



LAS VEGAS RECONCILIATION COMMITTEE REPORT

Nevada-Utah Conference

[Abstract](#)

This report was generated to address prior concerns and to ensure the protocols were in place to rectify prior issues. The enclosed recommendations were communicated to the K-12 Board of Education.

Introduction

In the beginning, Las Vegas had two schools that provided Adventist education in the Las Vegas Valley: Las Vegas Junior Academy (LVJA) established in 1946 and Abundant Life Christian Academy (ALCA) established in 2009.

LVJA was located initially on Gass and 10th Street with grades 1 through 4. As the school expanded, it relocated to 6059 West Oakey Boulevard, its present location, serving grades Kindergarten through 10 with an annual enrollment of between 100 and 125 students.

ALCA began as part of Abundant Life Seventh-day Adventist Church located at 1720 North J Street serving grades 1-8 with an annual enrollment of between 30 and 40 students. ALCA added Kindergarten its second year of operation.

Because of the Covid-19 Pandemic, both schools began to face financial challenges. The Nevada-Utah Conference officials began discussions about the possible closure of both schools to establish a new conference school in the Las Vegas Valley. Meetings with the pastors, board members and staff from both schools were conducted with the superintendent of education, the conference president and other conference officials. During these meetings, it was discovered that there were some grievances and/or issues that needed to be addressed in order to ensure that this new conference school was fair and equitable to all parties involved. In order to discover the issues that needed to be reconciled to ensure the success of the new conference school, the creation of a Reconciliation Committee was voted on and approved by the conference board.

The Reconciliation Committee was created to help identify any grievance or issue, acknowledge the situation, and establish guidelines to handle similar experience(s). It was decided that this committee be comprised of equal representation from both schools. The committee began meeting in May 2020, for the purpose of addressing these concerns and creating a document to help guide the administration and staff of the new conference school should the same or similar event(s) occur in the future. After many meetings and discussions, the Reconciliation Committee members decided that they needed to hear from parents, staff, teachers, or former students.

The superintendent of education developed a survey that was disseminated to all of the churches that supported both schools. The survey included a section for comments from the participants that included an invitation to come before the Reconciliation Committee to express, confidentially, their concerns.

Several interviews with those concerned individuals were scheduled over the weeks that followed the collection of data from the surveys with members responding to the survey. During these interviews common concerns/issues began to emerge. A list of themes was identified and a report was generated to address prior concerns and to ensure the protocols were in place to rectify prior issues. These themes are: culture, customer service, classroom management, professional development, assessment, differentiated instruction, fiscal management/advancement and development, and educational foundation. Recommendations, the final goals, were communicated to the K-12 Board.

Reconciliation Committee Members

Sherri Hannon, Facilitator

Dr. Jummy Abiodun

Pastor Melody Darrow

Dr. Mary Greene

Pastor Oneil Madden

Edward Mason

Angela Rawls

Karla Rojo

Dr. Eileen White

Acknowledgement

We would like to express our appreciation to all of the individuals who were instrumental in the formation of this document. Our gratitude extends to the superintendent of education, the conference president and the members of the Nevada-Utah Conference who contributed their time and expertise. Additionally, we express our sincere appreciation to the pastors who assisted in the distribution of the survey that was designed by the superintendent of education, and the church members who completed and returned the survey to assist in guiding our direction, as well as those parents, teachers, administrators, and former students who came before this committee with their concerns and/or comments. It is because of the contributions of all of these individuals that we were able to develop this document to provide guidance and direction as we move forward.

TABLE OF CONTENTS

I. Culture	5
II. Customer Service	7
III. Classroom Management	10
IV. Professional Development	13
V. Assessment	16
VI. Differentiated Instruction	20
VII. Fiscal Management/Advancement and Development	24
VIII. Educational Foundation	28
IX. Conclusion	31
X. Appendix	33

Culture

Context:

The culture of a group can be defined as a pattern of shared basic assumptions that was learned by a group as it solved its problem of external adaption and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.¹

School culture is the collective beliefs and values that influence policies and practices within a school and is the driving force behind everything else. The rules that govern how people behave, treat one another, and solve difficult problems in a school are often unwritten, creating multiple possibilities for misunderstanding, conflict, and distrust. In a toxic school culture, these unwritten or unspoken rules protect the status quo and perpetuate negative attitudes and behaviors.²

Trust, a construct composed of 4 concepts (1. Respect, 2. Competence, 3. Personal Regard, and 4. Integrity) is the lubrication that makes it possible for organizations to work. Trust implies accountability, predictability, and reliability. Trust is also the glue that maintains organizational integrity.²

Vegas Valley Adventist Academy is a new school seeking to develop a new culture built on trust. There will be written policies, procedures, and rules creating a healthy school culture. Decisions will be based on what is best for students.

In order to ensure a healthy culture, there is a need to develop an equity plan, which includes the following:

1. Policies and procedures
2. An inclusive school environment
3. Embeds equality throughout the curriculum
4. Recognizes and responds to prejudice related incidents

¹ Schein E.H. (2004). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass.

² McEwan, Elaine. (2003). *Ten Traits of Highly Effective Principals: From Good to Great Performance*.

Recommended Policy:

Vegas Valley Adventist Academy is committed to building a diverse, equitable, and inclusive school. We seek to enable all members of the school community (students, faculty, staff, parents, and visitors) to achieve their full potential in an environment characterized by equality of respect and opportunity.

Guidelines/Principles:

- Foster a school culture and climate that is welcoming, understanding, caring, and respectful.
- Create a safe and secure learning environment that is motivating for all students.
- Acknowledge, celebrate, and further develop the strengths of all students.
- Enable each student to develop a sense of personal and cultural identity that is confident, receptive, and respectful towards others.
- Ensure collective responsibility for the teaching and learning of all students.
- Nurture a culture of trust and collaboration among faculty.
- Increase a sense of belonging in the school.
- Ensure a culture of quality.
- Implement best practices of customer service.

Responsibilities:

The governing board is responsible for ensuring that Vegas Valley Adventist Academy complies with the policy and related procedures and strategies.

The principal is responsible for implementing this policy, for ensuring that all staff are aware of their responsibilities, and are offered appropriate training. To assist the principal, professional development and resources for faculty and staff on diversity, anti-racism, equity, and inclusion will be required. All staff is expected to appropriately resolve related incidents that may occur.

Customer Service

Context:

Customer service is defined as the support you offer your customers, both before and after they buy and use your products or services that helps them have an easy and enjoyable experience with you. Offering amazing customer service is important if you want to retain customers and grow your business.

Customer service in education refers to the experience that students and stakeholders have interacting with their education. There are several types of customers on a school campus - students, teachers, parents, and stakeholders. They need to be informed about how the school is run (or culture of the school) and what is expected of them. Providing an organized and well-structured customer service approach will make your students (and community) happier and more productive, and they will represent and promote the school in all aspects on and off campus.

Excellence in customer service is attained by building a good relationship with everyone who wants Vegas Valley Adventist Academy to succeed and provide the tools needed to have one-on-one communication. Providing a positive, confidential, helpful, and friendly school environment (as soon as people step in the door) will ensure that students and families leave with a strong impression of a school that cares about them and portrays God's love through all of its staff and administration.

