily at noon and after school.
13. Check church toilets and basins for cleanliness and supplies daily.

WEEKLY OR AS NEEDED

1. Scrub hallways.
2. Clean auditorium and prepare it for all meetings and Sunday school.
3. Scrub classroom floors, one or two per week or as needed.
4. Wax or seal school floors, church and conference room floors, church parlor floors periodically.
5. Clean church kitchens and remove garbage after use by the societies.
6. Check kindergarten toilet and sick room for supplies and cleanliness.
7. Unlock and lock doors for services and other regular functions.
8. Clean light fixtures and globes as needed.
9. Be responsible for all snow removal on our church and school property.
10. Watch Sunday bulletin for announcements of special events or programs to be held in the church parlors or the school auditorium. Prepare these for special events.
11. Wash keys of all pianos occasionally.

WORK SCHEDULE FOR JANITOR

- 7:00 - 8:00 - mop and disinfect toilets, check paper supply, disinfect bubblers
8:00 - 8:30 - dust mop hallways and dust where needed
8:30 - 11:30 - clean church
11:30 - 12:30 - lunch
12:30 - 1:00 - pick up paper and garbage
1:00 - 1:30 - clean front entrance and sidewalk just outside
1:30 - 1:40 - check toilets
1:40 - 2:00 - clean entrance and partition windows
2:00 - 3:00 - clean school areas not used as classrooms
3:00 - 3:30 - dust mop hallways, stairway, and entrance
3:30 - 4:30 - dust mop classrooms and lock all doors

Sample 45: Physical Plant Checklist

Physical Plant Survey	I Do	I'll Try	Not for Me
1. Walk through the building daily with a focus on maintenance. Be attentive to specific areas on particular days. Divide the building into five parts and visit one part each day of the week. Or it is equally effective to walk through the entire building each day, focusing on a specific area such as lighting and windows one day, furniture and chalkboards one day, floors another, etc.			
2. Ask teachers to check restroom cleanliness as they supervise children; do so personally from time-to-time.			
3. Set aside a regular time to meet with custodians and church trustees to get specific jobs done, to recommend changes, to compliment jobs well done, and to encourage suggestions and problem sharing.			
4. Ask a parent committee to make suggestions, on a regular basis, about the physical plant.			
5. Visit other buildings periodically, assess its physical state, compare it with yours, and look for ways to improve yours.			
6. Look at the school with a critical eye as you arrive and leave, noting walks, play areas, grounds, parking lots, and driveways.			
7. Ask the teachers to inform you about unsafe or littered playground conditions.			
8. Have teachers inform you in writing of any specific repairs or cleaning needs in their classrooms.			
9. Examine the work schedule of the custodial staff to make sure that adequate time is given to complete each task well.			

Sample 46:

School

Building Maintenance Operations: Inspection and Check Sheet

Custodians: _____ Date: _____

	RATING				Pertinent Remarks
	E	G	F	P	
Front Entrance					
Offices and Furniture					
Corridors, Stairways, and Lockers					
Walls, Woodwork					
Porches, Arcades, Walks					
Classrooms, including Desks, Black Boards					
Closets and Waste baskets					
Venetian Blinds and Shades					
Floors, all Types					
Glass: Windows, Transoms, and Door					
Lighting Fixtures					
Toilet sanitation, Soap, Paper					
Walls and Mirrors					
Drinking Fountains					
General Dusting					
General Sweeping					
General Waxing					
Cafeteria, Kitchen and Tables					
Outside Lunch Areas, Tables, and Benches					
Garbage and Trash Cans					
Auditorium and Stage					
Shops					
Store Room and Supply Room					
Janitor- Custodian's Room and Mop Sink					
Care of supplies					
Care of Working Tools, mops, Brooms, etc.					
Boiler Room and Radiators					
Shower and Locker Rooms					
Grounds Grass, Flowers, Shrubs					
Playground and Equipment					
Fire Hazards					
Fire Extinguishers and equipment					
Minor repairs and Adjustments					
Appearance and Attitude of Personnel					
Proper Use of Materials					
Safety					

Scoring: E Excellent; G - Good; F - Fair; P - Poor Inspected by _____

Make out in triplicate, forward two copies to Deputy Superintendent, retain one copy for school files.

For additional remarks, attach separate sheet.

Sample 47:
Health Information Sheet

NAME OF CHILD _____ DATE OF BIRTH _____

NAME OF PARENTS _____ PHONE _____

ADDRESS _____

YEAR OF INOCULATION

BOOSTER

SURGERY

Polio _____

Tonsillectomy _____

DPT _____

Appendectomy _____

Smallpox vac. _____

Others _____

PREVIOUS ILLNESSES

Mumps _____

Measles _____

Chickenpox _____

Meningitis _____

Pneumonia _____

Polio _____

Rheumatic fever _____

Other _____

Grade

Visual

Audio

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

R _____ L _____ R _____ L _____

HEALTH CONDITIONS

Diabetes _____

Epilepsy _____

Heart _____

Physical Deformity _____

Blind _____

Deaf _____

Allergies _____

Asthma _____

Others _____

DOCTOR NUMBER

DENTIST NUMBER

EMERGENCY CONTACT (If parents not available)

SPECIAL HEALTH CONDITIONS OR PROBLEMS

<u>Grade</u>	<u>Weight</u>	<u>Height</u>	<u>Dental</u>	<u>Phys.</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Tuberculin Test _____

Chest X-ray _____

Others _____

Sample 48:

BASKETBALL PERMISSION FORM AND PHYSICAL EXAM

Name of Pupil	School

City	State

I, (use name) _____ (Father or Mother) of the above-named pupil, do hereby and herewith give and grant permission of my said son or daughter to participate in _____ School's basketball program beginning on _____, 19____ and extending through the school year _____. I further agree to hold and save harmless the school board, the teachers, and congregation of _____ Lutheran Church and School located at _____ from all suits, claims or demands of every kind and character arising out of or in connection with the said basketball program in which my said son or daughter shall take part and participate in.

Dated: _____
_____, Wisconsin

Signature of Parent

(cut along line and return to school)

I have examined _____ and have found him/her physically
Name of Pupil
fit to participate in a competitive basketball program.

Dated: _____
_____, Wisconsin

Signature of Physician

Sample 49:

SCHOOL ACCIDENT REPORT FORM

School
Address
Phone

1. _____ Grade: _____

(Name) (Home Address)

2. Sex: M F Age: _____ 3. Time accident occurred: _____ A.M.: _____ P.M. Date: _____

4. Place of accident: ___ Sch. Building: ___ Sch. Grounds: ___ To/from school: ___ Other(specify) _____

- 5. ___ Abrasion ___ Fracture ___ Abdomen ___ Foot
___ Amputation ___ Laceration ___ Ankle ___ Hand
___ Asphyxiation ___ Poisoning ___ Arm ___ Head
___ Bite ___ Puncture ___ Back ___ Knee
___ Concussion ___ Scalds ___ Chest ___ Leg
___ Cut ___ Scratches ___ Ear ___ Mouth
___ Dislocation ___ Shock (EI) ___ Elbow ___ Nose
___ Other (Specify) ___ Sprain ___ Eye ___ Scalp
___ Face ___ Tooth
___ Finger ___ Wrist
___ Other (Specify) _____

DESCRIPTION OF THE ACCIDENT: How did accident happen? What was student doing? List specifically unsafe acts and/or unsafe conditions if any existed. Specify if any equipment was involved.

6. Degree of injury: ___ Non-disabling ___ Temporary Disability ___ Permanent Impairment

7. Total number of days lost from school: ___ (To be filled when student returns to school)

8. Individual in charge when accident occurred (enter name): _____

Present at scene of accident: ___ Yes ___ No

9. Immediate Action taken:

First-Aid treatment ___ By (Name) _____

Sent to school nurse ___ By (Name) _____

Sent to physician ___ By (Name) _____

Sent home ___ By (Name) _____

Sent to hospital ___ By (Name) _____

10. Was a parent or other individual notified? ___ Yes ___ No

How: _____ When: _____

Name of person notified: _____ By whom? _____

11. List name and address of witnesses: _____

12. Specify location (lunchroom, gym, etc.) and activity (basketball practice, Christmas Eve rehearsal, etc.) when the accident occurred:

Use the other side of this report to list recommendations for preventing accidents of this type in the future.

Signed: _____ Principal _____ Teacher _____

Sample 50:

ACCIDENT REPORT FORM

DATE: _____, 19____

Student: _____ met with an accident in the following manner:

Extent of injury: _____

Teacher's disposition of case: _____

Teacher: _____

ACCIDENT REPORT FORM

DATE: _____, 19____

Student: _____ met with an accident in the following manner:

Extent of injury: _____

Teacher's disposition of case: _____

Teacher: _____

Sample 51:
School Insurance - Interscholastic Sports, Parents Consent

Name of School
Address

RE: TAKING OF SCHOOL INSURANCE IF PARTICIPATING IN INTERSCHOLASTIC
SPORTS AND/OR CHEERLEADING

Dear Parents,

Please fill out the form and have your child return it to school.

Child's name: _____

I wish to have my child take the insurance provided through the school covering participation in interscholastic athletic events and cheerleading. YES _____ NO _____

If NO is checked above, please read the following statement and sign below.

I have my own insurance which covers my child in any athletic event and/or cheerleading in which he/she participates. I hereby waive my rights to hold _____ Church and School or its representatives responsible for any liability connected with participation in any such events.

Dated: _____ at _____, Wisconsin

Parent's Signature: _____

Sample 52: Student Insurance Waiver

ST. ____'S LUTHERAN SCHOOL
____ Street
____, WI 53 ____

Dear Parents,

We wish to emphasize that St. ____'s Lutheran Congregation does not provide any type of health insurance for injuries incurred by your child at school.

Since children are particularly susceptible to injuries, we encourage you to review your present health and accident insurance program to determine if your coverage is adequate. If you do not feel your insurance is adequate because of a deductible or co-insurance clause, or if you do not have insurance, we encourage you to review the student insurance program.

This year the school is making available accident insurance through AMERICAN YOUTH, INC, Melrose Park, IL. This plan will provide benefits for medical expenses incurred because of an accident. An explanation of the costs and benefits is explained on the premium envelope.

In making application for this coverage please read the envelope explaining the coverages carefully. The following instructions apply:

1. Print names, addresses, and other information clearly.
2. Include the proper amount of money.
3. A check is your best receipt. Make checks payable to: AMERICA YOUTH, INC.
4. Detach and retain the summary of coverage, and return the envelope to school within 5 days. Coverage does not become effective until the premium is received by the school.
5. All questions regarding the coverage should be directed to AMERICIAN YOUTH, INC. at 1-800-272-0702.

Please sign and return the information below if you already have adequate insurance.

Thank you,

I. B. Principal, Principal

INSURANCE WAIVER

Student's Name(s) _____

We have adequate insurance to protect our child in case of an accident.

PARENT/GUARDIAN SIGNATURE _____

Date: _____

Sample 53:

PERMISSION TO ADMINISTER ORAL MEDICATION IN SCHOOL

Student's Name _____ Grade _____

Classroom Teacher _____

Parent's Name _____

Address _____ Phone # _____

Instructions for administering medication at school.

Name of Medication	Dosage	Time to be Administered	Begin (date)	End (date)

Please indicate purpose of Medication listed above and possible side effects.

Physician's Name _____ Phone _____

Date Contacted _____

Parent's Signature _____ Date _____

Authorizing administration of medications indicated above.

Bring this form and medication to school office. Medications will be kept there.
Medications will be dispensed by the school secretary whenever possible.

Sample 54:

**St. _____'s Lutheran Church & School
Employee Physical Examinations**

Adopted 11/9/92

A. Rationale

All of the employees of St. _____'s regularly deal with children and other adults. It is essential for the well-being of others and for the employees themselves that they have periodic health exams.

B. Exam Guidelines

St. _____'s Congregation requires all employees to receive a physical exam every three years on a rotating basis with the following elements required:

- a. General health survey by doctor
- b. Lab Work
 - Full Chem. panel (blood work)
 - Urinalysis
 - EKG (if over 40 years of age)
 - Pap Smear for women
 - Tuberculin Skin Test (or Chest X-Ray for positive reactors)

C. 3 Year Rotation

<u>Year 1 - 99</u>	<u>Year 2 - 2000</u>	<u>Year 3 - 98</u>
Pastor W	Principal	Pastor B
Church Bookkpr	Church Secretary	School Secretary
School Custodian	Church Custodian	Cook 1
Cook 2	PreK/Remedial	Kindergarten
Grade 3	Grade 1	Grade 2
Grade 4	Grade 5	Grade 6
Grade 7	Grade 8	

D. General Guidelines

1. All employees of St. _____'s are to get this basic physical exam following the specifics above.
2. St. _____'s Congregation will pay for the above specifics that the employee's insurance does not cover.
3. If the employee wishes a more thorough physical exam, any extras (beyond the above specifics) would be paid for by the employee.
4. Employee's doctor should send a brief report to the church or school.
5. Funds to be taken from Church Council Budget.

