



NUC
ADVENTIST
EDUCATION

Educator's Handbook

***Nevada-Utah Conference of Seventh-day Adventists
Office of Education
2020 (Last Updated)***

PREFACE

This handbook is designed to provide basic information about your responsibilities as a Seventh-day Adventist educator in the Nevada-Utah Conference of Seventh-day Adventist school system. Although not all Nevada-Utah Conference policies are included, a majority of those guidelines and policies pertaining to teachers and the operation of the school program have been stated or referenced in this document. In order to stay current with policies, this handbook must be reviewed regularly.

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Employment Information

EMPLOYMENT POLICIES

Information regarding all aspects of employment as an educator in the Nevada-Utah Conference is available in the *Pacific Union Education Code*.

DENOMINATIONAL CERTIFICATION

To teach in a Nevada-Utah Conference school it is necessary to obtain a denominational teaching certificate. **It is the teacher's responsibility to secure a denominational teaching certificate.** The *K-12 Educators' Certification Manual* (2017) published by the North American Division of Seventh-day Adventists lists the certification requirements. It is available online at <http://adventisteducation.org/hand.html>. A certificate issued by any union conference within the North American Division will be honored during its lifetime in any other union within the Division.

If the teacher is a recent graduate of an approved teacher training program in a Seventh-day Adventist college, he/she may submit an application, along with an official transcript, to the college department of education. He/she will, in turn, send these to the Pacific Union Conference Office of Education along with a Verification of Eligibility certificate.

If the teacher is a graduate of a non-Seventh-day Adventist college or if you graduated from a Seventh-day Adventist college more than two years ago, you will need to apply directly to the Pacific Union Conference Office of Education. The following documents must be submitted:

1. Application for Denominational Certification. This is available from the Nevada-Utah Conference Office of Education website.
2. Official transcripts of all college work. Copies are **not** acceptable. They must be original transcripts bearing the school seal in a sealed envelope.
3. Verification of previous teaching experience, if any. This does not include student teaching, which should appear on your transcript. The above items should be sent to:

Registrar, Office of Education
Pacific Union Conference
2686 Townsgate Road
Westlake Village, CA 91361

If the teacher already holds a denominational teaching certificate, he/she will need to request the union which issued it to send your certification file to the Pacific Union Conference Office of Education. It is the teacher's responsibility to maintain current NAD certification. A teacher can check certificate status at any time through *Dashboard*, the NAD web-based information system.

CONTINUING EDUCATION UNITS (CEU)

A teacher may choose to meet a portion of the denominational certification renewal requirements for the Standard Certificate and all of the Professional or Administrator's Certificate renewal requirements through participation in non-academic, education-related activities. Recognized activities include professional meetings, committee participation, visitation day at another school, Professional Growth Reading Certificate and other professional activities listed on the Continuing Education Units form available on the Nevada-Utah Conference Office of Education website.

STATE CERTIFICATION

Conference policy and state requirements vary in expectations of teachers regarding state certification. Contact your conference superintendent of schools for specific requirements relating to state certification.

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The Teacher

PROFESSIONAL ETHICS/PRACTICES

Christian teaching is a profession especially designed to help prepare young people, not only for the joy of service in this world, but also for the higher joy of wider service in the world to come. The measure of success in, and contribution to, the profession will be in direct proportion to the teacher's personal standards of behavior and ethics. The ethics of Christian teachers include concepts such as these identified in *Pacific Union Conference Education Code*.

The Adventist Christian educator has the responsibility to the Church to:

1. Adopt and promote a lifestyle that incorporates principles and practices consistent with those associated with active membership in the Seventh-day Adventist Church.
2. Have a high sense of loyalty to the aims and ideals of Christian education, particularly to the philosophy of education upon which the Seventh-day Adventist system of schools has been built.
3. Recognize the right of equality of opportunity of all according to their ability, without discrimination on account of race, sex, religion or social antecedents.
4. Look upon Christian teaching as a sacred calling.
5. Strive for excellence in teaching methods and techniques, always for the purpose of rendering more effective service to students.

The Adventist Christian educator has the responsibility to fellow teachers to:

6. Give encouragement and moral support to associates on the school staff.
7. Give due recognition to lines of authority and to duties and responsibilities assigned to other staff members and to functions of administrators.

The Adventist Christian educator has the responsibility to the students to:

8. Recognize the obligation to meet promptly and faithfully all appointments with classes, with individual students and with student groups.
9. Cultivate friendly relationships with students, avoiding undue familiarity.
10. Allow students the freedom to express their views and give careful and objective consideration of their opinion.
11. Hold in professional confidence the ideas, needs, weaknesses and failures of students.
12. Refrain from discussing the teacher's personal problems with students.

The Adventist Christian educator has the responsibility to the school to:

13. Demonstrate loyalty to the school by observance of its regulations and policies.
14. Participate in the activities and programs sponsored by the school and accept and fulfill such responsibilities as may be assigned.
15. Refrain from discussing confidential or official information with unauthorized persons.