There are three obvious guidelines when it comes to excellent customer service, and Vegas Valley Adventist Academy would like to provide them as part of the new approach that students, parents, teachers, and stakeholders will receive: 1) responsiveness – quick and efficient response through social media, email, or phone, 2) availability – having information to distribute and available for every family, and 3) service awareness – listen and seek feedback appropriately with each request.

To ensure Vegas Valley Adventist Academy provides the best customer service:

- We want to know what our families consider to be good customer service.
- We want to find out what are our students' expectations.
- We want to follow up on positive and negative feedback.
- We want to ensure we consider customer service in all aspects.
- We want to continuously improve our customer service.

Vegas Valley Adventist Academy is a school that seeks to provide its students and families with fresh new customer service that will establish procedures and guidelines for dealing with suggestions and issues, and committees that will make decisions based on what is best for all its students.

The need to develop an equity service which includes the following:

1. Policies and guidelines to address any arising issues/concerns and suggestions
2. Respectful and confidential treatment
3. Equitable distribution of services
4. Transparency in finances and any other information given

Recommended Policy:

Vegas Valley Adventist Academy is committed to providing respectful and transparent customer service. We want all families to feel welcome to allow all members of the school community (students, teachers, parents, and stakeholders) to be informed and receive equal, confidential, and respectful service.

Guidelines/Principles:

- Offer a service that is clear and respectful.
- Develop informing methods that strengthen communication with families.
- Ensure each family privacy and confidentiality.
- Build trust and collaboration with each family.
- Develop an available and open-to-feedback customer service.

Responsibilities:

The governing board is responsible for ensuring that Vegas Valley Adventist Academy complies with this policy and related procedures and guidelines.

The principal and front office is responsible for implementing this policy, for ensuring that all staff are aware of their responsibilities, and are offered appropriate training. To assist the principal, there should be designated committees (e.g. help with arising conflicts). All staff is expected to deal with related incidents that may occur.

Please refer to Appendix 1 “Customer Service - Confidentiality and Privacy Definitions” for additional information and/or resources.

Classroom Management

Context:

The Seventh-day Adventist Church operates a school system to ensure that its youth may receive a balance of physical, mental, moral, social, and vocational education in harmony with denominational standards and ideals, with God as the source of all moral value and truth. His revealed mind and will are the criteria for right and wrong. The stated interest of the church is in the optimum development of the whole child for both this life and the life hereafter. (The General Conference Working Policy Education Statement, 1998, education.gc.adventist.org)

In order to fulfill this mission, dedicated Christian teachers are essential. Teachers play a key role in classroom management because of the rules and procedures they introduce that ensure smooth and effective learning processes. Classroom management is a term used to describe the process of teaching in a disciplined manner, which allows students to learn and gain knowledge on certain topics in a calm environment. The term also incorporates the various techniques used to prevent disruptive behavior in classrooms as well as the methods used to motivate students.

The lack of rules can lead to a chaotic environment where students do not learn as well. In his book *Classroom Management that Works: Research-Based Strategies for Every Teacher* (2003), Robert Marzano cites a survey by S. Paul Wright, Sandra Horn, and William Sanders conducted in 1997 among 60,000 students, where it demonstrated that improving teachers' effectiveness results in better achievements for students. "Individual teachers can produce powerful gains in student learning,"

The interaction between teachers and students is another key element of classroom management. Generally, teachers who develop good and positive relations with their students are expected to more easily introduce rules and procedures and implement discipline methods. Teachers showing concern about their students are often rewarded with good teamwork. On the contrary, those who fail to cultivate a good relationship with students from the very beginning usually get resistant attitudes.

Because Vegas Valley Adventist Academy is a new school seeking to develop a new classroom management plan, it will have written policies, procedures, and rules to ensure a healthy school environment where students are excited about learning, know the expectations, and are prepared to succeed throughout their life.

Recommended Policy:

The following school-wide and one-on-one approaches to classroom management largely work across subjects and grade levels. Implementable without administration and/or parent support, they should establish an orderly -- yet friendly and engaging -- environment. Look forward to better teacher-to-student and student-to-student interactions as a result.

Guidelines/Principles:

The classroom management plan should:

- 1) Have rules that are simple and easy to understand.
- 2) Encourage student's help to establish rules and guidelines.
- 3) Document rules that are posted and are referred to often.
- 4) Encourage initiative.
- 5) Offer praise.
- 6) Model ideal behavior.
- 7) Use non-verbal communication whenever possible.
- 8) Avoid punishing the whole class.
- 9) Give tangible rewards.
- 10) Make positive letters and phone calls to students and to parents.
- 11) Build excitement for content.
- 12) Offer different types of free study time.
- 13) Write group contracts.
- 14) Assign open-ended projects.

Responsibilities:

The governing board is responsible for ensuring that Vegas Valley Adventist Academy complies with the policies, procedures, and strategies set down by the North American Division's approved policies and guidelines for Adventist education.

The principal is responsible for implementing this policy, for ensuring that all staff are aware of their responsibilities, and are offered appropriate training.

Effective classroom management can help transform a classroom into a peaceful learning environment. When a student misbehaves, the teacher strives to match the appropriate response to the misbehavior. The response should decrease the chance of defiance, not increase it. While misbehavior is frustrating, remember to use a neutral, pleasant tone of voice and check your body language – smile, keep your head up, walk slowly, and maintain your personal space.

Responses should match the tone of the misbehavior, and should be as low key as possible. Don't start talking as your first intervention. Use non-verbal or minimal responses first. There are three basic levels of responses: low level, medium level, and high level. (Refer to Vegas Valley Adventist Academy's 2020 School Handbook.)

When serious discipline problems happen, it is the responsibility of the administration and the faculty to handle these problems according to the guidelines and policies, remembering that corporal punishment is never an option.

In the multi-grade classroom, classroom management is imperative! Good classroom management helps both the teacher and the students by laying out specific and appropriate procedures that help students know what to do, thus allowing teachers to focus on working with students to ensure their success.

Please refer to Appendix 2 "Principles of Classroom Management" for additional information and/or resources.

Professional Development

Context:

Professional development is the continuous process of acquiring new knowledge and skills that relate to one's profession, job responsibilities, or work environment. It plays a key role in maintaining trained, informed, and motivated employees regardless of job classification.

“Professional development is a consciously designed systematic process that strengthens how staff obtain, retain, and apply knowledge, skills and attitudes.”³

Professional teachers are bound by a series of codes of practice and professional codes of conduct and standards befitting their roles. Teachers of all levels are required to demonstrate a high level of professional ethics and values while demonstrating innovation and competence while delivering the curriculum using methods that are diverse enough for all student learning styles and abilities.

In addition, students not only learn subject matter from their teachers, they learn from behaviors and attitudes of how professionals respond to situations, personal challenges, and how to be organized. Increasingly, teaching professionals' personnel and private conduct has become scrutinized as part of their professionalism.