Sample 55:

The Custodian's Job Description

The following job description is intended for our use so that we may mutually understand the responsibilities of the custodian.

The description of tasks is not intended to outline every last detail of the custodian's position. It will serve to give a general impression of the duties relating to the job. It is hoped that the custodian will gradually assume his position of caretaker of the buildings and facilities with the feeling of responsibility for their well-being similar to that which he has for his own personal possessions.

The person who will assume the position of custodian is accepting a very important role in the functioning of our school. The custodian will not only be working with maintenance, cleaning, and care, but he will be working with people, especially children. A spirit of Christian love and concern shown by friendliness and helpfulness will fit into the framework of the goals our school has for child training. There is a need for the custodian to understand children and their need for guidance. Younger children usually are awed by adults in the school setting and appreciate a smile and cheery word. They usually are open to suggestions and will cooperate with attempts to be helpful. Older children very often need Christian understanding and guidance. While disrespect should not be tolerated from the older children and ought to be dealt with (repeated and severe cases of disrespect should be reported to the principal), the majority of our students will respond to firmness, fairness, and friendliness.

Areas of Responsibility and Authority

I. Cleaning Areas

A. While school is in session

1. Bathrooms and Shower-Locker Rooms D = Daily N = As Needed W = Weekly M = Monthly Y = Yearly

Shower-Locker Rooms:

Empty waste baskets	D	Clean light fixtures	N-Y
Mop with disinfectant and rinse floor		Clean showers	M
Clean plugs and drains	W	Clean baskets and racks	N-Y
Check faucets	N	Clean toilet bowl-seat	D
Polish metal	W	Replace toilet tissue when needed	D
Spot clean walls and ceiling	W	Clean mirrors	D
Clean baseboard	N-Y	Clean doors and partitions	N
Replace lights	N		

Teachers' washrooms and small student washrooms:

Empty waste baskets	D
Check that toilets, urinals, faucets and drains are working properly	D
Clean toilet bowls-seats, urinals, sinks and pipes	D
Fill soap dispenser, Clean mirrors	D
Check and replace paper toweling, toilet tissue and sanitary napkins	D
Check and replace deodorant blocks	D
Mop with disinfectant and rinse floors	W-N
Clean radiators, Spot clean ceiling and walls, clean light fixtures	N-Y
Clean doors and partitions, replace lights	N
Clean baseboards	W

Boys' and girls' washrooms:

Empty waste baskets	D
Check that toilets, urinals, faucets and drains are working properly	D
Clean toilet bowls-seats, urinals, sinks and pipes, fill soap dispenser	D
Check and replace paper toweling, toilet tissue, and sanitary napkins	D
Check and replace deodorant blocks, Clean mirrors	D
Mop with disinfectant and rinse floors	W-N
Clean radiators, spot clean ceiling and walls, Clean light fixtures	N-Y
Clean doors and partitions, replace lights	N
Clean baseboards	W

2. Sweeping Areas

Sweeping is generally done with dust mop of the size suitable for the area being swept. The rooms to be swept on a daily basis are:

All tiled classroom floors	School office
Principal's office	Old building hallway
New building hallway	All inside steps
Gymnasium floor	Kitchen area
Faculty workroom and materials storage area	Phys. ed. storage room
Shower-locker rooms	Teachers' and small student washrooms
Boys' and girls' washrooms	Hallway between old and new building

As needed: boiler room, small storage room in old building, two storage rooms in lower level of new building

3. Carpeted Classrooms

The carpeted classrooms are to be vacuumed daily, using the large vacuum cleaner. An attempt should be made to vacuum the entire carpet. Teachers and pupils will cooperate with chair removal. Occasionally the carpet is to be shampooed, at the direction of our Board of Education.

4. Waste Containers

Waste baskets in classrooms, office, washrooms, shower-locker rooms, gymnasium, and kitchen are to be emptied each day. Whatever waste is not burned will be picked up by the city. Care should be taken that classroom and other waste containers are kept clean.

5. Dusting and Classroom Sinks

Hall drinking fountains and appropriate metal are to be cleaned daily. Sinks, faucets, bubblers, and appropriate metal in classroom wet areas are to be cleaned daily. Window ledges, and all flat surfaces (excluding the floor and areas covered with books, etc.) are to be dusted daily in the school office. It is important that these areas maintain a clean and neat appearance. As needed: clothes hanging racks, locker room flat areas. Please keep a close watch for pupil pencil, etc., markings in these areas. If spotted, clean and report to teachers and/or principal.

6. Wet Mopping

Occasionally it will be necessary to wet mop certain areas of the building when irregular circumstances cause floors to become dirty. An example is the slush and snow which is tracked into hallways as pupils enter the building during snowy or wet weather. The gymnasium, like classrooms, are likely areas to watch for occasional wet mopping. In addition to the regular mopping of the washroom areas, some wet mopping will be required in the washrooms during the week.

7. Window Care

While school is in session the custodian is to keep all glass areas clean. It should be done on a regular basis. Particular attention should be paid to the glass in the two main entryways and the door glass leading into the classrooms.

8. Chalk Boards

Chalk boards and trays are cleaned on a weekly basis. Teachers will clean boards at the end of the teaching day with pupil help.

9. Pupil Desks and Tables

Desk and table tops are cleaned on a weekly basis. Seats and chairs are cleaned as needed.

10. Pencil Sharpeners

Pencil sharpeners are emptied daily. New heads are replaced as needed.

11. Snow Removal

All walks and blacktopped play areas are to be free of snow as soon as possible after the snowfall. A top priority is given to the immediate building entrance areas; these should be free of snow before children arrive in the morning. Using the appropriate materials, the custodian is to keep walks, entrance areas, and blacktopped areas free of ice.

12. Classroom Ventilation

All univents are to be checked for faulty belts and dirty filters at least once a month. Replace both when needed.

B. When school is not in session

During summer months and extended vacation periods, discretion will be used to determine the frequency with which the areas listed under part A should be cleaned. Special attention needs to be paid to the washrooms and office. These should be treated as if they are operating all the time. Hallways are to be kept in constant cleanliness. This is also true of the gym, which also serves as a congregational fellowship and meeting center.

1. Floor Maintenance - During the summer months all tiled floors are stripped, sealed, and given three light coats of wax. The treatment given the carpet is left to the direction of the Board of Education. During Christmas vacation those areas of the building receiving especially heavy use are stripped (care should be taken on the strength of the stripping solution so as not to remove the sealer) and given two light coats of wax. These areas may vary from year to year; however, the hallways, cafeteria, office, and certain classrooms are certain to be treated. During Easter vacation the custodian and principal will evaluate which areas of the building need to be stripped and waxed.
2. Lockers - All lockers are washed and disinfected once each year during the summer.
3. Window Care All glass (on both sides) is thoroughly cleaned once each year during the summer.
4. Light Fixtures - and bulbs throughout the building are to be cleaned and dusted once during the summer months.
5. Wall Surfaces - The walls in the hallway of the old building are to be washed once during the summer months. The painted block walls are to be cleaned during the summer months. Wall surfaces in washrooms, locker rooms, storage rooms, gym, and kitchen are to be cleaned during the summer months. Walls in janitor and boiler rooms should be dusted during summer months.
6. Classroom Cleaning - During the summer months the classrooms receive a general cleaning. This includes removal of chalk and chalk dust from chalk and cork boards, thorough cleaning of pupil desks and tables, cleaning of table tops, cleaning of counters and cabinets, dusting of pictures and frames, dusting of blinds and drapes, and other cleaning which may be necessary to get the room ready for the new school term.
7. Gymnasium - The gym floor is to receive the same summer treatment as other tiled floors. Consult athletic director regarding matters concerning gym cleaning.
8. Miscellaneous - Univent belts and filters should be replaced. During the summer months the univent coils need to be cleaned by blowing through the coils with an air compressor. Hallway skylights should be cleaned. Replace all missing and broken coat hooks. All classroom chairs and folding chairs should be washed.

II. Maintenance - The word maintenance is used here to refer to the overall care/concern which is exercised by the custodian in caring for the congregation's building. It is impossible to list all of the things which may come under this heading. Perhaps some items placed on the previous pages rightly belong here. However, examples will help to clarify the idea.

1. Grounds Care - Lawn mowing is done at the discretion of the custodian as often as needed. The bushes and shrubs are to be properly trimmed and maintained.
2. Equipment Care - All cleaning and maintenance equipment should be cared for by the custodian. Perhaps minor repairs can be performed by him. Major repairs should be discussed with Board of Trustee members or principal, arrangements for repair made by the custodian, and the bill to be turned into the principal for payment.
3. Replacing Light Bulbs - All inside and outside light bulbs are to be replaced by the custodian when it is discovered that they are burned out. He is to be on the lookout for such replacements.
4. Desk and Table Repair - Occasionally a pupil desk or table will need adjustment or minor repair.
5. Other Minor Repairs - Oil door hinges - repair leaking faucets - replace faulty electrical switches. Or other minor repairs the custodian is capable of performing.
6. Purchasing - The custodian is asked to purchase all supplies related to cleaning, waxing, mopping, polishing, paper products, etc. This purchasing is usually done through various sales people who call at the school. Other satisfactory arrangements may be made. The purchasing must be done according to the maintenance budget established by the congregation. It is administered through the Board of Education.

The custodian is to purchase the necessary equipment when needed to carry out the various cleaning and maintenance duties. These purchases should be made in consultation with the principal and Board of Education. These purchases should be foreseen as much as possible so that proper budget planning can take place.

The custodian is to practice Christian stewardship so that economy is kept in mind as purchases are made. An attempt should be made to test various products and methods to remain in touch with new and improved products. The custodian and principal should study needs each year and submit budget requests to the Board of Education. These needs should reflect the effective maintenance of the building.

- III. Janitorial - School Day - A teacher will usually be present early in the morning to open the school doors to receive the children. The custodian has the responsibility of locking the office area, classroom areas, and building entry doors at the end of the school day. Anyone using the areas after that time (usually 6:00 p.m.) will have the responsibility of locking up.
- IV. Supervision - The custodian is under the supervision of the Board of Education. This supervision is carried out through the principal.

This job description points out the importance of the custodian to the smooth and efficient operation of our school. To maintain this position of importance the custodian will evaluate the cleaning, maintenance, and janitorial services given our school according to the job description. He will be alert to ways and means of improving and modifying existing services to more effectively serve the interest of our school.

Sample 56: Room Mother Job Descriptions

ROOM MOTHER CHAIRPERSON

1. Assign at least two room mothers to each classroom. If there are enough volunteers, you may ask some to be helpers, in case the regular room mother(s) are not available or if extra help is needed on occasion. The individual class lists may be gotten from the school secretary or from the teachers. If there aren't enough volunteers, then you need to call for more volunteers.
2. Give each teacher an index card with "Wish List" written at the top of the card. This is to be filled in by the teachers and used by the room mothers for Christmas and birthday gift suggestions.
3. A meeting of all room mothers is held as soon as the list of room mother names is complete. This list should be given to the school secretary ASAP, as the membership committee needs it to compile the PTL booklet for the first meeting. In the Room Mother meeting, a list of duties, class lists, room mother lists, PTL serving dates, and "Wish List" cards are handed out. Review the list of duties, especially for the new room mothers in attendance. This is also the time to inform room mothers of any new procedures for the school year.
4. At Christmas, PTL gives each teacher, the principal, the pastors, the preschool helper(s), and all support staff a gift of money. The treasurer will have the correct amount of money and a box of Christmas cards. The cards are to be signed from PTL and distributed at the school Christmas parties.
5. All monies collected at Christmas for the teachers, principal, secretary, cooks, and custodian are to be picked up from the school office and gifts purchased and delivered the last day of school before Christmas.
6. 7-Up, crackers, cups, and napkins are purchased and distributed to each classroom for snacks in between the Christmas Eve services. The receipt should be given to the PTL treasurer for reimbursement. This should be done the day of the Christmas parties. Talk to the cooks ahead of time so they will leave the walk-in cooler unlocked for the soda. Contact the Board of Christian Education chairman to make sure it is locked up after the Christmas Eve services. Each class is allowed 2 two-liter bottles of soda. Grades K-4 get 2 sleeves of crackers, 5-8 get 3 sleeves.
7. On Kindergarten and Preschool visitation days, juice, cookies, and coffee are supplied by PTL. Talk to the Preschool and Kindergarten teachers to find out how many students and parents are expected and how much they think should be purchased. This receipt should be given to the PTL treasurer for reimbursement. There will be mothers in the classrooms, so the room mother chairperson is not obligated to stay and help.
8. Kindergarten has a graduation program with parents and relatives. There is a little social time. Graduation cake, punch, coffee, etc. is supplied by PTL. The room mother chairperson is responsible for making sure the Kdgn. room mothers know what their responsibilities are in setting up, helping to serve, and cleaning up.
9. For school play presentations, see to it that teachers wear the silk flower corsages and boutonnieres (or buy real ones). In the years when there are school plays, refreshments are served by the room mothers in the cafeteria. A notice should go into the "Eagle Flyer" the two weeks prior to the plays asking children in grades 5-8 to bring 1 dozen cookies each for the first night of the plays, and children in grades K-4 to bring 1 dozen cookies each for the second night. PTL pays for coffee and juice for both nights. Upper grade room mothers serve on the first night, lower grade room mothers serve on the second night.
10. PTL provides \$10.00 per grade for the teacher's birthday party to help pay for the cake, beverage, etc. The room mother chairperson has possession of this money and is responsible for distributing it to room mothers who wish to use it. Some wish to pay for these items on their own. Any money left at the end of the school year is returned to PTL.