HOURS ON DUTY

The teacher is expected to be present at the school at least thirty minutes before school begins and remain at the school for at least thirty minutes following the close of the school day. It is during this time that the teacher interacts with parents, welcomes students, puts finishing touches on the day's plans, etc. If it is necessary for the teacher to leave the premises during school hours, permission must be secured from the principal (or in a small school, from some authorized individual) whose duty it will be to provide adequate supervision during the time the teacher is absent.

It is not the responsibility of the teacher to provide for childcare outside of school hours. However, supervision of students is crucial, and the local school board should develop a plan to ensure that students are supervised before and after school.

ATTENDANCE AT MEETINGS

It is the responsibility of the teacher to attend morning faculty worships, faculty meetings, Home and School meetings, teachers' conventions and other meetings scheduled by the principal and the Nevada-Utah Conference Office of Education.

The teacher is encouraged to participate in professional growth opportunities such as seminars, conventions and professional visitation days. Consult with the Nevada-Utah Conference Office of Education for policies on attendance and financial reimbursement.

The Home and School Association is an integral part of the school. As the title implies, teachers are an important part of the organization. They should accept this responsibility by supporting and attending all of its meetings and functions.

TEACHER ABSENCE

The Nevada-Utah Conference makes provision for leaves concerned with bereavement, illness, personal reasons, jury duty and professional growth. Please refer to the Leave Policy in the Nevada-Utah Conference handbook. Absences for any other purpose must be approved by the employing organization. (*NEVADA-UTAH CONFERENCE Education Code 4214:08*)

If an absence is anticipated, the principal or school board chairperson should be notified as early as possible in order that arrangements for a substitute may be made. In the case of unexpected illness, the proper individual should be notified not later than seven o'clock on the morning of the absence. Notification of intent to return to work should be given as early as possible preceding the day of return. The following are to be kept in readiness for the substitute teacher:

1. Current lesson plans or special plans for substitutes organized in an easily accessible form such as a file, box or notebook.
2. Record of student attendance.
3. Daily schedule.
4. Current seating chart and instructional group arrangements.
5. List of special supervisory duties.
6. Teacher's editions and answer keys of textbooks and workbooks.
7. Adequate amount of activities to keep the students occupied throughout

the day.

8. If appropriate, guidelines for the system used for correcting papers.
9. List of classroom and school standards.
10. Outline of student responsibilities in routine matters.
11. Procedures for excusing students from the classroom for recess, lunch, restroom, close of school day and emergency drills.
12. Information regarding provision for students who have special problems such as medical needs or exemptions.

TEACHER LOAD

Six grades shall be the maximum load for the elementary school teacher. Exemption to this rule can be granted by the NUC Office of Education. Where the maximum load becomes a necessity, teacher assistance should be provided in the multi-grade rooms exceeding 20 students. (See *Pacific Union Conference Education Code C17-132* for further information.)

OUTSIDE EMPLOYMENT

Teaching is a full-time job, and those who take on additional responsibilities risk doing an injustice to the students they teach. Teachers are not to drive school buses or receive remuneration for tutoring their own students. The educator is to be totally involved with the gospel ministry as it pertains to the education of the youth of the Seventh-day Adventist Church.

“Conference/mission and institutional employees shall refrain from any sidelines, business or activity, either denominational or extra-denominational, which have the effect of infringing on the time and efficiency of the work to which they are assigned.” - *NAD Working Policy Y0605*

PROFESSIONAL ATTIRE

Personal appearance says a great deal about teachers’ attitudes towards their profession, their community, their school, their church and even themselves. Whenever a teacher meets with students, parents or the community as a representative of the school and the profession, it is expected that special attention should be given to determining appropriate attire and grooming; business casual dress is considered acceptable unless the school has stipulated a

faculty/staff uniform policy.

PROFESSIONAL CONFIDENCES

Church and school groups have a tendency to know each other very well, and your business will quickly become theirs. Never discuss your students' school progress to anyone other than their parents or guardians, the school board chair, the teacher assistant and professional counselors.

There may be frustrations related to teaching, classroom management and relationships with parents and students that you feel you must be able to discuss with someone. Choose your confidants carefully. Developing a professional trust with another teacher, a pastor or the conference superintendent could be the best support system for you to have - especially when you need a safe "sounding board" for discussing things that need to be kept very confidential.

HANDLING CONFLICTS

The following is a simple process of conflict resolution, which follows Biblical principles and has been used successfully by many teachers. Keep your principal informed of the situation and, when appropriate, involve your principal in the process.

1. Seek at least twice to tactfully resolve the conflict with the party expressing the concern.
 - a. Listen carefully to the concern.
 - b. If possible, back off from the conflict for a day. Give the expressed concern serious consideration. Then reinstate the discussion at a predetermined time. Pray over the matter asking God for wisdom and guidance.
 - c. Try to put yourself in the critic's place. Enter into the feelings, difficulties, disappointments, joys and sorrows that seem to be influencing the current conflict.
 - d. Remind yourself that upset adults need healing just as much as children do.
 - e. Work toward a compromise that will not violate moral principles.
 - f. Review the agreement with the other party before leaving the session and continue to periodically review the progress of the situation at agreed upon intervals.