The ultimate goal of professional development (PD) is the effective implementation of skills and strategies of learning based on research and best practices.⁴ Research indicates that quality PD can improve both teacher practice and student improvement.⁵ To ensure students receive current subject information and relevant changes, teachers need to constantly update their subject knowledge as part of their ongoing PD.

Recommended Policy:

³ Beam M, Ehrlich G, Donze Black J, Block A, Leviton LC. Evaluation of the Healthy Schools Program: Part I. Interim progress. *Prev Chronic Dis* 2012;9:110106. DOI: <http://dx.doi.org/10.5888/pcd9.110106>

⁴ “Healthy Schools Start Here.” *RMC Health*, 9 Jan. 2020, www.rmc.org/.

⁵ *Best Practices*. 24 Jan. 2020, www.nga.org/bestpractices/.

Vegas Valley Adventist Academy recognizes the need for faculty and staff to replenish their knowledge and acquire new skills to do their jobs effectively. The development of an ongoing professional development plan will benefit both the teachers and the school at large.

Guidelines/Procedures:

- All faculty and staff are covered by this policy.
- Collaborate to build a continuous culture of professional development.
- Identify faculty and staff professional development needs.
- Develop coaching strategies to support identified professional development needs.
- Evaluate the success of professional development training efforts.
- Keep records for references and improvement opportunities.
- Develop individual professional development plans.
- The faculty and staff will strive to make the most out of professional development trainings by studying and finding ways to apply knowledge to their work.

Responsibilities:

The governing board is responsible for budgeting funds for professional development.

The principal and superintendent of education are responsible for assessing training needs, maintaining budget and training schedule, assisting with learning and development activities and strategies, and promoting school-wide training programs and employee development plans.

The principal or designee is responsible to facilitate professional development activities.

The data collected through interviews and surveys suggests the following areas could be improved through professional development:

- Culture/school culture
- Classroom management
- Customer service
- How to teach young men of color
- Teacher and parent communication and relationships

Professional development presentations were conducted August 17-20, 2020:

Classroom Management – Dr. Mary Greene, PhD

New Beginnings/Faculty Assessment – Dr. Linda Ammons, JD

Culture/School Culture – Dr. Linda Ammons, JD

Educational Resources:

1. REACH – NAD professional growth webinars, training modules, and presentations
2. AVID – Open Access teachers’ portal- Equity, Diversity, Inclusion , Study Skills and Remote Learning
3. Adventist Learning Community

Assessment

Context:

Education is not only about learning for the sake of intellectual growth. Adventists believe in developing physically, empathetically, socially, and spiritually, too. Ideally, education should change and cultivate every aspect of our lives, bringing us that much closer to what God originally planned for us to have and to be. ⁶

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. While educational assessments and tests have been around since the days of the one-room schoolhouse, they have increasingly assumed a central role in efforts to improve the effectiveness of schools and teaching. Standardized test scores, for example, are arguably the dominant measure of educational achievement in the United States and they are also the most commonly reported indicator of school, teacher, and school-system performance.

While assessments are often equated with traditional tests—especially the standardized tests developed by testing companies and administered to large populations of students—educators use a diverse array of assessment tools and methods to measure everything from a four-year-old’s readiness for kindergarten to a twelfth-grade student’s comprehension of advanced physics. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning—e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings.

Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming, or social services. In addition, assessments are developed by a wide array of groups and individuals,

⁶ Conference, Pacific Union. *Seventh-Day Adventist Church*. paucedu.adventistfaith.org/.

including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions.

New technologies and software applications are also changing the nature and use of assessments in innumerable ways, given that digital-assessment systems typically offer an array of features that traditional paper-based tests and assignments cannot. For example, online-assessment systems may allow students to log in and take assessments during out-of-class time or they may make performance results available to students and teachers immediately after an assessment has been completed (historically, it might have taken hours, days, or weeks for teachers to review, score, and grade all assessments for a class). In addition, digital and online assessments typically include features, or “analytics,” that give educators more detailed information about student performance.

Recommended Policy:

The development of an assessment plan should include several different assessment tools:

- Interest inventories
- Standardized testing instruments
- In-person interviews

Adventist Education recommends the use of [MAP Growth standardized testing](#). MAP Growth measures what students know and informs what they’re ready to learn next. By dynamically adjusting to each student’s responses, MAP Growth creates a personalized assessment experience that accurately measures performance. Performance reports help teachers teach, students learn, and administrators lead. This assessment strategy embraces the principles of differentiated instruction strategies.

The North American Division (NAD) Educational standards describe what students should know and be able to do. The NAD curriculum is based on these standards. MAP assessments are particularly useful in standards-based education, as they measure students’ academic growth in gaining the knowledge described in the NAD standards, as well as the level of understanding the students have achieved.

Guidelines/Principles:

While it is the responsibility of the governing board for ensuring that Vegas Valley Adventist Academy complies with the policy and related procedures and strategies as set down by the Pacific Union Conference Office of Education, it is the responsibility of this committee to make recommendations to Vegas Valley Adventist Academy with reference to best practices in education. Assessment is a vital part of the educational process. With this in mind, our recommendations are as follows:

- Multiple measures will be used for the placement of new students such as placement tests, report cards, and transcripts. These screening assessments should be the instruments used initially to determine student grade-level placement when they are enrolled in school and are generally administered by administration. The results would be approved in a conversation with the principal, the teacher, and the parent.
- Pre-assessment, formative assessments, summative assessments, interim assessments, performance assessments, and portfolio-based assessments are generally used by the classroom teacher to track student progress in order to determine whether the student in question is grasping the concept(s) or if they need additional help and/or support.
- Assessments for retention will follow the Nevada-Utah Conference/Pacific Union Conference approved policies and procedures.
- High-stakes assessment, standardized assessments, standards-referenced or standards-based assessments, and common assessments are used to evaluate the effectiveness of the teacher and the instructional methods as well as the effectiveness of the school.

Responsibilities:

The purpose of an assessment generally drives the way it is designed, and there are many ways in which assessments can be used. Given that assessments come in so many forms and serve so many diverse functions, a thorough discussion of the purpose and use of assessments could fill a lengthy book. The following descriptions, however, provide a brief, illustrative overview of a few of the major ways in which assessments—especially assessment results—are used in an attempt to improve schools and teaching:

- System and school accountability - The purpose of an education accountability system is to focus school leaders and teachers on helping more of their students gain the skills and knowledge that they need for success in life and as citizens.
- Teacher evaluation - In general, teacher evaluations refer to the formal process a school uses to review and rate a teacher's performance and effectiveness in the classroom.
- Instructional improvement - Instructional improvement systems mean technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and data to precisely manage continuous instructional improvement, including such activities as: instructional planning, gathering information (through assessments), analyzing information, and using this information to inform and evaluate the effectiveness of instruction.
- Learning needs identification - In a nutshell, the needs of the learners should determine the availability of supplementary material, accessibility of equipment and supplies, as well as the seating arrangements. It is paramount that the teachers identify and meet individual learner needs when teaching.