ROOM MOTHER COMMITTEE RESPONSIBILITIES

1. The serving date for the PTL meeting you are responsible for is on the attached sheet. Get together with the other room mother to split the lists and duties, etc. Call or send a note to the parents the Wednesday or Thursday before to bring bars, cookies, cupcakes, or breads (whatever you decide). It is advisable to ask for 4-6 treats per student, unless there are young people on the program, in which case you may want to ask for 6-8. If you can't be there, you are to get your own substitute for this or any duty.
2. Bring along 1 quart of milk, a small amount of sugar, a dish cloth and towel, a small plastic bag for coffee grounds, a pitcher and kool-aid or whatever alternative to coffee you decide to serve.
3. Supplies are in the PTL closet. The key for this and the kitchen can be gotten from a teacher, the principal, or the Room Mother Chairperson. Supplies needed from there are coffee, sugar, napkins, styrofoam cups, electric coffee maker, creamer, and sugar bowl.
4. For 37 cups coffee use 1-3/4 cups coffee. Make one gallon of Kool-Aid. Place bars on napkins on trays, sugar in sugar bowl, milk in creamer, napkins and several spoons by the utility window. Also put big wastebasket from the kitchen out in the meeting room. After everyone is served, pass any leftover desserts, For meetings where young people are on the program, you will need more than one gallon of Kool-Aid.
5. When cleaning up, put the coffee grounds in the plastic bag. Leave leftovers on trays, cover with foil, and leave a note for the cooks to use for lunch. Clean up and put everything away and back in order.
6. Dates of teachers' birthdays are on the attached sheets. These surprise parties are given the last half hour of the day. Always check the class schedule for possible interference at that time of day. The summer birthdays can be given either at the end of the school year or at the "half-birthday" (whichever you prefer). Those birthdays that are close to Christmas can be combined with the Christmas party, or held at another time (whichever you prefer). Call or send a note to parents about a week before the party asking for donations toward a class gift for the teacher. Have them put this money in an envelope with the teacher's name and child's name on it and send it to the school office. The school secretary will take care of collecting the envelopes, but check with her ahead of time so she knows about it. Suggestions for birthday and Christmas gifts are to be written on 3X5 index cards ("Wish List") and can be gotten from the room mother chairman, other teachers, or spouse. For birthday parties, room mothers bring a beverage, cake or cupcakes, paper cups, napkins and whatever else you decide you want. PTL will provide funds to help cover the cost of teacher birthday parties. Clear time and date with the principal.
7. The Christmas Party is on the last day before Christmas vacation. Talk to the teacher about this before proceeding. The first or second week in December, call or send a note to the parents asking if they would like to contribute toward a gift or if they want to purchase their own individually. Some children, especially in the lower grades, like to do both. Monies should be sent to the school office in a marked envelope: Teacher name and child name. Again, check with the school secretary about collection. When contacting parents, also suggest money for the principal, preschool helper, special teachers the student may have, as well as for the support staff: cooks, secretary, janitors. This should be sent in separate envelopes and labeled accordingly. Also at this time ask each child to bring 6 cookies or bars for the Christmas party. The room mothers provide punch or Kool-Aid.
8. On Christmas Eve you are to be in the room between services to pour 7UP, pass out crackers, and clean

up afterwards. Most classes have cookies left over from their Christmas parties that may also be served. 7UP is provided by the PTL, and each room will receive 2 two-liter bottles. It is a good idea to bring some extra napkins in case of accidents. Kindergarten and preschool room mothers may be asked to sit in the services with the children.

9. The teacher will notify you as to when class/field trips are scheduled and related details.
10. If you ever have any problems or questions, please feel free to call the room mother chairperson.

8TH GRADE ROOM MOTHER DUTIES

1. Organize graduation party meeting with parents of 8th grade students. Send a note home inviting all parents to a planning meeting, to be held immediately following the confirmation meeting with the pastor. This is a good time because all parents should be there. This meeting is to come up with ideas to make the graduation party a fun time. Get as many parents involved as possible.
2. Ask 4 or more 7th grade mothers to help at the 8th grade graduation by serving. Then the 8th grade mothers can enjoy the party. 8th grade parents can help clean up.
3. Parents of graduates should be asked to bring two dozen bars, on a nice tray or plate, to be served at the social gathering after the graduation service. The coffee, punch, and cake (for the graduates only), are paid for by the PTL.
4. Order Confirmation/Graduation corsages. These should be silk, as the students are to wear them for both occasions. If there is a parent from the class who is willing to make them, that is fine. PTL pays for this. Ask at the graduation party planning meeting if anyone is willing, unless pastor already has asked at the Confirmation meeting.
5. Prior to Fine Arts Fair weekend, collect money for corsages from Jr. Choir members for Jr. Choir directors and any accompanists. Order these at least 1 week before FAF.

KINDERGARTEN ROOM MOTHER DUTIES

1. Plan Valentine & Fall Harvest parties: 1/2 hr. activity, beverage & snack (brought by room mothers).
2. Assist with visitation day for up-coming Kindergartners. PTL provides refreshments.
3. Make graduation hats - start in April or early May. Box of supplies may be gotten from school office. Check with Kindergarten teacher. May want to enlist help of some extra moms.
4. Graduation:
 - a. Order decorated cake - only for graduates.
 - b. Send note home asking each graduate to bring TWO DOZEN cookies/bars to graduation. You will need this many for all the guests. Cookies/bars should be arranged on trays either from the school kitchen or on trays brought from home.
 - c. Order corsages for teacher and principal.
 - d. Arrange for flowers to put on piano. Order or have parents bring from garden.

- e. Decorate cafeteria after school on Graduation Day. Decorations decided on by room mothers.
- f. Corsages, flowers, and decorations are not paid for by PTL. They do pay for the graduation cake and punch for graduation.
- g. Arrange tables in cafeteria for graduates. Cover with white paper from PTL closet. All faculty members as well as the room mother chairperson have a key to let you into the closet.
- h. Arrive at school 1/2 hour before graduation to help put hats on graduates.
- i. Stay after graduation party to help clean up.
- j. Coffee and punch are provided by PTL. Coffee, coffee makers, cups, creamer, and sugar are in the PTL closet. Purchase punch ingredients and give receipt to the PTL treasurer for reimbursement. The room mother chairperson has a punch recipe available if needed.

PRESCHOOL ROOM MOTHER DUTIES

- 1. Come along on field trips.
- 2. Assist with Christmas party. Collect from the class and purchase Christmas gift for teacher and aides.
- 3. Plan birthday parties for teacher and aides. PTL gives \$10 per class to help cover costs (cake, etc.)
- 4. Assist with visitation day for up-coming preschoolers. PTL provides refreshments.
- 5. Assist in serving cake and beverage at Preschool Graduation in the gym. Help clean up.

Sample 57:

QUESTIONNAIRE FOR TEACHERS' AIDE PROGRAM

Name: _____

Grade(s) with which I would like to work: _____

I can work in the following time periods: (Check appropriate places)

A.M. ___ P.M. ___ Mon. ___ Tues. ___ Wed. ___ Thurs. ___ Fri. ___ Anytime ___

I would like to help in the following ways:

- _____ supervise playground
- _____ work in library
- _____ duplicate materials
- _____ supervise computer lab
- _____ read to children
- _____ do remedial work
- _____ cut out letters and pictures for bulletin boards
- _____ assist in art projects
- _____ supervise an upper grade study period
- _____ correct papers
- _____ listen to memory work
- _____ listen to book reports
- _____ word processing
- _____ taping lessons
- _____ anything

Sample 58:

JOB DESCRIPTION FOR TEACHER'S AIDES

The following job description is intended to help all better understand the responsibilities of the teacher's aide at _____ Lutheran School. This description of tasks does not outline all the details of the teacher's aides, but covers in a general way the scope of the work which you will be expected to do.

As you take the position of teacher aide, you are accepting a very important role in the functioning of our school. You will not only be working with the preparation and distribution of educational materials, but you will be working with people, especially children. Your attitudes and actions should serve to further the work of God's Kingdom in our school. Your interaction with the children should communicate to them your own love for Christ and His church. Whatever you do as an aide should have the goal of drawing children closer to Jesus.

As you then carry out your duties as a teacher's aide and work personally with others through your position, you will grow in your appreciation of the importance of your job and at the same time feel the satisfaction which accompanies the faithful performance of your tasks.

ROLE OF THE TEACHER'S AIDE

The main function of a teacher's aide is to assist in the instructional program of the school. This is accomplished by helping the teachers in their task of meeting the many individual needs of our children. There are two areas of responsibility: Teacher-directed preparation and correction of educational activities, and teacher-supervised interaction with children.

SCHOOL DAY

The teacher's aide should be ready to assume responsibilities each day according to the time schedule determined by the principal. If the schedule includes a devotion in an area you are working, it would be well for you to participate in order to set the tone for the day. You are welcome to have lunch with the teachers and children if your schedule includes the noon hour. Please be prompt in returning from the lunch break. The school day ends at 3:30 p.m. with a closing devotion.

SUPERVISION

The teacher's aide works under the supervision and coordination of the principal. This may be delegated to the unit leaders. In turn, direct supervision of immediate tasks rests with the classroom teacher.

GENERAL STANDARDS

To successfully carry out the objectives of our school, let these standards guide your work:

1. Discipline and punishment will be handled by the classroom teachers. However, you are asked to help carry out the regulations of the school, unit, and teaching station. You may have to remind children of their responsibilities. You are to inform the teacher of serious infractions.
2. Children are to be treated in an evangelical manner. Let your interaction with them be motivated by love for Christ and His lambs.
3. Use encouragement whenever possible. Praise when you can do so sincerely.
4. Keep problems in school. Refrain from gossip or idle words which may cause harm to the child or school and which violate the Eighth Commandment.
5. If you are unable to come to the job on a specific day, please let the principal know as far in advance as possible.

DUTIES

This list generally describes possible areas of your task. Specific responsibilities will evolve with our program. The unit leader or classroom teacher will orient you to specific tasks.

1. Assist pupils in skill drills and reinforcements.
2. Correct and record scores on objective type tests and assignments.
3. Verify spelling lists and help locate spelling cards.
4. Prepare learning games.
5. Repair and replace game pieces.
6. Prepare bulletin board materials.
7. Record pupil progress on appropriate forms.
8. The following additional activities might be given:

Take attendance; collect, record, and account for fund collections; help make learning aids for learning centers; help with remedial work (math, spelling, reading); help with bulletin boards; type and duplicate; help with art projects; do general housecleaning tasks; listen to individual children read; labeling and filing; work in library; answer telephone; repair torn books

You are doing the Lord's work. Your job is a labor of love and faith. May He help you in your task as He has promised those who labor in His vineyard; may you pray to Him daily for needed wisdom and strength, and may He bless your efforts to His glory and the eternal welfare of His lambs.