2. Seek counsel from your principal and school board chair about a problem that you cannot resolve after following the above steps. At the same time, let your superintendent of schools know about the situation in case the other party later appeals to the conference office for assistance.
3. Document phone calls, conversations, letters, events and all communication that relates to the conflict.
4. An interpersonal problem that cannot be resolved in counsel with the chair can be referred to the superintendent for mediation or recommendation.

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Prior To School Starting

REPORT FOR DUTY

Teachers should report for duty on the date listed on the contract. Failure to report on this date without *prior approval* is a violation of the contract and may result in financial deduction. Teachers should not expect to receive pay for the days they fail to report.

PRE-FIRST DAY OF SCHOOL ACTIVITIES

New teachers may want to arrive in the school community well before the date when they are to report for duty. Becoming acquainted with the school staff and being visible in the local church make for a positive first impression. Work with the principal or board chair in recruiting prospective students.

Teachers will report for duty at the school on the morning of the date specified in the contract, and will use time prior to the date when classes begin to perform tasks such as:

1. Meet all faculty appointments and participate in professional growth activities arranged by the principal and the conference office of education. Absence from pre-school meetings at the school level require prior approval of the principal-head teacher. Absence from conference pre-school meetings require prior approval of the superintendent of schools.
2. Become familiar with this document (*Nevada-Utah Conference Handbook and Teachers Handbook*), NAD Standards and Curriculum Guides, the *Elementary Textbook List*, the *Secondary Textbook List* (if teaching junior academy subjects), the most current NAD Student Information System software and other materials provided by the school and/or the Conference Office of Education. (See Appendix A for a listing and description of Nevada-Utah Conference/NAD Publications.)
3. Become acquainted with materials such as the *Pacific Union Education Code*, the Pacific Union Curriculum Library List located on the NEVADA-UTAH CONFERENCE website, the NAD *Lifeline: A Handbook for Small School Success* (appropriate for a classroom teacher in any size of

school), teacher editions of textbooks to be used and other teaching materials.

4. Organize files, materials and equipment.
5. Plan weekly/daily class schedules.
6. Develop long-range lesson plans (including theme or unit plans).
7. Prepare weekly/daily lesson plans.
8. Plan displays, bulletin boards and interest centers so that the classroom will provide an attractive and stimulating learning environment.
9. Organize a calendar of events for the year to include community service activities, field trips, class parties, etc.

Compile a list of available substitute teachers, volunteers and field trip drivers. Ensure that all complete the appropriate forms for screening through the school office and Nevada-Utah Conference Office of Education.

CALENDAR - SCHEDULES

School Year Calendar - The school year calendar is prepared by the Nevada-Utah Conference Office of Education and is to be observed by each local school for reasons of unity and administration. It is recognized that conditions affecting a school year calendar may vary in different communities; therefore, variations from the conference calendar may be approved upon request under the following conditions:

1. Any request by a local school to deviate from the approved conference calendar should be submitted to the conference office of education after having been approved by the local school board.
2. Such requests will be approved only if they do not result in a school year with less than the required minimum number of teaching days or create significant problems for the school system as a whole.

Scheduling Off-Campus Activities - The principal or head teacher should schedule the events of the school year so that field trips, picnics, music trips and other events which interrupt classroom teaching are spread over the entire year and not concentrated during the closing months or days of school. (*Pacific Union Conference Education Code*).

Minimum School Day - A minimum school day consists of four hours of instruction, exclusive of the lunch period, or as required by state law. Up to five (5) minimum days may be used for: school in-service, parent-teacher conference, school picnic for total student body and early dismissal preceding fall, winter or spring break. Any days above five must be used for professional growth activities. (*Pacific Union Conference Education Code C17-112*)

Weekly/Yearly Time Requirements - The elementary school schedule should meet or exceed the following time requirements unless state regulations exceed these requirements. A total of 180 student-teacher contact days is the basic requirement.

PUC Minimum Requirements (C17-108)

Grades 1 and 2: 24 hours per five-day week not including lunch, recesses, and passing time.
 Grades 3 and 4: 26.5 hours per five-day week not including lunch, recesses, and passing time.
 Grades 5 through 8: 29 hours per five-day week not including lunch, recesses, and passing time.

NUC State Minimum Requirements

<i>Min amount of instructional time per school year</i>	Nevada 180 school days	Utah 180 school days	California 180 school days
Kindergarten	2 hrs per day	450 hours (2 hours per day)	600 hours (3 hrs per school day)
Grade 1		810 hours (4 hours per day)	
Grades 2-12		990 hours (4hours per day)	
Grades 1-2	4 hrs per day		
Grades 1-3			840 hours (3.8 hrs per school day)
Grades 3-6	5 hrs per day		
Grades 4-8			900 hours (4 hrs per school day)
Grades 7-12	5.5 hrs per day (includes recess and time between lessons; excludes lunch)		
Grades 9-12			1,080 hours (4 hrs per school day)

The Friday schedule may be shortened provided the weekly/yearly time requirements are met. Schools which plan to close before 2:00 p.m. on Friday must obtain approval from the office of education.