Please refer to the following for additional information and/or resources:

Appendix 3 "Educational Assessments Defined"

Appendix 4 "Websites that Complement Assessment"

Differentiated Instruction

Context:

“A differentiated classroom is one in which a teacher provides a variety of avenues to content (what is taught), process (activities through which students come to understand what is taught), and products (how a student shows and extends what he or she has learned) in response to the readiness levels, interests, and learning profiles of the full range of academic diversity in the class.”⁷

Learners progress in many different ways. A natural, brain-friendly cycle of learning suggests that learners learn best when they can: 1) connect to personal experience (connect), 2) develop a conceptual understanding (explain), 3) practice and apply new knowledge (apply), and 4) synthesize to create new ideas (extend). This instructional cycle recognizes these elements of teaching and learning as essential.

Instruction focused on these four stages will appeal to all learners: those who enjoy talking about what’s happening in their lives, those who want more information about the topics being studied, those who want to know how the new concepts fit with real life, and those who want to creatively apply what they’ve learned to their own context in collaboration with others and other individuals.

Differentiation is not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information.⁷ Differentiated instruction means that you observe and understand the differences and similarities among students and uses this information to plan instruction. The basic idea is that the primary educational objectives—making sure all students master essential knowledge,

⁷ Tomlinson, Carol A., and Susan D. Allan. *Leadership for Differentiating Schools & Classrooms*. Association for Supervision and Curriculum Development, 2000.

concepts, and skills—remain the same for every student, but teachers may use different instructional methods to help students meet those expectations.

Recommended Policy:

Differentiation refers to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students with diverse learning needs in the same course, classroom, or learning environment. This style of teaching complements the educational goals of Adventist education.

Guidelines/Principles:

The need to develop an educational plan that includes the following key principles that form the foundation of differentiated instruction is essential to the Adventist worldview of education:

- Ongoing, formative assessment: Teachers continually assess to identify students' strengths and areas of need so they can meet students where they are and help them move forward.
- Recognition of diverse learners: The students we teach have diverse levels of expertise and experience with reading, writing, thinking, problem solving, and speaking. Ongoing assessments enable teachers to develop differentiated lessons that meet every student's needs.
- Group Work: Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.
- Problem Solving: The focus in classrooms that differentiate instruction is on issues and concepts rather than “the book” or the chapter. This encourages all students to explore big ideas and expand their understanding of key concepts.
- Choice: Teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating assignments that meet students' diverse needs and varied interests.

From this list you can see that differentiated instruction asks teachers to continually strive to know and to respond to each student’s needs to maximize learning. Differentiation techniques may also be based on specific student attributes, including interest (what subjects inspire students to learn), readiness (what students have learned and still need to learn), or learning style (the ways in which students tend to learn material best).

Differentiated instruction typically entails modifications to:

- Practice (how teachers deliver instruction to students)
- Process (how the lesson is designed for students)
- Products (the kinds of work products students will be asked to complete)
- Content (the specific readings, research, or materials students will study)
- Assessment (how teachers measure what students have learned)
- Grouping (how students are arranged in the classroom or paired up with other students)

Responsibilities:

The Pacific Union Conference of Seventh-day Adventists coordinates a system of church schools for the education of its youth, kindergarten through graduate school. The purpose and aim of this educational program is to promote the harmonious development of the whole person – spiritual, intellectual, physical, and social.

The governing board of Vegas Valley Adventist Academy (VVAA) is responsible for ensuring that VVAA complies with the policies and related procedures and strategies as set down by the Pacific Union Conference K-12 school system.

Differentiated Instruction is commonly used in “heterogeneous grouping”—an educational strategy in which students of different abilities, learning needs, and levels of academic achievement are grouped together. In heterogeneously grouped classrooms, for example, teachers vary instructional strategies and use more flexibly designed lessons to engage student interests and address distinct learning needs—all of which may vary from student to student.

Combining MAP Growth standardized testing to guide and complement Differentiated Instruction, the students who attend Vegas Valley Adventist Academy will be given the most progressive teaching techniques to ensure that this educational program meets the requirements of the North American Division (NAD) educational standards as well as the Adventist worldview, to promote the harmonious development of the whole person-spiritual, intellectual, physical, and social.

Please refer to the following for additional information and/or resources:

Appendix 5 “Differentiated Instruction”

Appendix 6 “Differentiated Instruction Comparison Chart” for additional information and/or resources.

Fiscal Management/Advancement and Development

Context:

The newly formed Nevada-Utah Conference School “Vegas Valley Adventist Academy” (VVAA) in Las Vegas resulted from the need to consolidate Abundant Life Christian Academy (ALCA) and Las Vegas Junior Academy (LVJA) and their resources. Historically, these schools received funding from several sources: school fees and tuitions, local church subsidies, Nevada-Utah Conference (NUC) subsidies, the Pacific Union Conference (PUC), and a few private donors.

We recognize that our newly formed area conference school (VVAA) will need additional funding sources so that this school can grow into a world-class school for Adventist education in the Las Vegas Valley. Additional funding streams are needed to meet its established financial obligations and provide for this growth.

There will be a need to establish a Finance and Facilities standing committee to oversee budget, audit, and plant facilities issues as well as an Advancement and Development standing committee to raise funds annually for the school to ensure future expansion. These committees will be established and chaired according to the Vegas Valley Adventist Academy Constitution and By-laws, will report to the school board, the K-12 board, and will follow the guidelines established by the Nevada-Utah Conference.

It is recommended that the Finance and Facilities and Advancement and Development Committees investigate the feasibility of establishing a foundation that will receive and manage funds to support the advancement of Adventist educational endeavors in the Las Vegas Valley.

The Purpose of the Finance and Facilities Committee:

The purpose of the Finance and Facilities Committee is to ensure that VVAA is recognized as a world-class Adventist school in the Las Vegas Valley. This committee will be composed of the school’s treasurer, a parent, a teacher (if available), a pastor, corporate sponsors, and additional expertise as needed.

Recommended Policy:

The Finance and Facilities Committee is a standing committee composed of school board members with fiscal oversight of the school finances. In addition, the Finance and Facilities Committee will be responsible for accepting, reviewing, and recommending approval (or denial) of request(s) for funds for special projects.

Guidelines/Principles:

The administration, staff and faculty will encourage special projects, programs, and technologies that are designed to provide for the educational advancement of the school and follow these recommended guidelines:

- Ensure a fiscal management system that uses resources in ways that most directly and effectively meet the educational needs of students.
- Collaborate with administration in the planning of the school budget.
- Ensure resource allocations and expenditures are justifiable in terms of their expected impact on teaching and learning.
- Oversee audit functions such as reviewing the results of the audit and collaborate with staff to develop a corrective action plan to address any deficiencies and findings.
- Provide fiscal and accountability information to the board of trustees that is clear and easily understood.
- Collaborate with administration to oversee facility operational and future planning needs.
- Require and provide related fiscal training as needed that will enable staff to reach a level of competence.
- Communicate to the board of trustees and constituents how funds are used to support the school.