Sample 59:

THE CHURCH AND THE STATE

1. We believe that not only the Church, but also the State—that is, all governmental authority—has been instituted by God. “The powers that be are ordained of God” (Rom. 13:1). Christians will, therefore, for conscience’ sake be obedient to the government that rules over them (Rom. 13:5) unless the government commands them to disobey God (Acts 5:29).
2. We believe that God has given to each, the Church and the State, responsibilities that do not conflict with one another. To the Church the Lord has assigned the responsibility of calling sinners to repentance, of proclaiming forgiveness through the cross of Christ, of encouraging believers in their Christian living. The purpose is to lead the elect of God through faith in Christ to eternal salvation. To the State the Lord has assigned the keeping of good order and peace, the arranging of all civil matters among men (Rom. 13:3,4). The purpose is “that we may lead a quiet and peaceable life in all godliness and honesty” (1 Tim. 2:2).
3. We believe that the only means God has given to the Church to carry out its assigned purpose is His revealed Word, the Holy Scriptures (Mark 16:15). Only by preaching the Law and the Gospel, sin and grace, the wrath of God against sin and the mercy of God in Christ, will sinners be converted and made wise to salvation. We believe that the means given to the State to fulfill its assignment are civil law and force, set up and used according to the light of reason (Rom. 13:4). The light of reason includes the natural knowledge of God, the inscribed law, and conscience.
4. We believe the proper relation is preserved between the Church and the State and the welfare of all is properly served only when each, the Church and the State, remains within its divinely assigned sphere and uses its divinely entrusted means. The Church is not to exercise civil authority or interfere with the State as the State carries out its responsibilities. The State is not to become a messenger of the Gospel or interfere with the Church in its preaching mission. The Church is not to attempt to use the civil law and force in leading sinners to Christ. The State is not to seek to govern by means of the Gospel. On the other hand, the Church and the State may participate in one and the same endeavor as long as each remains within its assigned place and uses its entrusted means.
5. We reject any attempt on the part of the State to restrict the free exercise of religion.
6. We reject any views that look to the Church to guide and influence the State directly in the conduct of its affairs.
7. We reject any attempt on the part of the Church to seek the financial assistance of the State in carrying out its saving purpose.
8. We reject any views that hold that a citizen is free to disobey such laws of the State with which he disagrees on the basis of personal judgment.

This is what Scripture teaches about the Church and the State. This we believe, teach, and confess.

Sample 60: Parent/Student Handbook Index

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Sample 61: Faculty/Personnel Handbook Index

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Sample 62:

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Sample 64:

PROCEDURES FOR FIRE EMERGENCIES

1. Designate assembly area(s) to be used for evacuating personnel, bearing in mind the factors of adequate distance and the possibility of inclement weather.
2. Designate responsible persons who will accompany evacuating personnel to ascertain that all are accounted for and to report those unaccounted for by checking the class roll.
3. The one discovering a fire which cannot be fought with available hand extinguishers should immediately do the following:
 - a. Sound internal fire alarm
 - b. Call the fire department
 - c. Notify principal's office what is on fire and where
 - d. In the absence of other instructions, evacuate to the predesignated assembly area.
4. Recall or dismiss evacuated personnel in the assembly area, as appropriate.
5. Always have police and fire department phone numbers displayed by each phone.

FIRE DRILL PROCEDURES

Wisconsin Law requires schools to hold monthly fire drills and to submit a report of these drills to the Department of Public Instruction, the Industrial Safety and Buildings Division, and the local Fire Chief, and to retain a copy of the report in the school file. The report is to be sent prior to June 30 of each year.

Requirements of State codes provide:

That all fire alarm systems shall be tested at least once a week and a record of such tests shall be kept.

That all exit doors be equipped with hardware that will permit doors to open from the inside by turning a single knob or handle or pressing a single bar or plate without using a key.

That all exit doors be available as an exit when building is occupied.

That all halls, doors, and stairs be free of obstruction.

That all fire escapes and exit doors be kept clear of ice and snow.

A school public address system, if available, shall be used as a secondary warning device in the event the fire alarm system malfunctions.

All occupants, with no exceptions, shall leave the building whenever a fire alarm is sounded.

The local fire department makes all rules and regulations with regard to the use of candles and open flames within the school.

Sample 65:

TORNADO AND STORM PROCEDURES

DEFINITIONS

Severe Thunderstorm Watch: Forecast of possibility of severe thunderstorms, hail and damaging wind.

Severe Thunderstorm Warning: A severe thunderstorm is approaching.

Tornado Watch: Forecast of possibility of one or more tornadoes.

Tornado Warning: A tornado is approaching.

Schools should develop a plan for internal dissemination of Watches and Warnings of tornadoes and severe thunderstorms, based on assignment of a key person and alternate(s) supplied with a communications channel or emergency telephone numbers to key persons in all facilities.

1. All facilities should be inspected, and shelter areas selected and marked.
2. Special "tornado alarm" signals should be agreed upon to warn occupants of the facilities. A secondary system should be available in case of power failure before a storm strikes.
3. Procedures should be established in each facility for monitoring of radios and television receivers for severe weather information.
4. To the extent possible, plans should be made to shelter as many people as possible in safe areas, such as in passage tunnels or under solid stands of playing fields, in basements or inner hallways of buildings, and otherwise as indicated under general safety rules. Gymnasiums and auditoriums with wide-span roofs are unsafe in such situations.

Nuclear Emergency Procedures

Develop communications system, both internal and external, to receive and disseminate alerts and warnings. (Tone Alert, PA, alarms)

Develop adequate fallout shelter areas in the school. If none is available or if what is available is insufficient for your needs, determine location of other public fallout shelters in the vicinity.

Develop plans for:

1. Dismissing students, time being available, to their homes for the duration of the emergency. Guidance from the Emergency Government office can be expected under emergency conditions of this type.
2. In the absence of sufficient warning time to dismiss the students, direct all personnel to the shelter areas and prepare to remain there until further guidance is received.

Develop plans for managing the shelter occupants and the supplies pre-positioned in the shelter. Call on City or County Emergency Government personnel for additional planning help, if needed.

Sample 66:

BOMB THREAT PROCEDURES

While the possibility of an actual bomb having been planted in your school is remote, there is always the possibility that such a threat is real. Certain procedures should be developed. The faculty should be informed about the procedures to be followed. Some suggested procedures:

- 1) Evacuate the school
- 2) Some of the staff should chaperone the children
- 3) Contact the police
- 4) Conduct a search of the school in conjunction with the police and perhaps several of the staff members
- 5) If nothing is found, classes may resume
- 6) The principal should seek to identify the person connected with the bomb threat.

Sample 67: Emergency Response Guidelines

*Be calm *Don't speculate *React with professional judgment *Remember God answers prayer

Life Threat

1. Call 911 2. Contact School Office 3. Determine: Who, What, Where, When, Why, How

**Fire Alarm or
Verbal Signal
Evacuate**

**Caution
Code: 2 please
Hold - Lock**

**Extreme Caution
Code: 3 in I
Hold - Lock - Secure**

give directions and
follow last pupil
from classroom

lock doors

lock doors

take pen, attendance
book, and grade book

follow
communications

follow communications

lights off and
doors closed

take attendance:
present + absent

take attendance: present + absent

move away from glass and doors

report to
designated area

release no one
except by direction
of principal

close shades

release no one except
by direction of principal

take attendance:
LIST ABSENT ONLY

no bathroom breaks

no bathroom breaks

remain in assigned
area until advised
by principal

wait for further
information from
the office

no use of radio or TV

no bathroom or
locker releases

on floor if gunshots are detected

non-assigned teachers/staff
meet with principal at
identified location

return to normal
routine only by
principal direction

wait for further information from the office

return to normal
routine by principal direction

if class is elsewhere find
them and assist
with supervision

non-assigned staff
remain in place
until notified

non-assigned staff remain
in place until notified

be prepared to stay in "extreme caution"

return to classroom or
move only when directed
by the principal or
other official

for an extensive time

Sample 68: Safety Checklist

CLASSROOM

1. As much as possible are students supervised while in the classroom?
2. Are the physical contents arranged in the safest possible way?
3. If science experiments are performed by the teacher, are all necessary safety precautions followed?
4. Are students allowed to do science experiments? Are any of these experiments hazardous? Are such experiments always supervised by a teacher?
5. Are substitute teachers informed of problem students and of potentially hazardous situations?

HALLWAY

1. Are hallways supervised before and after school, during noon hours and recesses? Is orderly behavior demanded of all students? Are all students informed of appropriate hallway behavior?
2. Are the hallways kept in neat and clean physical order?

PLAYGROUND

1. Is all playground equipment in safe working order?
3. Are students adequately supervised? Can all pupils be seen at all times by the supervisor?
3. Are all students informed of appropriate playground behavior?
4. Is the playground free of possible hazards such as junk, rusty nails, obstructions, and broken equipment?
5. Are children separated into groups so that larger students will not injure smaller ones?
6. Does the faculty regularly review its supervisory procedures to determine effectiveness?

ATHLETIC EVENTS

1. Is there adequate supervision at the site of the event at all times?
2. If students are transported to and from the event, are private automobiles used? If so, is the liability insurance of each auto of adequate amount? Schools should have non-owner auto insurance to cover liability for school personnel.

CLASS TRIPS

1. Plan in advance to assure a safe trip.
2. Inform appropriate school officials of planned trip. Conform to all school policy governing class trips.
3. Let parents know in advance of the trip. An information/permission slip demonstrates good planning.
4. When possible, inspect the route and site of the proposed trip in advance, checking for possible hazards. Warn students of those hazards.
5. Arrange for adequate adult supervision. A student-supervisor ratio of four to one is ideal for primary grades. Orient the supervisors to their duties.
6. Take along documents giving school personnel authority to get emergency medical treatment for students.
7. Secure permission in advance from those individuals who control the site or event the class will visit.
8. Take first aid kit along.
9. If private vehicles are being used, make sure proper auto liability insurance is in effect. School should have non-owner auto insurance to cover liability for school personnel.

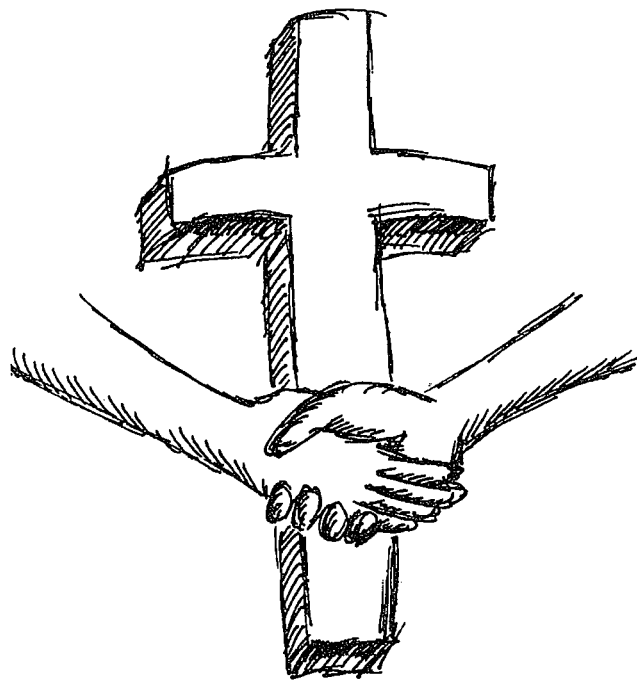
PHYSICAL EDUCATION CLASSES

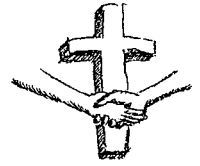
1. Expect a reasonable level of activity from each student. Sex, age, and health should be considered.
2. Students should be carefully supervised at all times.
3. The teacher should know the potential hazards of any activity, e.g., tumbling.
4. Avoid unfamiliar activities that could bring potential hazards.



Chapter 5

Foster Partnership in Ministry





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5A What Partnership in Ministry Is

“Whatever you do, work at it with all your heart, as working for the Lord, not for men” (Colossians 3:23). As spiritual educators we must do all we can to solidify, rather than divide, our team. Through the Holy Spirit we need to grow together in the Word and in our service for the Lord. We need to see ourselves and our colleagues as part of

God’s family if we are to maximize opportunities for providing the “one thing needful” for our students. Whether we teach first, fifth, or eighth grade, whether we are the principal or pastor, we are all part of the same effort. Our attitudes toward one another will be reflected in our service to our Lord.

“Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus” (Philippians 2:4,5).

We must do all we can to solidify, rather than divide, our team.

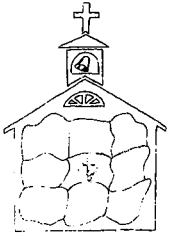
5B Bible Study

The Bible is the most valuable book in the principal’s library. There is no condition in life for which the Bible does not afford light, strength, counsel, and comfort. The principal and his staff cannot live without the spiritual food furnished by the Bible any more than they can live without material food.

As one of the spiritual leaders of the team, the principal will want to grow in his knowledge of the Bible. He is also a key in leading Bible study for the rest of his staff.