Daily Schedule - A daily schedule should be firm enough to provide a pattern for the day's activities and yet flexible enough to allow for unexpected instructional needs and opportunities. Activities should be alternated between active and quiet work and varied to include research and study, drill, creative expression and self-directed activity.

Schools having special teachers for art, P.E. and music should provide for such services within the daily schedule.

Special schedules for larger schools may be needed for teacher supervision on a rotation basis during faculty worship, lunch time and after school.

Traditional Time Allotments - The following time allotments suggest a **range** within which a daily or weekly schedule is to be developed.

Subject	Grades 1-4	Grades 5-8
Worship	15 minutes daily	15 minutes daily
Bible	30-45 minutes daily	45-50 minutes daily
Language Arts	160 minutes daily	140 minutes daily
Mathematics	45-60 minutes daily	45-60 minutes daily
P.E.	20-30 minutes daily	20-30 minutes daily
Health-Science	60-120 minutes weekly	150-200 minutes weekly
Social Studies	60-120 minutes weekly	150-200 minutes weekly
Art	60 minutes weekly	60 minutes weekly
Music	60 minutes weekly	60 minutes weekly
Keyboarding/Computer	Computer skills may be integrated within the existing curriculum or taught as a separate class. See <i>Elementary Textbook List</i> for Computer Technology expectations.	
Recess	30-45 minutes daily	30-45 minutes daily
Lunch	30 minutes daily	30 minutes daily

Practical Arts		60 minutes weekly*
*NEVADA-UTAH CONFERENCE Code 2112:02 relating to Grade 8 . . . “Additional experiences in Technology, Practical Arts, Life Skills, Outreach and Community Service”		

Block Time Allotments - The following time allotments suggest a **range** within which a daily or weekly class schedule is to be developed based on an integrated curriculum.

Subject	Grades 1-4	Grades 5-8
Worship	15 minutes daily	15 minutes daily
Language Arts	160 minutes daily	140 minutes daily
Math	45-60 minutes daily	45-60 minutes daily
P.E.	20-30 minutes daily	20-30 minutes daily
Cultural Studies (Bible, Social Studies, Art, Music, Practical Arts*)	330-465 minutes weekly	550-630 minutes weekly
Science	60-120 minutes weekly	150-200 minutes weekly
Keyboarding/Computer	Computer skills may be integrated within the existing curriculum or taught as a separate class. See <i>Elementary Textbook List</i> for Computer Technology expectations.	
Recess	30-45 minutes daily	30-45 minutes daily
Lunch	30 minutes daily	30 minutes daily
*NEVADA-UTAH CONFERENCE Code 2112:02 relating to Grade 8 . . . “Additional experiences in Technology, Practical Arts, Life Skills, Outreach and Community Service		

Small Schools Schedules - Sample schedules for teachers in small schools are located in *Lifeline: A Handbook for Small School Success*.

Student Admissions/Placement/Attendance

Entrance Age of Students – Kindergarten and first grade entrance age is subject to compliance with state laws and local conference policy.

Nevada	5 on or before 9/30
Utah	5 before 9/02

California	5 on or before 9/01
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Admission of Students - The Seventh-day Adventist Church in all of its church schools, admits students of any race to all the rights, privileges, programs and activities generally accorded or made available to students at its schools, and makes no discrimination on the basis of race, color, ethnic background, country of origin or sex in administration of education policies, applications for admission, scholarship or loan programs and extracurricular programs. (*Pacific Union Education Code A23-108*)

When a school and its constituency recognize its potential ministry to the community, non-Seventh-day Adventist youth may be enrolled subject to the following considerations:

1. A willingness by parent/sponsor and student to cooperate with the goals and objectives of Seventh-day Adventist education.
2. A commitment by parent/sponsor and student to support school standards and curriculum.
3. Attitude, character and home background of the applicant.
4. Scholastic aptitude or ability of the applicant.
5. Adequacy of school facilities and staff to accommodate enrollment.

Applications for all students must receive local admissions committee or school board approval prior to enrollment. The principal and/or designated teachers will conduct an initial screening submitting the student's name and pertinent information for review by the admissions committee or school board. In some instances, it may be appropriate to accept a student for a trial period.

Student Placement - Appropriate placement of the student is a fundamental principle of education. This principle takes into consideration the learner's social, physical and emotional readiness. Academic achievement, skills, abilities and actual performance are other factors to be considered. The placement policy is outlined in the *NEVADA-UTAH CONFERENCE Education Code 2110:88, 2118:88 and 2120:00*.