Responsibilities:

Trustees are to: 1) provide oversight of financial matters, having proper and adequate financial systems and controls in place, 2) identify school priorities and allocate resources to achieve objectives, 3) receive and approve budget and audit reports, and 4) monitor contracts. The Finance and Facilities Committee will assist trustees with this role. The administration is to implement fiscal policies, systems, and controls.

The Purpose of the Advancement and Development Committee:

The purpose of the Advancement and Development Committee is to assure VVAA has effective development and alumni relations and marketing and communication programs to maximize philanthropic support for the school and its recognition in the Las Vegas Valley and beyond.

Recommended Policy:

The Advancement and Development Committee exists to contribute to the strength and vitality of the school and will seek new streams of resources through fundraising campaigns. Vegas Valley Adventist Academy (VVAA) will develop plans to contract with professional fundraisers, innovative entities, and the NUC Treasury to ensure that appropriate accounting protocols are in place to accept philanthropic donations.

Guidelines/Principles:

The development of a successful school development plan with identified priorities for the advancement and development of VVAA will depend on the following guidelines and principles:

- Building and coordinating a multifaceted campaign using traditional and nontraditional means of fund raising: i.e., websites, social media, radio, TV, prints, email blasts, and personal letters. The goal is to get our message to our supporters wherever they are, in order to motivate them to be active supporters.
- Build relationships with current and new constituents, alumni, corporations, and private individuals to find new and growing sources of revenue.
- Work with the Home and School Association to coordinate and enhance special events and fundraising efforts.
- Uphold standards, best practices and ethics of gift acceptance.

Responsibilities:

The Board of Trustees will select the chair and members of the Advancement and Development Committee that have experience in development and marketing and the ability to open doors for external support of VVAA.

The committee will:

- Assure that VVAA has a clear set of fund-raising priorities, goals, and objectives. In addition, they will work with administration to develop an overall development plan including annual and capital fundraising activities to reach goals.
- Educate individual members of the board as to their responsibilities both as volunteers and donors to the school's various fund-raising programs.
- Develop a marketing/communication program that clearly enhances the reputation and recognition of VVAA.
- Assure that the cultivation, stewardship, and recognition of donors is appropriate for VVAA.
- Recommend to the board of trustees for approval policies and guidelines for accepting philanthropic gifts.
- Maintain liaison with the Finance and Facilities Committee to ensure that the objectives of each are consistent.

Please refer to the following for additional information and/or resources:

Appendix 7 "References, Websites, and Resources to Assist and Support Fundraising Activities"

Appendix 8 "Recommended Guidelines for Funding Requests"

Appendix 9 "Guidelines and Principles to Assist in the Development of a Successful Fundraising Campaign"

Appendix 10 "Successful Fundraising"

Educational Foundation

Context:

Educational foundations are private or not-for-profit organizations set up to act as charitable benefactors receiving gifts, raising funds for, and awarding scholarship, and grants. They exist to contribute to the strength and vitality of educational entities.

A gift is defined as anything of value given to the foundation. The donor relinquishes all possession and control when the donation is accepted by the foundation. The donor does not have the right of final selection of recipients. The foundation reserves the right to refuse all, or part, of a gift that is not consistent with its mission. It is the responsibility of the donor to seek professional advice with regard to any gift made to the foundation and the tax advantages/disadvantages.

Gifts to a foundation may be cash, service, goods, stocks, memorials, property, or any item of value. A foundation reserves the right to accept or reject any funds or gifts as deemed inappropriate by the board of directors. Gifts that are typically rejected are those that do not conform to the foundation's mission, cause an additional financial burden, request a quid pro quo, and/or violate the law.

Foundations recognize and receive two types of funds or gifts as follows:

1. Unrestricted – A donation given for distribution as directed by the board of directors, guided by the mission and funding priorities of the foundation.
2. Restricted – A donation given for a specific purpose as directed by the donor. The foundation board of directors must determine that the purpose of the donation is consistent with the foundation's mission and funding priorities before accepting the donation.

Recommended Policy:

_____ Foundation is dedicated to promote educational excellence and the support of Adventist educational programs for the Las Vegas Valley. The foundation activities and funds will be used to facilitate student achievement, to recognize and encourage staff excellence, and inspire community ownership, commitment, and confidence in Adventist education.

_____ Foundation is committed to responsible governance and financial management of funds. This foundation is operated exclusively for charitable purposes as a federally certified 501(c)(3) non-profit corporation for the receiving of contributions and the making of distributions that are consistent with its mission.

Guidelines/Principles:

- Develop a strategic plan to support educational excellence, to enhance student achievement, to recognize exemplary staff efforts, and foster community support and involvement with Vegas Valley Adventist Academy and other Adventist educational entities in the Las Vegas Valley.
- Establish all organizational aspects of foundation structure, policies, and procedures.
- Secure resources from the private sector and distribute them to support programs which provide enriched educational experiences which are not possible through regular operational funds.
- Establish short-term and long-term goals and objectives for the foundation.
- Build relationships with current and new constituents and serve as a catalyst for increased community awareness and involvement in its educational entities.
- Ensure the long-term viability and success of the foundation and local educational entities.

Responsibilities:

Individuals chosen for the board of directors should have a genuine interest in the mission and goals of the foundation and the willingness to use their time, influence, financial support, and specialized knowledge for the benefit of the students and staff that will be supported through the foundation's work.

Directors provide leadership in planning and development of resources for the foundation. They will serve as ambassadors of goodwill for the foundation and carry the foundation's mission to individuals and groups. Directors will cultivate and solicit prospects for charitable giving within the mission and goals established for the foundation, establish fundraising goals and guidelines, contribute financially to the foundation, and serve on sub-committees of the foundation.

Conclusion

Adventist education imparts far more than academic knowledge. It fosters a balanced development of the whole person — physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Using the recommendations, guidelines, and principles expressed in this document, Vegas Valley Adventist Academy (VVAA) will continue to emphasize high expectations for students academically and spiritually. VVAA articulates the fundamental educational practices specific to the school as it endeavors to implement the individual components of its academic domains to achieve unmatched academic results.

As it strives to provide a world class Christian education to its students, it underscores the high expectations it has for each student. The core of Vegas Valley Adventist Academy (VVAA) will concentrate its focus, its goal, and its commitment on these five domains:

1. **Spiritual Development:** VVAA incorporates a spiritual curriculum that is an integral part of all that happens on campus, both in and out of the classroom.
2. **Physical and Health:** Students at VVAA participate in activities related to health and personal care routines.
3. **Social-Emotional:** VVAA’s curriculum promotes the development of student’s interpersonal skills: self-awareness and self-control, as well as intrapersonal skills to develop relationships with others around them.
4. **Language/Communication:** VVAA teachers place emphasis on teaching students to use language to communicate ideas and experiences, to ask effective questions, and to express their feelings.
5. **Cognitive Development:** VVAA establishes positive approaches to learning, engages and sustains attention to age-appropriate tasks, emphasizes creative expression and fine arts, and incorporates art, drama, practical arts, music, mathematics, science, social studies, and technology throughout the curriculum.