The team will continually study Scripture, asking, “What does the Lord say?” God’s Word tells what he has done for his people and also what he expects of his people in their relationship with him. “My message and my preaching were not with wise and persuasive words, but with a demonstration of the Spirit’s power, so that your faith might not rest on men’s wisdom, but on God’s power” (1 Corinthians 2:13).

As the principal brings his school team of called workers together with Bible study and devotions, their cooperation and unity will grow. The following are some useful Bible study guides:



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- Paul, An Example for Christian Teachers (NPH) by Richard Grunze
- Christian Teachers and Their Relationships (NPH) by LeDell Plath
- Watch Your Life and Doctrine Closely (NPH) by Darwin Raddatz
- Teaching Law and Gospel (NPH) by William Fischer
- The People's Bible series (NPH)

FACULTY BIBLE STUDY: 1F, 1Q

5C Prayer

Not only does God encourage, invite, and command his people to pray, he also promises to hear and answer their prayers. Some of his many gracious promises are recorded in the following:

- † Isaiah 55:6 *Seek the LORD while he may be found; call on him while he is near.*
- † 1 Thessalonians 5:17 *Pray continually.*
- † Psalm 50:15 *Call upon me in the day of trouble; I will deliver you, and you will honor me.*
- † Matthew 7:7 *Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.*

P is for Praise
R is for Remember
A is for Ask
Y is for Yield

P is for PRAISE

The principal begins his prayer life by praising God for being God. As he looks at his school and congregation, he knows why he is serving God as he is. His service is his praise for what God has done and is doing for his people through his Son, Jesus Christ. He also leads his staff in praising God for who he is and for what he has done.



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R is for REMEMBER

The principal will want to remember who he is: a sinful mortal God has called to feed his lambs. At times he may take God's blessings for granted. He may not use the gifts, talents, and opportunities God has given him for service to the church. But he knows that though he is sinful, he can pray with confidence in the name of Jesus. He leads his staff to do so also. The following passages remind all God's people of their sinfulness and God's mercy in answering their prayers:

✠ Psalm 51 *Have mercy on me, O God . . .*

✠ Psalm 66:18-19 *If I had cherished sin in my heart, the Lord would not have listened; but God has surely listened and heard my voice in prayer.*

A is for ASK

God wants his people to ask for his help. No request is too small or too large to bring to the Father:

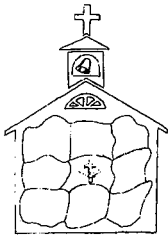
*You are coming to a king—
Large petitions with you bring,
For his grace and pow'r are such,
None can ever ask too much.*

(Hymn 409, stanza 2—John Newton, 1779)

Yes, even the little things are of concern to the Father. Because the believers' friend Jesus opened the way to the Father, believers can come with everything.

*What a friend we have in Jesus,
All our sins and griefs to bear!
What a privilege to carry
Ev'rything to God/in prayer!
Oh, what peace we often forfeit,
Oh, what needless pain we bear,
All because we do not carry
Ev'rything to God in prayer!*

(Hymn 411, stanza 1—Joseph Scriver, 1865)



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At God's invitation, the principal and his staff will bring first their spiritual needs and then their physical needs to the Father. They will also bring the needs of others to him. The famous preacher Edmund McKendree Bounds once said, "Talking to men for God is a great thing, but talking to God for men is greater still."

The following passages contain commands to pray as well as examples of prayer and prayerful attitudes:

- † 1 Timothy 2:8 *I want men everywhere to lift up holy hands in prayer, without anger or disputing.*
- † Exodus 17:8-13 Moses holds his hands up in prayer as the Israelites battle the Amalekites.
- † Psalm 63:3-4 *Because your love is better than life, my lips will glorify you. I will praise you as long as I live, and in your name I will lift up my hands.*
- † James 5:16 *Therefore confess your sins to each other and pray for each other so that you may be healed.*
- † Matthew 18:19 *If two of you on earth agree about anything you ask for, it will be done for you by my Father in heaven.*
- † 2 Thessalonians 1:11 *We constantly pray for you, that our God may count you worthy of his calling, and that by his power he may fulfill every good purpose of yours and every act prompted by your faith.*

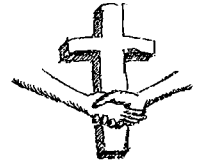
The principal begins his prayer life by praising God for being God.

The Book of Acts records that group prayer was an essential ingredient in the life of the early church. "They devoted themselves to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer" (Acts 2:42). The principal and his staff also need to pray with and for one another, remembering that "The eyes of the Lord are on the righteous and his ears are attentive to their cry" (Psalm 34:15).

Y is for YIELD

The principal and his staff present their requests to God, yielding to his will—to whatever he determines. They tell God their needs, but they

do not dictate the answers. They leave the final decision to God's wisdom and will, even if it includes suffering, as shown in the following references:



- ✠ 1 Peter 4:19 *Those who suffer according to God's will should commit themselves to their faithful Creator and continue to do good.*
- ✠ 2 Corinthians 12:7-10 God did not remove Paul's "thorn" but said to him, "*My grace is sufficient for you, for my power is made perfect in weakness.*"

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As the principal and staff pray with and for one another, they can ask the Holy Spirit to increase their faith in God's promises to answer them according to his wisdom and his will.

"Rejoice in the Lord always. I will say it again: Rejoice! Let your gentleness be evident to all. The Lord is near. Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God" (Philippians 4:4-6).

Worry about nothing.

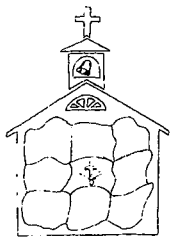
Pray about everything.

5D Support, Encourage, Admonish the Team

There cannot be an effective team effort unless there is team spirit as well. This team spirit allows our schools to function not on a plateau of mediocrity, but at the heights of excellence resulting from contagious enthusiasm.

First and foremost, team spirit is simply joy in being a called worker of Christ and accepting one another as called workers of Christ.

"I thank my God every time I remember you. In all my prayers for all of you, I always pray with joy because of your partnership in the gospel from the first day until now, being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus" (Philippians 1:3-6).



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That joy rests upon the solid platform of confidence—faith—in God's grace and power. Like Paul, called workers know that God is at work and in control. They are confident that God plans and controls all events for his greater glory.

Teams don't just happen. They develop and grow as members plan and work together. It is not necessary to have the greatest called workers in the synod to make a "championship" team. Team members simply fulfill their callings, using their God-given talents to the fullest. They become a unified team through the Holy Spirit as they plan, work, and celebrate good things together.

Principals have the responsibility not only to involve, but also to excite, each staff member of the team. They want each called worker to know that he or she is important. They lead their called workers to share duties and joys instead of protecting their own "special territories." Then team spirit thrives, and the staff truly sees the blessings of God at work. The beneficiaries are students and staff alike.

"Now you are the body of Christ, and each one of you is a part of it" (1 Corinthians 12:27).

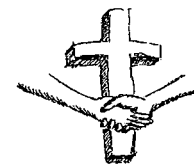
From Assisting Educators in Their Ministry (WELS Parish Schools), we read, "*Much time and effort is required in building Christ-like relationships. God's Word will be the guide and motivator for actions of love and concern.*

Spirit-worked attitudes and actions build a climate of trust in which wrongs are forgiven and in which there is cooperative effort to strengthen weaknesses. Spirit-built, Christ-like relationships also establish a climate in which to deal with the problems of incompetence or error."

This booklet also gives principals a God-pleasing step-by-step process when there is a need to admonish fellow workers.

**The principal
and his staff also
need to pray
with and for one
another.**

ASSISTING EDUCATORS IN THEIR MNISTRY: SAMPLE 1 OF CHAPTER 3



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5E Provide New Teacher/Staff Orientation

“What a joy it is to welcome these gifts of God into our ministry! What a privilege it is to have new ministers of the gospel join us on our

ministry team! We thank God that he has enabled these men and women to enter the teaching ministry and commit their lives to his service”

(Dan Schmeling, Administrator, Commission on Parish Schools).

**Like Paul,
called workers
know that God
is at work and in
control.**

The Commission on Parish Schools realizes the need for assisting new teachers in our schools to start right. Nationally, 20% of new teachers leave the teaching profession after one year in the classroom. And 40-50% of beginning teachers will drop out of teaching within the first seven years—most within the first two years. “Starting

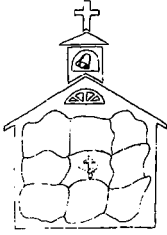
Right,” from the *Team Ministry Process Resource Book*, is an excellent tool for helping new teachers in schools and congregations. It presents the following guidelines:

1. What to do before the teacher arrives
2. What to do when the teacher arrives
3. Ongoing orientation to school policies and procedures
4. Assigning a mentor teacher

The resource also includes a helpful “School Orientation Checklist for New Teachers.”

Harry K. Wong’s *The First Days of School: How to be an Effective Teacher* is also helpful, both for the beginning teacher and for the experienced teacher. It addresses some of the practical aspects of the teaching profession.

Principals will want to take the necessary time to work with new called workers. They will not take anything for granted. And they will lead the staff and the whole congregation to realize that teachers cannot be expected to do everything and do it well—or with joy. The principal



will see that new and experienced teachers alike are used in the full mission of the congregation in the most responsible and acceptable manner.

NEW TEACHER ORIENTATION: 91

5F Link the Pastor with the Staff

Both the teacher and pastor have divine calls. Both are called to proclaim the gospel. However, the pastor is called to be the shepherd of *all* souls in the congregation. God has given pastors the responsibility of the spiritual care of children *and* adults, including the Lutheran elementary school teachers.

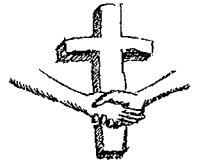
The teacher is called to teach the gospel, but the call restricts the scope of his or her work. The teacher's work focuses primarily on education and only on those aspects of education pointed out in the call. That responsibility is for the spiritual welfare of the children whom he or she is called to serve.

Teacher and pastor will work hand in hand doing the Lord's work, each attending to the tasks the Lord has laid before him. With God's help, each will understand his calling and its importance, so that jealousy, envy, or strife will not get in the way of the Lord's work.

If the school is to be an essential part of the congregation's mission, the pastor's support of the school is essential. Without that support, the school quite easily drifts and becomes more an independent agency than a part of the congregation's mission.

Together the principal and pastor can provide leadership that keeps the congregation of believers as strong as possible spiritually, emotionally, physically, and financially. Teacher and pastor give time and energy, thoughts and plans to advancing the Lord's work rather than dividing the mission of the church. A spirit of cooperation needs to exist between the two.

**What a privilege it is
to have new
ministers of the
gospel join us on our
ministry team!**



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Successful communication and teamwork requires a great deal of trust between the pastor and principal. Jesus Christ as the firm foundation of our faith will be the place that trust begins. When the love of Christ, the humility of our Lord, and the joy of serving is present, the Holy Spirit will continue to bless the cooperative effort of the team—pastor, principal, teachers, Board of Education, parents, and students.

Paul reminds us in Romans 12:10–12, “Be devoted to one another in brotherly love. Honor one another above yourselves. Never be lacking in zeal, but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer.”

The principal and teachers will thank God for pastors and their tremendous dedication in serving our congregations. They will encourage them and continue to pray for them. When the pastor, the principal, and the teachers enjoy a Christ-like attitude toward one another, they become more effective in preparing God’s people for works of service (Ephesians 4:12).

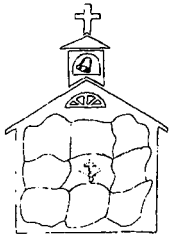
RELATIONSHIP WITH PASTOR: 6L, 7I

5G Meet with the Pastor Regularly

Because no one likes surprises, communication between pastor and principal is extremely important. The two called workers need to make a special effort to meet together both professionally and socially. They will strive to do the following:

- ✦ Pray together and study Scripture together.
- ✦ Schedule a time weekly or monthly just to keep each other informed. These scheduled meetings are essential to assure cooperation among pastor, principal, and faculty.
- ✦ Share social enjoyments. Parties, meals, and games also contribute to a feeling of unity.

Working side by side, a pastor and principal will share joys and sorrows, accomplishments and setbacks. They will serve as role models of partnership in ministry.



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Their relationship will be marked by the following:

- ☺ Love and concern for each other's welfare
- ☺ A willingness to forgive wrongs
- ☺ A desire to work together in solving problems
- ☺ Trust in each other's honesty and integrity
- ☺ Respect for each other's called position and responsibilities
- ☺ Mutual encouragement in each other's callings

5H Review and Use the Principles of the Team Ministry Process

The Team Ministry Process (TMP) is founded on Scriptural principles, which the principal will want to review annually. Truly these principles set the tone and vision for the Lutheran elementary school.