Transfer Students from Other Schools - Prior to the enrollment of a transferring student, it is important for the new school to contact the former school to review relevant academic, behavioral and financial information. Obtaining this input would enable the new school to make an informed decision concerning the transferring student.

A transfer student is to be tentatively assigned to a grade on the basis of the most recent assessment information available. Cumulative Records should be requested immediately from the school from which the student has transferred. If a question arises regarding the student's level of achievement, further evaluation will be made to clarify grade placement. Such evaluation may include standardized tests as well as other forms of assessment.

Transfer Students From Home Schools - In admitting new students into our SEVENTH-DAY ADVENTIST system from home schools, the following guidelines should be helpful:

1. Parents are required to submit as many records as are available (grades and/or certificate from correspondence study, work samples, etc).
2. Tests such as Woodcock Mini-Battery of Achievement and Brigance Diagnostic Test may be used for in depth screening. The local school board should establish a fee for the testing and screening.
3. Social and character development must be considered.
For more information, see *NEVADA-UTAH CONFERENCE Education Code 2110:88*.

Registration - The head teacher and/or school board chairperson in a small school is responsible for organizing the registration procedures. In larger schools, the principal will be in charge and will assign certain responsibilities. In general, the procedures are as follows:

1. The parent and student are to complete an application form (include in the "Contract of Parent or Guardian" section of the application form a statement giving their permission to release their child's picture for school publications, videos or online photos).
2. The parent will be asked to submit:
 - a. A birth certificate or other proof of date of birth for kindergarten and first grade applicants.
 - b. The student's up-to-date immunization record or parent exemption form.
 - c. A physical examination with adequate follow-up or a

health certificate from the family doctor shall be required of all students entering grades K or 1 and grade 9 for secondary students or when a child enters formal schooling for the first time. (*NEVADA-UTAH CONFERENCE Education Code 3012:13*)

- d. A completed Continuing Consent for Treatment form.
 - e. A copy of the most recent report card/assessment form.
 - f. Other forms required by the school.
3. Financial arrangements are to be completed.
 4. Parents are to make arrangements for special services such as music lessons, bus transportation or cafeteria services.

Attendance Requirements - School attendance is a joint responsibility of the home and the school. Parents should be encouraged to notify the school of any immediate or anticipated student absence. In cases where arrangements have not been made, **it is the responsibility of the school to notify the parent of this absence within the first hour of the school day.**

Students Leaving School Premise - Students are **not** to be permitted to leave the school premises at any time during regular school hours, including recess or lunch time, without a request in person or in writing from the parent, guardian or other authorized person. The school does not have the authority to release the student to any individual not designated by the parents or guardians.

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Programs

Curriculum

The foundation of the curriculum in Seventh-day Adventist schools is the study of the Bible as the revelation of God. The broad areas of study include Bible (including service learning), language arts, mathematics, science, health, fine arts, social studies, physical education and computer education.

NAD Standards and Curriculum Guides are documents which articulate the rationale, goals, major themes or strands and essential learning for each area of study in SEVENTH-DAY ADVENTIST schools. These guides provide broad direction for the development of resource materials, textbook selection, classroom instruction and assessment. In addition to giving direction when planning, the Curriculum Guides also provide a basis for instructional accountability.

The NAD *Elementary Textbook List* and NEVADA-UTAH CONFERENCE Supplement published annually contain a complete list of subjects taught and materials to be used for instruction. The NAD *Secondary Textbook List* is to be used when planning grades 9 and 10 for junior academies. A denominationally prepared manual of organization for teachers in one, two and three-teacher schools, *Lifeline: A Handbook for Small School Success*, is available.

Religious Instruction

The educational program of the Seventh-day Adventist Church is unique in its emphasis on Christian principles as the basis of the total curriculum. As a means of assisting students to become acquainted with God and to enjoy a growing and loving relationship with Him, a variety of experiences, in addition to Bible instruction, are provided specifically designed to contribute to this growth. Among these are the following:

Worship - Each day begins with a devotional period. Worship suggestions may be found in various books available from the Adventist Book Center or other religious bookstores. This time should be as carefully planned to meet students' needs as any other period of the day.

Service Learning - Plan a variety of activities which will involve students on a regular basis in being of service to others.

Week of Prayer - A Week of Prayer is to be conducted as part of the religious program at least once each semester. In large schools the principal, in consultation with teachers, arranges for these special weeks. In small schools the pastor may be consulted in planning for the program.

Spirit of Prophecy Emphasis - Special emphasis is to be given each year to the prophetic gift of the church. Nevada-Utah Conference Office of Education has limited Spirit of Prophecy materials available. Check *AdventSource* (www.adventsource.org) for additional materials. Teachers may choose to use this material at intervals throughout the school year or as the basis for a week of special emphasis.

Baptismal Classes - Baptismal classes are conducted for students as part of the school program. The teacher and/or principal, in cooperation with the pastor, arrange for these classes to give students an opportunity to study the beliefs of the Seventh-day Adventist church.