Instructional Paradigm:

A fundamental principle of instruction for teachers at VVAA is to provide for the cognitive, physical, and spiritual growth of the individual student. Adventist education stresses the importance of preparing students not just for success in this life but also for eternity. The ultimate goal of each teacher at VVAA is to assist students in both their academic growth and their personal relationship with Jesus Christ.

The principle of diverse teaching methodologies is to achieve personalized learning tailored to individual student's needs. Our teachers are being challenged to broaden their repertoire of teaching strategies to meet the needs and strengths of students from a tremendous diversity of backgrounds and cultures. VVAA encourages the development and use of several diverse teaching strategies designed to respond to each student as an individual.

Extensive professional development is provided to assist teachers as they expand their teaching strategies. These diverse teaching methodologies include student centered teaching techniques such as:

- Project-based learning
- Differentiated learning
- Inquiry-based learning
- Expeditionary learning
- Problem-based learning
- Place-based learning
- Service learning

Appendix

APPENDIX 1

Customer Service: Confidentiality and Privacy Definitions

Confidentiality

Confidentiality refers to your obligation not to disclose or transmit information to unauthorized parties. Confidentiality extends to information about either individuals or organizations. In schools, districts, or state education agencies that usually means establishing procedures that limit access to information about students or their families. This access extends to the school officials who work directly with the students, agency representatives who serve as evaluators or auditors, or individuals who act on behalf of authorized education officials.

Privacy

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Privacy is a uniquely personal right that reflects an individual's freedom from intrusion. Protecting privacy means ensuring that information about individuals is not disclosed without their consent. A student's right of privacy is violated when personal information is disclosed to others without consent, or when he or she is being asked for personal information by others who have no legal basis to do so. While *confidentiality*, defined above, refers to restricting disclosure of information to authorized individuals only, *privacy* refers to protection from personal intrusion.

https://nces.ed.gov/pubs97/p97527/Sec1_txt.asp

APPENDIX 2

Principles of Classroom Management

The beginning of the school year is essential for establishing effective classroom management. At this point in the year, your students are still trying to assess you and what their experience at school will be like for the year. As your relationship with your students strengthens, behaviors will decrease in frequency and intensity. You may not see a dramatic change, but often this is because you are too close to the situation to see the difference you are making. Remember, our ultimate goal is for our students to find success long after they have left the classroom – and that kind of lasting impact and change takes a good deal of time.

Slow and steady wins the race when it comes to behavior. It took a long time for the behaviors you are witnessing to become ingrained into poor habits, which means it will take a long time for those patterns to change. As the novelty of the new school year wears off, you may see an increase in negative behaviors from your students. This is normal and should be expected. As you work to retrain the brain of your students and help them demonstrate more positive behaviors, keep in mind that there are no shortcuts. Office referrals, calls home, the signing of behavior folders and other punishment/reward systems may have a short term impact, but be careful that they are not at the cost of a relationship – specifically, your relationship with the student.

Be unwavering in the expectation that your students will find success. The following guidelines will assist you in creating an effective classroom management plan:

- A good discipline policy begins with simple, fair, consistent, and reasonable expectations.
- Rules should be few and written in clear language.
- Involve students in making decisions about school policies and programs.
- Administration should follow the approved policies of the school, union, and state/province.
- Discipline should be redemptive and progressive.
- Discipline policies should also include the steps of due process to be followed.

In order for progressive discipline to be most effective, communication must take place between the school and the parents of the student involved.

- Emphasize positive relationships among students and faculty/staff.
- Treat students with respect.
- Focus on student engagement and academic success.
- Help students feel safe expressing their feelings.
- Implement school-wide education and training to promote a positive school community.
- Involve families in meaningful ways.
- Offer extended-day programs for students (e.g., athletics).
- Promote good citizenship and character.
- Report students who are suspected of being abused or neglected.

Facilitating a safe culture can minimize the threat of violent episodes from within the school community. Listed below are some things that can be done to decrease the likelihood of a violent episode:

- Design an effective discipline policy including harassment, social media guidelines, and cyberbullying.
- Develop connections to community resources.
- Devise a system for reporting and analyzing student behaviors that raise concerns about potential violence, even when the behavior is not criminal.
- Discuss safety and security issues openly.

Low Level Responses:

Use these techniques when the misbehavior begins. They communicate that the teacher is aware of the behavior but unwilling to stop the flow of the class.

- Proximity – Move closer to the misbehaving student to indicate your awareness of the misbehavior. Keep the flow of the class going from beside the student. When the misbehavior stops, move away. This allows the student to demonstrate self-control while not singling them out for their behavior.
- Light Touch – Gently touch a student’s chair, table, notepad, book, or electronic device. Again, this indicates awareness of the behavior.

- Gesture – Send a non-verbal message to the students to stop what they are doing: a finger over lips, shaking your head, holding up a finger or your hand, etc.
- The Look – Make eye contact with the student.
- The Pause – Stop talking in an inappropriate spot in a sentence. When the misbehavior stops, continue with whatever you were saying. Don't indicate your frustration; just carry on as though nothing happened.
- Use the Student's Name – Say it as though it belongs in the sentence, but in a very awkward place in the sentence.
- Focus on the Problem – Focus your correction on the object, if possible, instead of the student. For example, if a student is playing with their phone, you could touch the phone or quietly ask them to put it away instead of commenting on the behavior.
- Pick Your Battles – Choose to ignore incidental misbehavior and reserve your energy for the most critical issues. For example, with a large group there will be side conversations going on, as this is the reality of having a large group. You can also choose to ignore behavior that the student will most likely stop independently.

When low-level responses have been used without getting the desired results, it is time to move on to medium level responses.

According to the North American Division of Seventh-day Adventists, Adventist education will provide opportunity for students to accept Christ as their Savior, to allow the Holy Spirit to transform their lives, and to fulfill the commission of preaching the gospel to the entire world. To develop the “whole person” concept in each student, educate him or her to accept service as a way of life, to be sensitive to the needs of people at home and in society, and to become active members in the church.

APPENDIX 3

Educational Assessments Defined

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. While assessments can take a wide variety of forms in education and are used for various purposes in schools and educational systems, the following descriptions provide a representative overview of a few major forms of educational assessment:

- High-stakes assessments are typically standardized tests used for the purposes of accountability—i.e., any attempt by federal, state, or local government agencies to ensure that students are enrolled in effective schools and being taught by effective teachers. In general, “high-stakes” means that important decisions about students, teachers, schools, or districts are based on the scores students achieve on a high-stakes test.
- Pre-assessments are administered before students begin a lesson, unit, course, or academic program. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessments—they are generally used to: 1) establish a baseline against which educators measure learning progress over the duration of a program, course, or instructional period, or 2) determine general academic readiness for a course, program, grade level, or new academic program for transferring students.
- Formative assessments are in-process evaluations of student learning that are typically administered multiple times during a unit, course, or academic program. The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students and are generally not graded.
- Summative assessments are used to evaluate student learning at the conclusion of a specific instructional period—typically at the end of a unit, course, semester, program, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period.