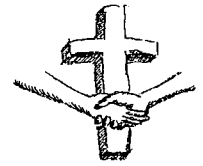
The TMP helps and encourages the school's ministry team (teachers, principals, pastors, and Board of Education) to achieve the school's purpose: assisting parents and the congregation to make disciples for Christ through the Holy Spirit. The Lutheran Leadership series of Bible studies are also included in this process.

The principal may remember two thoughts regarding the Team Ministry Process: "It's in there!" and "Just do it!"

Included in the *Team Ministry Process Resource Book* are the responsibilities of the following:

- ✱ School Counselor
- ✱ Principal
- ✱ Board of Education
- ✱ Pastor
- ✱ Teachers
- ✱ District TMP Contact Men

- District Parish Schools Coordinator
- Commission on Parish Schools Staff
- Commission on Parish Schools



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A major section of the TMP is the “Analysis of Team Members.” The principal uses this valuable tool to assist the team’s effort in teaching the lambs of Jesus. A variety of forms assist the principal with the analysis of the team.

The principal and the school counselor assigned to the school need to be in constant contact, discussing the joys and concerns of the ministry of the team. The school counselor is ready and able to assist the school’s team in many ways.

When the TMP is used properly, the team will receive many blessings on its ministry. The principal may remember two thoughts regarding the Team Ministry Process: “It’s in there!” and “Just do it!”

TEAM MINISTRY: 9E

51 Support the Faculty Social Life

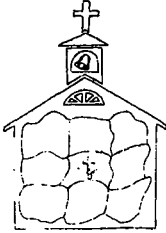
Faculties need to enjoy each other and find laughter in living—even when they experience conflicts, disappointments, or other difficult circumstances. In Philippians Paul shows how to live a life of joy. He drained every drop of joy out of every day that passed. He showed that

**Joy is a choice.
The tragedy is
that so few
choose to live
joyfully.**

joy starts with the right attitude (humility), is maintained through right theology (God is God), and is encouraged by right models and mentors (friends like Timothy and Epaphroditus). Paul shares his joy in his testimony, his purpose for living, and his encouragement of others.

Joy is a choice. Jesus gave us his truth so that our joy may be complete (John 15:11). The tragedy is that so few choose to live joyfully.

The principal may lead each member of the team to see the joy of service and of fellowship with the other members of the team. Getting to know each




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other and having fun together will help the team appreciate each other. They can enjoy many different activities. Each team member can sponsor or organize some get-together. Not all members will be able to attend each activity, but that should not stop members from organizing them. The teachers can use their imaginations to get the staff to “let their hair down.” The staff needs to laugh together. People who do not choose joy miss the relief laughter can bring.

*One ship sails east,
One ship sails west,
Regardless of how the winds blow.
It is the set of the sail
And not the gale
That determines the way we go.*

- Ella Wheeler Wilcox

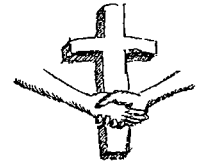
 Laughing one's way through life depends on nothing external. Regardless of how severely the winds of adversity may blow, Christians set their sails toward joy. Christ is the joy in life—in work and in play!

FACULTY SOCIAL LIFE: 1K

5J Represent the Faculty and Encourage Two-Way Communication

The principal is always concerned for his staff. He remembers them in his daily prayers. He also shows his concern for them by representing them and by encouraging two-way communication with them. Some strategies:

- Represent their concerns at Board of Education meetings, council meetings, and congregational meetings.
- Ask each Board of Education member to take a called worker under his wing. The board member can encourage and show appreciation for the teacher's work.
- Invite faculty members to board meetings periodically.



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- ☑ Encourage the team members to accept, support, and trust each other, and to share both positives and negatives with each other. Without this team spirit, a school limps along.
- ☑ Show team members that when they merge as a team, they will be able to do together what they could never do alone.
- ☑ Be a faculty cheerleader and encourager:
 - ☺ Send special letters to staff members at different times of the year.
 - ☺ Put little notes on desks or in mailboxes for a job well done.
 - ☺ Remember that more teachers “rust out” rather than “burn out.”

The principal and the teachers need to feel spiritually and professionally safe with each other. When, by God’s grace, the team communicates and pulls together, they make possible a comprehensive education. To God be the glory!

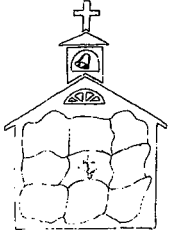
REPRESENT FACULTY: 6M, 7F

5K The Supervision of Teachers by the Principal, Pastor, and Board of Education

- ☞ **The principal** is the supervisor of instruction. The Team Ministry Process and the school counselor can equip him to fulfill this duty. At times he will also use informal ways to supervise instruction. He may visit a classroom when he delivers a message or a product to the teacher. He may show a new family a classroom in operation. He may also teach a class or read a story in a different classroom. Getting into the classroom in a variety of ways will give the principal a feel for the climate of that classroom.

SUPERVISION OF INSTRUCTION: CHAPTER 3

- ☞ **The Board of Education** could select a day for its members to step on campus, become better acquainted with the school and staff, encourage the teachers, and look for needs they could



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help fill. Even a short visit or a visit by only a few members would show valuable support of the school and staff.

BOARD AND FACULTY INTERACTION: 6N

- ☞ **The pastor** can show his appreciation for the staff simply by stopping in periodically and giving a word of encouragement. Teachers need to remember to encourage their pastor as well.

The principal can help his teachers to welcome such visits, knowing that their purpose is to help them grow in their ministry.

5L Establish Mentor Relationships

Mentors greatly help new teachers and especially new principals. A valuable mentor might be found in a former called worker in the congregation or a teacher or “buddy principal” in a nearby WELS school. Mentors can encourage and help new teachers, showing them that we’re all on the same team, serving the same God.

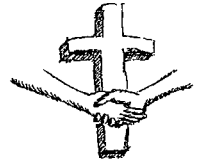
5M Distribute Extra Duties Fairly

Each teacher, with his or her own set of God-given talents, is an important cog in the works of the education process of the Lutheran school. The principal, in concert with the Board of Education, will want to consider those gifts and distribute extra duties as fairly as possible. Working as a team and being open with one another is vital.

Romans 12:6-8 shows that no member of the body of Christ is without purpose: “We have different gifts, according to the grace given us. If a man’s gift is prophesying, let him use it in proportion to his faith. If it is serving, let him serve; if it is teaching, let him teach; if it is encouraging, let him encourage; if it is contributing to the needs of others, let him give generously; if it is leadership, let him govern diligently; if it is showing mercy, let him do it cheerfully.”

.....
: **Show team members** :
: **that when they merge** :
: **as a team, they will be** :
: **able to do together** :
: **what they could never** :
: **do alone.** :
.....

Galatians 6:10 encourages us to use these gifts to serve: "Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers."

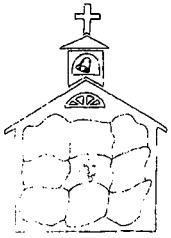


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*Dear Lord, to your true servants give
The grace to you alone to live.
Set free from sin to serve you, Lord,
They go to share your living Word,
The gospel message to proclaim
That all may know your saving name.*











*When all their labor seems in vain,
Revive their sinking hopes again;
And when success crowns what they do,
Oh, keep them humble, Lord, and true
Until before your judgment seat
They lay their trophies at your feet.*

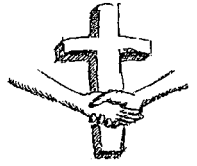
(Hymn 542, stanzas 1 and 3—W. Gustave Polack, 1937)



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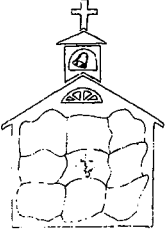
5N Pieces to Remember

-  As spiritual educators, we must do all we can to solidify, rather than divide, our team.
-  The Bible is the most valuable book in the principal's library.
-  At God's invitation, the principal and his staff will bring their spiritual needs and then their physical needs to the Father.
-  Team spirit is simply joy in being a called worker of Christ and accepting one another as called workers of Christ.
-  Principals have the responsibility not only to involve, but also to excite, each staff member of the team.
-  Principals will want to take the necessary time to work with new called workers.
-  Teacher and pastor will work hand in hand doing the Lord's work, each attending to the tasks the Lord has laid before him.
-  Communication between pastor and principal is extremely important.
-  Faculties need to enjoy each other and find laughter in living.
-  Each teacher, with his or her own set of God-given talents, is an important cog in the education process of the Lutheran school.



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Principal's Resourcebook

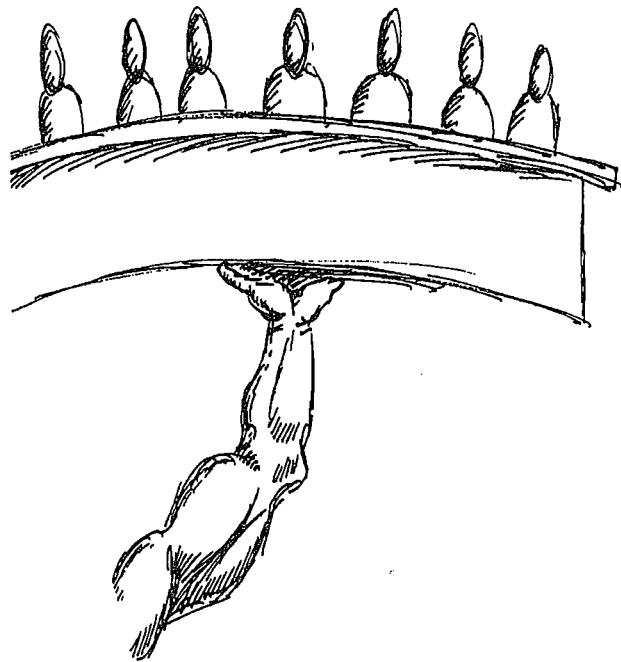


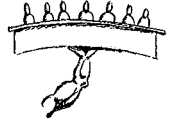
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Chapter 6

Support the Board of Education





6A Implement Board Policies

The Board of Education is responsible for the entire operation of the school. As board members cannot give day-to-day directions, the key task of the Board of Education is to develop policies that will direct

the management of the school in all its operations.

The Board of Education is responsible for the entire operation of the school.

The board will direct the principal to design the administrative rules and regulations that will govern the school and its programs. These rules and regulations developed by the principal must be consistent with the policies adopted by the board. The principal may

recommend that the board formulate and adopt administrative rules and regulations under some circumstances:

- ☞ When specific state laws require board adoption
- ☞ When the regulation stems from a board initiative
- ☞ When the community or staff feels strongly about the regulation

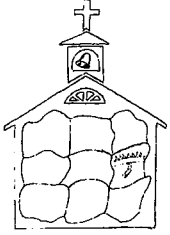
Consistent with the above, the principal will develop a school-wide administrative handbook.

6B Prepare the School Budget

The principal provides leadership in the fiscal management of the school. As directed by the board, he will do the following:

- ☞ Have knowledge of financial records and financial transactions
- ☞ Assist in plans to secure adequate income for the school
- ☞ Authorize approved expenditures
- ☞ Follow stipulated procedures for expenditures
- ☞ Coordinate fund-raising events and activities of the school
- ☞ Provide the information required to prepare the annual budget, including current costs and projected needs and costs

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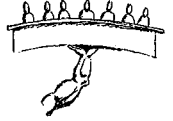
The following are some guidelines for the principal as he assists the board in developing the annual budget:

- Develop an effective plan and schedule for the operation of the next school year
- Determine and plan income sources to support the school
- Follow approved formulas or procedures to determine tuition and fees
- Develop efficient procedures for collecting tuition fees and handling cash
- Supervise all fund-raising activities, following congregational policies
- Follow appropriate procedures to process purchase orders, pay bills, and maintain inventories
- Conduct all financial transactions in compliance with legal requirements
- File and regularly review contracts, insurance policies, and other agreements
- Keep financial records using sound bookkeeping principles
- Review financial management policies annually
- Update all budget projections annually
- Conduct annual audits of school financial accounts
- Prepare clear and accurate monthly financial reports for board review
- Communicate openly and frequently with the congregation's finance committee, the Church Council, and the Board of Education during the preparation and review of the budget

FINANCIAL MATTERS: 4E, 4H

6C Assist in the Development of School Policies

Most often it is the principal who best knows the school—its needs, strengths, and weaknesses. The principal, therefore, is a key resource to the board. Through his monthly school report, which includes input



from the teachers, the principal suggests areas where policy is needed. Together, the board and principal develop needed policy statements.

Even as the board looks to the principal for help in developing policy, so the principal should look to the board for help in carrying out policy.

This does not suggest, however, that board members should not raise issues or identify problems. Board members may also recognize needs of the school and suggest appropriate policies.