Homework

Homework should be the natural result of a challenging and interesting curriculum. When assigned, homework should serve to reinforce skills already learned and relevant to the concepts presented. Parental help should not be a requirement in completing the assignment; however, when specifying a project, parents and student may be encouraged to work together. Excessive amounts of homework should be avoided.

Field Trips

The term “field trip” has many meanings. The term may cover anything from an overnight trip to a city with many educational attractions to a short one-hour visit to the local bakery. However, “field trip” is defined as a learning experience which is tied to a topic of study, e.g. visiting a hydroelectric plant following or during a unit on electricity. Many schools permit a teacher to conduct two all-day trips a year, while the number of short, community trips is usually unlimited. A minimum day field trip may be followed by a non-academic type activity. (For complete details see *NEVADA-UTAH CONFERENCE Education Code* Section 1600.)

1. A guardian-signed permission form is a prerequisite to participation in any school-sponsored field trip. It is imperative that a *Consent Release* and *Assumption of Risk Agreement* be signed for each field trip or off-campus excursion. This form should include the following information:
 - a. School name
 - b. Designated class going on trip

- c. Place to be visited
- d. Risks/hazards involved
- e. Type of transportation to be used
- f. Purpose of the trip
- g. Departure time
- h. Return to school time
- i. Names of those supervising the trip
- j. Student's name
- k. Parent/guardian signature and permission statement

Students may not participate if they do not have a signed *Consent Release and Assumption of Risk Agreement* or if the trip may create a hazard to their health or safety.

2. For tours, off-campus activities and field trips types, requirements, and authorization please refer to the *Pacific Union Education Code A-24*.
3. When private passenger vehicles are used for school outings, there must be a responsible adult, authorized by the school administration, riding in each vehicle. Private-owned vehicles of non-employees used for off-campus activities are required to carry required coverage in harmony with state law. (*NEVADA-UTAH CONFERENCE Education Code 1618:04 and 1620:04*)
4. Every participant in a field trip must be properly covered by student accident insurance. (*NEVADA-UTAH CONFERENCE Education Code 1622:04*)
5. Nevada-Utah Conference policy requires the school administration to verify that adequate insurance coverage is carried on all vehicles used to transport students. (*NEVADA-UTAH CONFERENCE Education Code 1620:04*)
6. Copies of Consent to Treatment forms for each student must be taken by

the teacher on each field trip. The original must be kept in the school office.

7. A first-aid kit is to be taken on each field trip.
8. The value of any field trip is dependent upon the quality of teacher-student preparation and follow-up. To make the most of the educational possibilities of a trip, the teacher should lead the class to consider and develop the following:
 - a. The objective of the trip.
 - b. Questions that the trip may help answer.
 - c. Problems which the trip may help solve.
 - d. Specific points to observe.
 - e. Standards for safety and conduct, including each student's responsibility in properly representing the school to the public.
 - f. Student's relationship to parent chaperones who may accompany the group.
 - g. Suitable dress.
 - h. Name or identification tags.
 - i. Lunch plans if students will be away from the school during this period.
 - j. Criteria for evaluating the trip.
 - k. Evaluation of the trip.

Community Resources

Field trips are one way to utilize the resources of a community. Another way is to bring these resources into the classroom. Many libraries, museums, art galleries and places of historic interest loan materials for classroom use. People from the community can also enhance the

school program as they discuss with students their special interests and skills.

Holidays

Holidays and special days during the school year provide opportunities for enriching the school program. A discussion of the history of the holiday will enhance its meaning to the students. Room decorations, school programs, parties and other activities should be in harmony with the philosophy of Adventist education and give evidence of a Christian influence.

School Picnics

A school picnic provides an opportunity for parents, students and teachers to enjoy a social activity together. A variety of plans may be followed:

1. Total school for an all-day session on Sunday (NEVER ON A SCHOOL DAY).
2. Individual classroom groups for a supper picnic to allow working parents to attend.
3. Combining half-day field trip with picnic lunch and play activities in afternoons (limited to once a semester).

Guidelines when planning school picnics:

1. If necessary, make reservations well in advance.
2. Notify parents of date, time and location of picnic.
3. Arrange transportation according to field trip guidelines.
4. Arrange for adequate adult supervision of students.
5. Plan the day's games and activities.
6. Discuss with students all regulations including appropriate dress.
7. Have a first-aid kit and car available in case of emergency.
8. Account for all students before leaving the picnic area.
9. Assign someone to check picnic areas for lost or forgotten articles.

Class Parties

The school faculty should formulate a policy concerning class parties, including number of parties, length, time of day and types of activities.

Class Trip Policy

Refer to the *Pacific Union Education Code, Section A-24*.

5

The Classroom

Effective Learning Environment

Classroom Appearance - Research shows that in a pleasant classroom environment students tend to conduct themselves in a manner which makes better learning possible.