- Interim assessments are used to evaluate where students are in their learning progress and determine whether they are on track to performing well on future high-stakes assessments.
- Placement assessments are used to “place” students into a course, course level, or academic program. Placement assessments are administered before a course or program begins, and the basic intent is to match students with appropriate learning experiences that address their distinct learning needs.
- Screening assessments are used to determine whether students may need specialized assistance or services, or whether they are ready to begin a course, grade level, or academic program. Screening assessments may take a wide variety of forms in educational settings, and they may be developmental, physical, cognitive, or academic.
- Standardized assessments are designed, administered, and scored in a standard, or consistent manner. They often use a multiple-choice format, though some include open-ended, short-answer questions. Historically, standardized tests featured rows of ovals that students filled in with a number-two pencil, but increasingly the tests are computer-based. Standardized tests can be administered to large student populations of the same age or grade level in a state, region, or country, and results can be compared across individuals and groups of students.
- Standards-referenced or standards-based assessments are designed to measure how well students have mastered the specific knowledge and skills described in local, state, or national learning standards. Standardized tests and high-stakes tests may or may not be based on specific learning standards, and individual schools and teachers may develop their own standards-referenced or standards-based assessments.
- Common assessments are used in a school or district to ensure that all teachers are evaluating student performance in a more consistent, reliable, and effective manner. Common assessments may be “formative” or “summative.”
- Performance assessments typically require students to complete a complex task, such as a writing assignment, science experiment, speech, presentation, performance, or long-term project.

- Portfolio-based assessments are collections of academic work—for example, assignments, lab results, writing samples, speeches, student-created films, or art projects—that are compiled by students and assessed by teachers in consistent ways. Portfolio-based assessments are often used to evaluate a “body of knowledge”—i.e., the acquisition of diverse knowledge and skills over a period of time.

A standardized assessment can be a high-stakes assessment, for example, but so can other forms of assessment that are not standardized tests. A portfolio of student work can be used as both a “formative” and “summative” form of assessment. Teacher-created assessments, which may also be created by teams of teachers, are commonly used in a single course or grade level in a school, and these assessments are almost never “high-stakes.” Screening assessments may be produced by universities that have conducted research on a specific area of child development, such as the skills and attributes that a student should have when entering kindergarten to increase the likelihood that he or she will be successful, or the pattern of behaviors, strengths, and challenges that suggest a child has a particular learning disability or gift. In short, assessments are usually created for highly specialized purposes.

APPENDIX 4

Websites That Complement Assessment

» <http://www.youtube.com/watch?v=rL54bfmZPzY>

Welcome to REAL formative assessment! Measured Progress has created a DVD program that explores how REAL teachers implement REAL formative assessment in their classrooms. This clip documents teachers' use of techniques and tools to bring about gains in student learning.

» <http://michelledriskell.blogspot.com/2011/09/formative-assessment-in-first-grade.html>

This is a blog of a first grade teacher. She provides a definition of formative assessment, gives some ideas of strategies to use, and provides examples and excerpts from her first grade classroom. The blog also provides the opportunity for dialogue with other teachers regarding the use of assessment.

» <http://www.youtube.com/watch?v=B3HRvFsZHoo>

Dylan Wiliam stresses the importance of assessment as a key process for increasing teacher quality whilst having the biggest impact on student outcomes. He looks at some of the popular initiatives that aim to increase student achievement, such as learning styles, and presents research that shows formative assessment practices have a much greater impact on educational achievement than most other reforms.

» <http://www.youtube.com/watch?v=dxAXJEK--qk>

Kim Slusher uses assessment as a barometer of student learning in a multi-age primary classroom at Norton Elementary in Jefferson County.

» <http://www.youtube.com/watch?v=rL54bfmZPzY>

The Formative Classroom (Middle grade classroom used as example)

» <http://www.youtube.com/watch?NR=1&v=jzWraXa2qF0&feature=fvwp>

Formative vs Summative Assessment

APPENDIX 5

Differentiated Instruction

Differentiated instructional methods are based on a consensus among various instructional models created by noted researchers, curriculum developers, and learning theorists, such as Gardner, Tomlinson, McCarthy, Johnson & Johnson, Hunter, Marzano, Wiggins, and McTighe. These pioneers in educational research offer a number of models that promote teaching methods that meet the needs of individual learners and ensure whole-person learning.

- Differentiated Instruction
- Cooperative Learning
- 4MAT
- Inquiry Learning
- Project-based Learning
- Understanding by Design

Differentiation is a way of teaching that complements Adventist educational goals as set by the Nevada-Utah Department of Education and the Pacific Union Conference K-12 School System.

APPENDIX 6

The following comparison chart will help illustrate the Differentiated Instruction concept and its major component strategies:

Element	Traditional Example	Differentiated Example
Practice	A math teacher explains how to calculate slope to the entire class and gives students fifteen problems to practice.	A math teacher pre-tests students to determine their understanding of critical mathematical skills and then arranges students into groups based on their learning progress and understanding. Some students work online to practice the skills, some work in groups with the teacher, and some work individually with occasional teacher support.
Process	In an art class, students complete the following activities in order: write an artist statement, critique a peer's work, and then compile artifacts for a portfolio of their art.	Students determine the order in which they will write an artist statement, critique a peer's work, and compile artifacts for a portfolio of work. Some tasks can be done at home and some in class; some can be done collaboratively and some individually.
Products	In a social studies class, students write a four-page essay arguing a position related to free speech that uses supporting evidence drawn from historical and contemporary sources.	Students may elect to write an essay, op-ed, or persuasive speech, or they may create a short documentary arguing a position related to free speech that uses supporting evidence drawn from historical and contemporary sources.

Element	Traditional Example	Differentiated Example
Content	In English class, students read <i>The Adventures of Huckleberry Finn</i> and discuss the messages it conveys about race and racism in the United States.	Students choose between <i>The Adventures of Huckleberry Finn</i> , <i>Uncle Tom's Cabin</i> , and <i>Invisible Man</i> to discuss different messages about race and racism in the United States. The three groups share their knowledge with each other.
Assessment	In a Math class, students take an exam and are given a percentage grade based on how many answers were correct.	Students take an exam and receive feedback on which mathematics standards they have mastered, which standards they are making progress on, and which standards need more attention. The feedback suggests remedies for students with learning gaps and new projects for students who have mastered all the required skills and knowledge.
Grouping	Students are either grouped as a full class or they work independently most of the time.	Teachers use grouping strategies to address distinct learning needs. Students may be working independently, in small groups, in pairs, or using technology. Some groupings are by choice and some are assigned based on common learning needs. Some groupings or individual students work closely with the teacher and others have more independence.

Element	Traditional Example	Differentiated Example
Interest	In a Social Studies class, the teacher assigns a single topic, such as the Civil War, for a unit or project, and all students research the same historical event.	The teacher poses a question, such as “Why do Nations go to war?” Students may select a military conflict that interests them most and address the question in different ways—for example, one student may choose to read historical literature about World War II, while another student may research films about the Vietnam War.
Readiness	In an English course, the teacher plans out the course topics and reading assignments in advance, and all students work through the same series of readings, lessons, and projects at the same pace.	The teacher evaluates students to determine what they already know, and then designs lessons and projects that allow students to learn at different levels of difficulty, complexity, or independence. For example, teachers may determine reading levels and then assign a variety of texts, reflecting different degrees of difficulty, to ensure an appropriate level of reading challenge for each student.
Learning Style	In a Math course, every student receives the same problems and assignments, which are all structured in the same way.	The teacher assigns a topic. Some students choose to work with a software program that uses visual representations and simulations, other students work in teams and solve a series of problems from a book that increases in difficulty, and still others watch an online tutorial that can be viewed until the concept becomes clear.