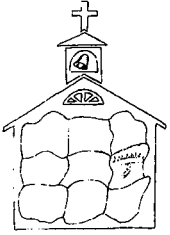
Even as the board looks to the principal for help in developing policy, so the principal should look to the board for help in carrying out policy. In this way, a strong partnership develops. To that end, the principal will do the following:

- Project a vision of the school and work with the board to achieve that vision
- Work with the board in short-range and long-range planning
- Assist the board in planning its monthly meetings and activities so that the board can fulfill its responsibilities
- Help develop policies and maintain an updated policy manual or handbook
- Give comprehensive leadership to the board, enabling it to carry out its role and function productively and responsibly
- Understand and accept his leadership role and responsibilities
- Serve as spokesperson for the board, its policies and programs
- Communicate well with the constituent groups within the congregation and the educational and civic community
- Work closely with the pastor as a partner in helping achieve the mission of the congregation and the school's purpose in that mission

6D Facilitate Long-Range Planning

Because of the principal's knowledge of the school, staff, parents, students, and church members, he is an invaluable resource to the

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Board of Education as it makes transitions or long-range plans for the school.

When the principal wants to assist the board in making these transitions or long-range plans, he may do the following:

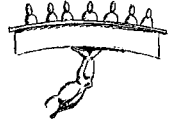
- Recommend that specific groups or individuals be included in the discussions
- Advise board members on the "climate" surrounding a proposed change (time, impact, emotions, lingering issues, etc.)
- Prepare a list of options for the proposed change
- Prepare a list of things that might occur should a change be implemented
- Advise the board on how to introduce the change (who, when, why, etc.)
- Develop a way to evaluate the change after a specified period of time
- Support the board's decision
- Remind the board of the critical importance of ongoing communication during the entire process

6E Report Developments in the Field of Education

As the leader for the school's educational program and ministry, the principal must keep the board apprised of current developments in education. His monthly report should include any issues, laws, trends, or other developments that might impact the school, such as the following:

- Changes in state and federal laws
- Curriculum trends
- New instructional practices and strategies

**Keep the board
apprised of current
developments in
education.**



- Newly discovered learning styles and activities
- Grading practices

CURRICULUM: CHAPTER 2

6F Collaborate on Meeting Agenda

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A good agenda ensures an effective meeting. The president of the board should meet with the principal during the week preceding the meeting to construct a meeting agenda. Members of the board may contribute agenda items before noon of the Wednesday preceding the

A good agenda ensures an effective meeting.

Monday meeting night. An item may later be added to the published agenda if the item was not known 24 hours before the meeting or the item cannot wait until another meeting date.

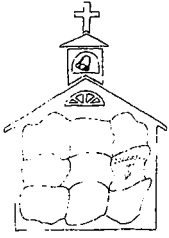
The principal should also include on the agenda any items not completed at the last meeting.

A sample agenda plan:

- ⌘ Opening devotion
- ⌘ Overview of the evening's agenda
- ⌘ Approval of the previous minutes
- ⌘ Approval of financial expenditures and treasurer's report
- ⌘ Committee reports/recommendations
- ⌘ Major topics for discussion and board action
- ⌘ Closing prayer

Copies of the agenda, committee reports, recommendations, and all other pertinent information for the meeting should be sent to all members in advance, so they may read the information before the meeting.

MEETING AGENDA: 7A



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6G Insure Board Orientation

The Board of Education and the principal will assist each new member of the board to understand the board's functions, policies, and procedures before he or she takes office. They will give to the new member all materials relating to the Board of Education and its meetings:

- Agendas and minutes from the past year
- Budget book for the present year
- Principal's goals and objectives
- Board's packet of non-confidential materials
- Board's policies, rules, regulations, and by-laws
- State statutes relating to elementary schools
- Synod regulations
- Robert's Rules of Order

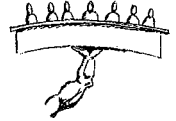
**Assist each
new member
of the board
to understand
the board's
functions.**

The principal will help orient the new member in the following ways:

- ✦ Arrange for a tour of the office and school
- ✦ Meet with the new board member to discuss the following:
 - ☞ Principal's relationship to the Board of Education
 - ☞ Principal's current goals and objectives for the school
 - ☞ Principal's management philosophy
 - ☞ Details of the operation of the church and school
 - ☞ Agenda for the first meeting, including the background material and the meeting procedures

6H Facilitate In-Service Opportunities

With the support and commitment of the board, the principal will provide in-service opportunities for teachers' professional, personal,



and spiritual growth. These opportunities will meet the individual and collective needs of the faculty and help the school fulfill its mission. Some guidelines:

- ☺ Coordinate the in-service programs with the supervision of instruction and the continuing education programs for teachers.
- ☺ Cooperate with the faculty in planning the in-service programs.
- ☺ Base the in-service programs on teachers' needs, individually and collectively, as identified by an assessment instrument.
- ☺ Schedule the in-service well in advance.
- ☺ Allow teachers to serve as leaders and presenters.
- ☺ Stress the distinctively Christian dimensions of the Lutheran school in the in-service programs.
- ☺ Maintain a balance of program types and methods, including skill development, information sharing, spiritual renewal, and product development.

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IN-SERVICES: 3F

6I Promote Members' Educational Growth

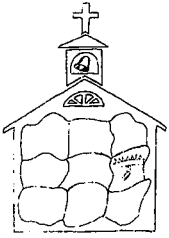
In-service training for the board members is vital in order for the board to govern the school in the most informed and prudent manner possible. Informed decision-making becomes more important as school governance becomes increasingly complex.

In-service training for the board members is vital.

The principal and the board will encourage the members to attend Board of Education conferences, conventions, seminars, and workshops.

The principal may report monthly on upcoming in-service opportunities for board members. The board may then select representatives to attend these sessions, and the selected members

can report to the board, sharing information, materials, and recommendations they acquired at the session.



Staffing

Another way the principal can promote the board members' education is by encouraging them to visit the school during the school year. The principal can provide a member with an itinerary and a guide structured to enable the member to experience the school programs and facilities fully. The member will arrange for the visit in advance and will agree to respect the rules and procedures of the school.

6J Work with Teachers Having Difficulties

Boards of Education often face difficult decisions. Perhaps no other issue is more difficult than working with a teacher who is having difficulty in his or her ministry. It is imperative that the principal provide leadership to the board in working with the teacher, knowing that the feelings of many people will be affected.

The work the principal initiates with the teacher must follow the Scriptural procedures as found in Matthew 18. The basis for improving a teacher's work is found in the Team Ministry Process (TMP), specifically use of the form for Teacher Analysis. However, if the problem or concern persists, it will be necessary to inform the board.

Scriptural principles and the doctrine of the divine call must be respected.

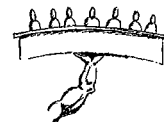
A method that can be used to correct the persistent problem of a teacher is found in "Assisting Educators in Their Ministry," published by the WELS Commission on Parish Schools. In addition to providing principles of effective teaching and administration, this document describes the procedures for working with a teacher who is having difficulties.

In all cases, Scriptural procedures and principles as well as the doctrine of the divine call must be respected.

ASSISTING EDUCATORS IN THEIR MINISTRY: SAMPLE 1 OF CHAPTER 3

6K Promote Board Visibility

Board members can support the school and its teachers by being more visible. Examples of this type of support include the following:



- ✦ Participating in faculty study sessions
- ✦ Conducting or participating in parent meetings
- ✦ Communicating the school's mission and "story" to other church boards or in civic settings
- ✦ Attending faculty meetings when appropriate
- ✦ Attending major school functions
- ✦ Visiting classrooms
- ✦ Meeting with teachers to discuss their concerns and issues

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6L Involve the Pastor with Board Work

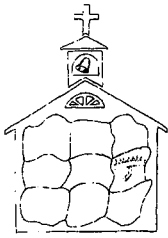
One of the most critical aspects of the team approach within the Lutheran elementary school is the relationship between the board and the pastor. If indeed the Lutheran school is an integral part of the congregation, then it follows that the pastor has a significant relationship with the school and with the Board of Education.

Many pastors report that they are unclear about their role in the Lutheran school. Some feel they are fully responsible for the school and its staff, while others are reluctant to become involved in school affairs.

An important way to develop supportive relationships with the pastor in the Lutheran school is to clarify the relationship of the pastor with the board and principal. If this relationship is not clear, it will be difficult for either pastor, principal, or board to serve effectively. To determine the relationships, all three parties must enter the discussion.

The pastor, who is minister to all members of the congregation, is also to be viewed as the minister to the children and parents, teachers and staff of the school. An understanding and acceptance of this statement is fundamental to developing positive and effective pastor-principal-board relationships. The goal of the pastor, board, and principal is to develop a team ministry that fulfills the mission and ministry of the congregation and its school. Some guidelines:

- ✦ The principal acknowledges the pastor as spiritual leader and assists the pastor in his ministry.



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- ☞ The pastor acknowledges the principal as the school administrator and assists him in his ministry.
- ☞ As they affirm each other's position and responsibilities in the congregation and school, the pastor and principal act as role models in team ministry for the congregation.
- ☞ The principal takes the initiative in conferring with the pastor, and the pastor takes the initiative in enlisting the principal in planning and carrying out the spiritual ministry within the school family.
- ☞ The pastor, principal, and board schedule meetings monthly or more frequently.

The goal of the pastor, board, and principal is to develop a team ministry.

RELATIONSHIP WITH PASTOR: 5F, 5G

6M Mediate Between the Faculty and Board

The principal will communicate the issues and concerns of the faculty to the board. The board and principal will work together for a positive school climate, pride of ownership, and faculty morale.

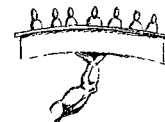
Unfortunately, a board member may occasionally forget his role and begin to "micro-manage" an issue involving faculty or other personnel. When this occurs, the principal will intervene immediately. Through quick intervention, he can suppress rumors and misconceptions.

The principal will periodically remind both faculty and board members that immediate communication with him is critical when rumors or other sensitive issues arise.

REPRESENT FACULTY: 5J, 7F

6N Encourage Board and Faculty Interaction

Not only should board members become advocates of the school and its mission, but they should also address the needs and concerns of the



faculty and staff. To that end, some schools sponsor a semi-annual or annual opportunity for the board to meet with called workers for discussion. Such opportunities include the following:

- Classroom visits
- Informal social gatherings
- Joint in-services
- Faculty presentations at board meetings
- Worker anniversary recognition ceremonies
- Meetings to discuss faculty issues, such as financial compensation, working conditions, and curriculum ideas

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6O Inform the Board of Beginning Teachers' Needs

The principal will evaluate all new teachers twice a year. He will forward a written evaluation of all new teachers to the Board of

Education for the first three years of the teacher's call. These evaluations may also relay information about the teacher's professional growth plan, including the annual goals he has set for himself.

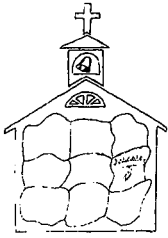
The support and care of teachers is a primary responsibility of the board.

The principal will also inform the board of the new teacher's needs, recognizing that the support and care of teachers is a primary responsibility of the board. This support and care includes salaries,

compensation packages, housing assistance, and compensation for professional growth activities.

6P Support the Salary Review Process

The Board of Education should maintain a policy on the support and compensation for called workers. The policy should address the following six questions:



Principal's Resourcebook

- \$ **Salary:** What is the teacher's salary? What is the schedule of payments? Are salaries reviewed annually? Enclose a salary schedule with the materials sent to a newly called teacher.
- \$ **Housing:** Is housing or housing allowance provided? If so, what are the provisions?
- \$ **Vacation:** What provisions are made for vacation? How long? When? Does it include school holidays?
- \$ **Benefits:** Is there a benefit package? Pension? Medical and hospital coverage? Sick days? Personal days?
- \$ **Continuing Education:** What provisions are made for continuing education? Books? Periodicals? Tuition for workshops and courses? Professional membership fees?
- \$ **Travel Reimbursement:** Where travel is required, are there provisions for reimbursement?

6Q Direct the Board in the Self-Evaluation of the School

The Board of Education oversees curriculum development and the supervision of teachers and instruction. As all teaching and learning activities are designed to achieve the school's objectives in accord with the school's philosophy, the following suggestions are offered to those who serve on the Board of Education.