Displays/Bulletin Boards - Well-planned bulletin boards, learning centers and other classroom displays should stimulate and extend learning in all aspects of Seventh-day Adventist education - physical, spiritual, social and intellectual. The following points should assist the teacher and students in bulletin board planning:

1. At least one classroom display should be devoted to a spiritual theme.
2. An instructional bulletin board should include - title, specific content and one or more thought questions.
3. On-going activities within the classroom should be emphasized.
4. Displays should be interesting and attractive.
5. Displays should remain only as long as they are pertinent to curricular needs and interests.

Physical Comfort - Items of major concern are:

1. Proper ventilation - fresh air is important.
2. Heating - comfortable for classroom activity.
3. Lighting - sufficient in all areas of room without glare.

Auxiliary Personnel

Auxiliary personnel may include teacher's assistants and volunteers. The services of these individuals are utilized in order that classroom teachers may devote more time to effective instruction. It is the responsibility of the local school personnel committee or the school board to ensure that appropriate screening of these individuals has occurred. See Appendix B for a suggested *School Volunteer Information* form.

Classroom Visitors

Arrangements for visits to the school by parents, friends of students and other constituents should be made in advance. These visits should not intrude on the planned program for the day. The student accident insurance policy provides only general liability coverage for students who are not listed on the Risk Management insurance list.

Prior arrangements should be made in cases where a non-custodial parent wishes to visit with a student at school.

United States Flag Etiquette

Instructions in the proper use, display and history of and respect for the American flag and the national colors shall be given in all elementary and secondary schools. Such instruction shall include the pledge of allegiance to the flag, the words and music of the national anthem, and of *America*. For specific flag etiquette, refer to Appendix C.

6

Health and Safety

Student Safety

The school's legal responsibility for the safety of students begins when they leave home and continues until they return home by a parental-approved route or to a parental-approved appointment. The school does not have the authority to release students to any individual not designated by parents or guardians. The safety of students includes teacher responsibility for student supervision in the classroom as well as on the playground.

Teachers are also legally responsible for the safe environment of students. Any unsafe conditions within the area of the teacher's supervision, such as broken windows or jagged edges of furniture or fixtures, should be called to the attention of the administration, and immediate steps should be taken to keep students from such hazards. Teachers are encouraged to take a class in C.P.R. annually.

Student Supervision

Student supervision must be provided in the classroom, on the playground, during recess, before and after school, and during activities sponsored by the school. Adequate supervision requires close attention to whatever is occurring in the area being supervised. It is not enough to have a teacher just standing in the area. The teacher **must be alert and aware of the various groups and their activities.**

Student Accident

The first determination that needs to be made when a student has an accident is whether or not it appears to be serious. Whenever a student sustains a blow to the head, parents should be notified at once. If it is suspected that a student has sustained a serious injury of any type, the student is not to be moved. An ambulance is to be called immediately. Moving by an untrained person may result in complications or even death. Parents are to be notified immediately when any serious injury is suspected. If the parents cannot be reached, the doctor specified on student records should be called. After attention has been given to the student, immediate steps should be taken to write an accident report that includes the following:

1. Name, address and age of the student.
2. Date and time of accident.
3. Circumstances under which the student was injured.
4. Nature of the suspected symptoms and injuries.
5. Name of person supervising at the time of the accident.
6. Place student was taken for treatment.

Schools within the Nevada-Utah Conference are required to carry student accident insurance. For the parents to claim the benefits of the accident insurance, it is necessary for the school to complete specific forms and to make a statement of the circumstances under which the student was injured. These forms are available through the conference insurance department and must be completed by the school before parents can make a claim to their insurance company.

Minor Accident

In case of a minor accident that may involve cuts or abrasions, first aid should be administered at the school. The use of disinfectants and ointments or medications is **prohibited** except when specific requests in writing are made by parents. The first aid administered may include washing the wound with soap and water and covering with a bandage. Use surgical gloves when cleaning an open wound. Each school must maintain first-aid equipment sufficient to care for accident victims in an emergency.

Child Abuse/Neglect

Child abuse is a criminal offense and must be dealt with as such. USA Public Law 93-247 requires teachers to report any *suspected* cases of child abuse or neglect. The State Department of Social Services (Child Protective Services) is to be contacted. If a local agency is not available, call the hot-line number 800-422-4453. After contacting Social Services, inform the conference superintendent that an agency has been notified.

Document any action taken regarding suspicion and reporting of any suspected child abuse or neglect. This includes phone calls to the conference office, Social Services or hot-line numbers. Do not discuss suspicions with other members of the church or community. Consult *Lifeline: A Handbook for Small School Success*, page 111, for a list of symptoms of child abuse/neglect. (For additional information see *NEVADA-UTAH CONFERENCE Education Code 4310:91.*)

Sexual Harassment Policy

For sexual harassment policy, sample letter, and guidelines for dealing with sexual harassment refer to the *Pacific Union Education Code A23-164; A23-168; and A23-17.*

Communicable Diseases

While good attendance at school is important, there are times when students should stay home. Communicable diseases are very common in school-age children, yet awareness and simple procedures can minimize the number of children that might be affected by symptoms or illness.