APPENDIX 7

Fiscal Management/Advancement and Development: References, Websites, and Resources to Assist and Support Fundraising Activities

- Philanthropic Service for Institutions: <http://philanthropicservice.com>

The Seventh-day Adventist Church, North American Division recommends this website to assist in fundraising efforts.

- UPleaf: <https://upleaf.com>

UPleaf helps nonprofits thrive through smart web design, creative technology solutions, and strategic online communication. They offer integrated systems and online strategies to support and empower our nonprofit clients to reach their objectives.

- BetterUnite: www.betterunite.com

BetterUnite is the most extensive crowd-funding platform that lets you create, manage, and run campaigns for your nonprofit or your personal cause as well as providing Donor Management essentials.

Appendix 8

Fiscal Management/Advancement and Development: Recommended Guidelines for Funding Requests

Recommended guidelines the committee shall adhere to when reviewing a request for funds to finance and support special project(s):

1. Request for fund application shall be submitted at least three weeks prior to any scheduled committee meeting.
2. A fund request application must be completed in full.
3. The application packet shall include a written cover letter signed by an authorized person and printed on organizational letterhead.
4. Include a detailed list of items to be purchased.
5. Include a detailed itemized list of costs/fees. Estimates should include tax and delivery fees. The “total project cost” must be stated.
6. Specify the purpose of the requests for specific projects designed to benefit the school, community, and/or students (i.e. expansion to 12-grade school, new buildings, science/technology lab upgrades, state-of-the-art learning tool, etc.). The committee may approve specific qualified items in accordance with the Nevada-Utah Conference. An allowable purpose must be stated on the requests for consideration.
7. Purchase requests less than \$5,000 require one written estimate from a vendor.
8. Purchase requests \$5,000 or more require written estimates from three different vendors. Single purchases above \$1,000 will be paid directly to the vendor upon an invoice receipt.
9. If the funding request is in association with a special event (e.g. Daily school-wide broadcast, Christmas Pageant, etc.), all event specifics should be included, as well (i.e. date of event, times, location, etc.). Available event flyers may also be included.
10. Funds may be available to applicants annually and are approved based on available funds. The applicant will be sent a confirmation letter to confirm the action taken.

Appendix 9

Fiscal Management/Advancement and Development: Guidelines and Principles to Assist in the Development of a Successful Fundraising Campaign

1. Creating a multifaceted campaign – Building and coordinating a multifaceted campaign using traditional and nontraditional means of fund raising: i.e., websites, social media, radio, TV, prints, email blasts, and personal letters. The goal is to get our message to our supporters wherever they are, in order to motivate them to be active supporters.
2. Establishing a sense of urgency – Promotional campaigns should be timely – one week or two. Longer campaigns lose momentum. A short campaign creates a sense of urgency. Your impact statement or rallying cry for the campaign should be dramatic, your deadline looming large. The more urgent your campaign, the more your supporters will a) pay attention, b) act, and c) help spread the word.
3. Crafting a short, clear “Call to Action” – People respond better when they see a clear decisive line (i.e. Give a Dollar, Save a Turtle).
4. Establishing clear, decisive, realistic goal – Don’t set yourself up for failure by setting the bar too high. Develop attainable goals, but at the same time, be ambitious.
5. Making your donation process quick and easy:
 - Make your donation page mobile-friendly so people can donate from their phone without frustration.
 - Enroll in the “YouTube for Nonprofits” program so people can click right from your video to your donate page.
 - Embed a big “Donate” button on your fundraising email that takes people straight to your donation page.

6. Telling your story “visually” – Visual storytelling is the defining element of your online work for your organization. The most basic approach is to zero-in on one narrative that is emblematic of your work and tells that story. Focus on positive outcomes. Sob-stories don’t work. People want to know that their contributions are making a difference and are not just being tossed into a money pit of despair. Use powerful, personal photos or create a short 30-second video for YouTube that you can embed across your website and social media presence.
7. Being different – Another interesting campaign approach involves concocting a tangential project for people to rally around. A great example is the “Free Timmy” campaign used by Invisible Children to bolster their core fundraising effort. “Timmy,” one of their staff members, volunteered to live in a giant cage at the organization’s office until Invisible Children reached its fundraising target. Timmy’s plight was streamed live via Internet under the banner “Free Timmy.” Contributors could “buy” Timmy different survival tools like food, pillows and blankets by donating to the campaign. This clever and fun gimmick engaged supporters in a staged situation only indirectly related to their cause. Again, a sense of cooperative effort and urgency (even as a joke) played a huge part in the campaign’s success.
8. Engaging your supporters – Great campaigns involve more than just your organization asking your supporters for money. The energy around a campaign spreads when the supporters themselves have a voice, face, or key role in bringing your message to life. For example, Belgium’s Flemish League against Cancer “Stick Out Your Tongue” campaign in which supporters were asked to post pictures of themselves sticking out their tongues in defiance of cancer. Instead of a highly centralized campaign, the league enlisted the larger community to participate through a simple attention-grabbing expression.

Appendix 10

Fiscal Management/Advancement and Development:

Successful Fundraising

Think of your campaign as a party of sorts, or a marathon push – lots of energy, hoopla and excitement for a short period of time. Stay focused! Most of your messaging across social media, your website, and email during the campaign period should relate to the campaign. For example, devote all of your messaging during the campaign period to answering these questions:

1. What difference will these funds make?
2. Whose lives will be touched (use photos and powerful testimonies)?
3. How much have you raised and how far do you have to go?
4. Which of your supporters are bringing in the most donors?
5. Have you met marker goals (donations collected by the end of the first week)?
6. What creative things are supporters doing to help you?

Don't just quickly pack up shop after the campaign is over. Follow up! Provide some closure to your supporters. Let everyone know how you did. Did you exceed your goal? Congratulate everyone who participated! Did you fall short? Thank everyone effusively anyway, and launch a follow-up campaign in six months. Then continue to report on the impact of your supporters' donations. If you didn't meet your goal, there's a chance you were overly optimistic. Adjust your expectations next time around. Review all the best practices. What did you do well? Where were the weak spots in your campaign? Invest time in engaging your supporters and building loyalty through regular messaging about your organization's impact and you'll hit the ground running next time.

Finally, be sure to thank all donors. Regardless of the amount, everyone and every donation matters. A \$5.00 donation is just as effective as a larger donation especially if they become recurring donors. Recurring donors are the best! Offer the option for a recurring donation alongside your one-time donation. Rolling campaigns are crucial to escape extreme swings in cash flow. Think creatively about rewarding donors with a little treat, beyond the usual t-shirts, magnets and stickers, like tailor-made gifts.