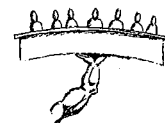
A. Curriculum Development

The board will ensure the following:

- Board-approved statements of purpose and philosophy exist and are communicated frequently to constituent groups of the church and school

PURPOSE AND PHILOSOPHY: 8A, 8B, 8C, 8D

- Board-approved school objectives are used in developing objectives for curricular and extra-curricular programs and activities
- Course guides exist that identify class objectives, scope and sequence, teaching methods and materials



- The principal reports regularly regarding the school's curriculum and its development
- The school's curriculum meets or exceeds state and synod requirements
- Resource persons and materials are used as the faculty develops school curricular materials
- Approved testing programs and materials are used regularly to measure student progress and school achievement toward its objectives

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In addition, board members should do the following:

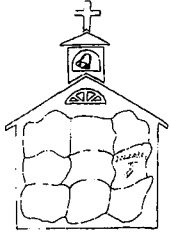
- Use the helps for developing the school's purpose statement, objectives, and curricular materials provided in the principal's Operations Manual
- Make certain that the curricular needs of the school are considered when calling a teacher
- Make certain that adequate time is provided for curriculum development when approving school calendars and teacher job descriptions
- Utilize resources (periodicals, books, and cassettes) to remain abreast of current trends and practices in curriculum development
- Frequently review school policies related to curriculum to assure that the school objectives are clear and that the curriculum meets those objectives
- Develop a reasonably good understanding of the meaning of curriculum, its importance in achieving the school's purpose, and how it is developed

CURRICULUM: CHAPTER 2

B. Supervision of Teachers and Instruction

The Board of Education should establish a plan for the supervision of teachers and instruction that meets the following criteria:

- Was developed cooperatively by the principal and teachers



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- ☑ Focuses on improvement of instructional skills and strategies rather than merely the evaluation of teacher performance
- ☑ Is based on agreed-upon criteria (expectations, components)
- ☑ Uses an assessment instrument for observing a teacher's performance
- ☑ Involves teachers as observers and helpers to one another
- ☑ Provides for regular consultations with teachers
- ☑ Emphasizes helping new teachers
- ☑ Provides for the ethical maintenance of personnel records
- ☑ Insures that in-service and continuing education programs are coordinated with the teacher supervision program

SUPERVISION OF INSTRUCTION: CHAPTER 3



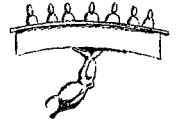
6R Develop a Care Committee for Called Workers

The support and care of teachers is a direct responsibility of the Board of Education. Support and care of teachers usually involves more than simply providing a salary and benefit package. It also includes providing for the following:

- ☺ Security—food, shelter, and job security
- ☺ Living and working environments that promote productivity and a sense of well-being
- ☺ Relationships with other people that are socially and professionally fulfilling
- ☺ Opportunities for growth, achievement, and fulfillment

Often the board maintains a subcommittee, such as a Care Committee for Called Workers, for this purpose. A care committee's primary purpose is to

A care committee's primary purpose is to review the physical, emotional, and spiritual needs of its called workers.



review the physical, emotional, and spiritual needs of its called workers. The following suggestions can be used in a yearly review of the well-being of the called workers:

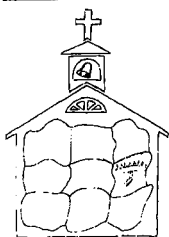
- ☺ Are the workers' **salaries** commensurate with the salaries of public school teachers in the area?
- ☺ Do the **compensation programs** provide adequately for health benefits, retirement programs, sick leave, personal days, continuing education, and other benefits?
- ☺ Are **job descriptions** provided for every teacher and reviewed annually?
- ☺ Do new teachers receive help in finding **housing**?
- ☺ Do teachers have **adequate resources**, space, and equipment to fulfill their professional assignments?
- ☺ Are workers encouraged to participate in the **professional, cultural, and social activities** of the civic and church communities?
- ☺ Are workers encouraged to cultivate and use their talents, skills, and interests for **professional achievement and service** beyond the congregation?

Some suggestions for individual board members:

- ☺ Show an interest in teachers and their families and find ways to involve them in the life of the church and the community.
- ☺ Consider ways to promote recognition, appreciation, and acceptance of teachers within the congregation.
- ☺ Recognize teachers and staff as workers of the church.

6S Develop and Revise a Board Policy Manual

Policy development is an important function of a board. Through its policies, a board guides and directs all aspects of a school's operation. One way to organize policies is to develop a Board Policy Manual that is organized according to the table of contents of the Board Manual.



The table of contents of each chapter provides the subheadings under which policies can be filed. This plan puts related policies together for easy reference.

The following paragraphs ask and answer important questions about policy and policy development.

1. What is a policy?

Simply stated, a policy states what is to be done and for what purpose it is to be done.

An example: Trinity Lutheran School will annually develop and carry out a program of recruitment within the congregation and within its community for the purpose of preserving and extending the Kingdom of God.

Note that the policy above states what is to be done and for what purpose. It does not include details as to how and by whom the policy will be carried out. (That question will be answered later.)

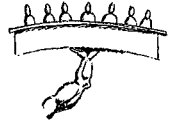
2. Who makes policy?

Boards of Education make policy. The boards are responsible for the entire operation of the school. Since they cannot be on the scene to give direction and make daily decisions, they develop policies that will direct the management of the school in all its operations. The policies developed by the board govern and direct all aspects of school management, including the board and principal, the faculty and staff, the curriculum and programs, students and parents, funding and financial management. Most responsibilities assigned to the board are best accomplished when policies are established that guide and direct activities and programs.

3. Who carries out a policy?

Usually the principal develops plans and programs for carrying out board policy. He may seek help or even delegate this assignment to someone, but he is ultimately responsible.

Even as the board looks to the principal for help in developing policy, so the principal looks to the board for help in



developing plans to carry out policy. In this way, they work as partners.

4. When are policy statements prepared?

Ideas for policies originate in a variety of ways:

- During the course of a regular board meeting, an idea or issue might surface that can best be handled by a policy statement.
- As the principal evaluates various aspects of school life, ideas and suggestions for improvement will surface. Some of these ideas may need the direction and support of a policy statement.
- As the board or its committees meet in problem-solving sessions, ideas and issues will show a need for a policy statement.
- As the board, the principal, and teachers listen to parents and other members of the constituency, suggestions may arise that a policy statement can support.

When ideas or suggestions for policy development are presented, the principal and board will allow adequate time and take great care to study the matter and prepare the policy statement. The policy statement should support the school's purpose, and it should state only what is to be done and for what purpose it is to be done.

When developing policy statements, the board will consider the practicality of the policy. It will ask of every proposed policy whether or not there is adequate time, staff, and funds to carry out the policy.

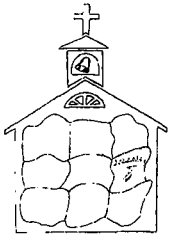
5. What is the difference between a policy and a decision?

A decision usually deals with an immediate issue; a policy usually deals with a subject over a long period of time.

Examples:

Decision: The board determines that the following school year will begin on Tuesday after Labor Day.

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Policy: The board determines that all future school years will begin the first Tuesday after Labor Day.

6. How does a board keep record of its policies?

Over a period of years a board will develop many policies. All policies are operative until the board chooses to cancel or revise them. It is essential, therefore, that all policies be recorded and maintained in an organized way.

6T Coordinate the Board with Support Groups and Volunteers

Some of the strongest school support comes from parents or organizations interested in a specific school activity. Principals and teachers will encourage support from such organizations whenever appropriate and cooperate with them as they assist the school.

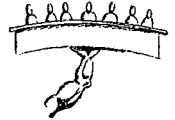
The principal will regularly communicate with such organizations to ensure that their goals are in harmony with the policies and goals of the Board of Education. He will assume responsibility for the conduct of any support organization that he has approved for interaction with the students, staff, or program of his school.

Individual volunteers often want to support their school too. There is growing consensus that church-related institutions must use volunteers to achieve maximum effectiveness. This is true for two reasons. The institutions need the services of volunteers, and people need and want opportunities for service.

Schools need the services of volunteers, and people need and want opportunities for service.

Steps for establishing and maintaining a volunteer program:

- ☞ List and describe the tasks that can be performed by volunteers.
- ☞ Select one or two persons who are willing and able to serve as coordinators of volunteer services.



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- ☞ With the volunteer coordinators, identify the names of persons who potentially possess skills, time, and interest in volunteer service.
- ☞ With the coordinator, invite potential volunteers to place their names on a volunteer list. Solicit from them information regarding skills, interest, and time available.
- ☞ Determine in advance the procedures by which volunteers will be evaluated, selected, introduced to their assignments, and helped in carrying out their assignments.
- ☞ Determine in advance a recognition procedure at which volunteer service will be acknowledged individually and publicly.

VOLUNTEERS: 4K, 8F, 9O

6U Establish a Goal Planning Process

Goals are essential for every school that is working for improvement. Program enrichment, staff improvement, facility improvement, and increasing enrollments are some areas where goals are necessary.

Goals emerge when a vision has been projected—usually by the principal, for he is the one who best knows the school’s problems and possibilities. The principal, working with the pastor, develops a vision of how the school can help serve the mission of the congregation. As

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**Goals are essential
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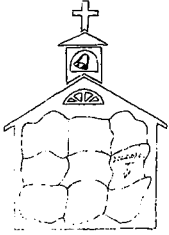
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he thinks about the future of the school, he talks with teachers, parents, students, and board members. Soon a vision emerges and goals are set to help that vision come true.

Normally, goal setting will occur prior to budget planning. Goals that need budget resources can be included in next year’s budget or into budget projections for future years. Those persons responsible for the

funding of the school need to anticipate future budgetary needs as they develop their funding formula and income programs.

Goals can be monthly, or they may be long-range—two, three, or more years. Adding teachers, new classrooms, grades, or significant



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programs, for instance, usually requires several years of planning and effort.

Steps for Developing Goals:

1. Determine needs

Boards that follow the instructions of the Board Manual will have an organized way of identifying needs. They will find that some needs are closely related and can be coordinated into one goal. In identifying areas needing improvement, the board should not be overwhelmed if the list gets long. They can remember that achieving a single goal will positively affect other areas needing improvement.

2. Establish priorities

Boards will quickly discover that they cannot address all areas needing improvement at once. They will have to consider which areas of improvement need attention first, which are most practical and possible, which can be scheduled for the next school term, and which ones need to be projected for future years. They may pursue several goals in one year. Other goals will need several years to accomplish.

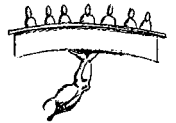
3. Gather information

The board will need information about the resources (materials, people, and dollars) needed to accomplish the goal. This information will help the board and others clearly see the need and support the goal. The information gathered may also show the board that it must modify its priorities.

Parents, students, teachers, congregation members, and others can provide the necessary information and insights, and may also become important resources as the board begins to achieve the goal.

4. Prepare goal statements

A written goal statement helps the board and principal agree on precisely what the need and the plan for improvement are. The written goal also becomes the case statement for convincing others to support the goal. Goal statements need to clearly state



the need, the plan for improvement, and the resources (people, materials, money) needed to accomplish the goal.

5. Develop plan

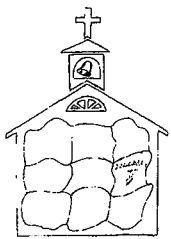
The board may develop the plan for accomplishing the goal as they develop the goal statement. Some goals will have relatively simple plans; others will need considerable detail.

The plan will do the following:

- ✍ List the steps for accomplishing the goal
- ✍ Develop a schedule to be followed to accomplish the goal
- ✍ Identify the persons responsible for each step
- ✍ Identify the resources needed

6. Implement plan

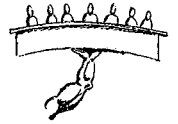
Once the goal has been approved, the board will move forward according to the set schedule. They will inform and supervise the people involved. They will develop and maintain momentum. Above all, they will keep the constituents informed and help them to feel excited because improvement is occurring.



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6V Pieces to Remember

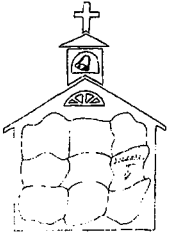
- ✍ The Board of Education is responsible for the entire operation of the school.
- ✍ The principal is the key resource to the Board of Education.
- ✍ Boards of Education make policy. Principals carry out policy.
- ✍ The principal must keep the board apprised of current developments in education.
- ✍ A good agenda ensures an effective meeting.
- ✍ The Board of Education and the principal will assist each new member of the board to understand the board's functions, policies, and procedures.
- ✍ Board members can support the school and its teachers by being more visible.
- ✍ The principal will communicate the issues and concerns of the faculty to the board.
- ✍ The Board of Education should maintain a policy on the support and compensation for called workers.
- ✍ The Board of Education oversees curriculum development and the supervision of teachers and instruction.
- ✍ The support and care of teachers is a direct responsibility of the Board of Education.
- ✍ Goals are essential for every school that is working for improvement.



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Principal's Resourcebook



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