Some diseases are more serious and can even have effects on the adults that work at the school. These include chickenpox, measles, mumps, rubella, fifth disease and CMV. Other diseases are “nuisance” diseases and are not considered particularly dangerous to a community’s health. Some examples include ringworm, lice or scabies infestation. In the latter examples, while lice for instance may not be a serious health threat, it can cause considerable anguish and disruption at school. Therefore, it is important to have a policy or plan regarding disease control.

Local County Health Departments will have helpful guidelines and should be contacted whenever you have questions. The goal is to control an outbreak of any disease, whether it be simply a “nuisance,” or more serious. Examples of diseases, along with the appropriate response, are listed below.

Chickenpox	Child should be excluded from school for at least six days after the first vesicles appear, or until all vesicles have crusted.
Conjunctivitis (Pink-eye)	Exclude child from school and refer to health care provider. Readmit to school on provider approval.
Fifth Disease (Slapped Face)	Child does not need to be excluded from school unless fever or other discomfiting symptoms are present.
Hepatitis A	It is mandatory that cases be reported to the local health department and that the student be referred to a physician. Student should be excluded from school until cleared by physician to return.

Lice	Student should be kept out of school until properly treated.
Measles	Exclude affected child from school until four days after the appearance of the rash. It may be wise to also exclude any students who have not received measles immunization.
Ringworm	Child is referred to a physician and allowed to return to school after treatment has been started.
Strep Throat	Student should be excluded from school until at least 24 hours after antimicrobial treatment is initiated. Children should be able to return to school after 24 hours of appropriate treatment, when they have no fever and when physically well enough. Parents should be urged to seek treatment for symptomatic, culture- positive children.

Dispensing Medicines

The only conditions under which school personnel may administer any medication (including aspirin) are as follows:

1. If students are required to take, during the regular school day, medicine prescribed for them by licensed health professionals, prescribing within the scope of their prescriptive authority, they may be assisted by designated school personnel if the school receives:
 - a. A written statement from the licensed health professionals detailing time schedules, amount and method by which such medication is to be taken.
 - b. A written statement from the parent or guardian indicating the desire that the school assist the student in the matters set forth in the licensed health professionals' statement.
2. Schools do not permit self-administration of drugs by students, whether prescription or not, unless written permission has been received from the parent-guardian and/or licensed health

professional.

3. Medication must be delivered to the school in the original container bearing the original pharmacy label. This label must contain the name and place of business of the seller, the serial number and date of such prescription, the name of the person for whom such drug is prescribed, the name of the member of the medical profession who prescribed the drug and must bear directions for use as prescribed by the physician. Medications are to be kept in a secured area such as a locked drawer or in the school office.

Chemicals and Cleaning Agents

The principal is to follow government safety regulations for properly storing all chemical agents such as cleaners, solvents, disinfectants and insecticides. Such hazardous materials are to be identified and a communication plan for employees is to be implemented. SDS sheets should be stored near the area of chemical storage. Small amounts of household cleaners may be stored under sinks for routine classroom use.

Emergency, Fire and Disaster Drills

Each classroom should have an outline of the procedures to follow in emergency situations including natural disasters such as flood, fire, earthquake, volcanoes, severe windstorms or blizzards and man-made disasters such as bomb threat, fallen aircraft, chemical accident, radiation accident, explosion, utility failure, civil disturbance or air pollution. Procedures must be approved by the school board and communicated to the parents.

Every classroom should post student exit routes and alternative procedures for the various types of emergencies. Drills should be conducted periodically to ensure that students know what they are to do in the event of any type of disaster. THERE SHOULD BE A FIRE DRILL ONCE A MONTH. In the event of a disaster, students are to remain at school under teacher supervision until word is received from parents or guardians.

Health Records

Schools must maintain health records for all students. These records are to be kept up to

date and filed in the cumulative folders. These are confidential records and must be handled as such. They may include, but are not limited to, the following:

1. **Physical Examinations** - A physical examination with adequate follow-up or a health certificate from the family doctor shall be required of all students entering kindergarten or grade 1 and grade 9 for secondary students or when a child enters formal schooling for the first time.
2. **Immunization** - Immunization requirements of the respective states apply to Seventh-day Adventist schools. Proof of immunization must be presented to the school office when the student initially registers for school. It is the responsibility of the principal to enforce these regulations and to ensure that an up-to-date record is maintained for each student. A legal waiver, signed by the parent or guardian in the event immunizations are not desired for a student, must be kept on file at the school.
3. **Vision and Hearing Tests** - It is the responsibility of the school administration or school board to arrange hearing and vision screening for students. This service may be available through city or county health departments or by medical personnel of the church.
4. **Recommendations to Parents** - Teachers may suggest medical referrals when it is suspected that an undiagnosed medical problem exists. Records of these suggestions are to be kept on file at the school.
5. **Recommendations from Physicians** - Information regarding any medical restrictions placed on a student must be kept on file at the school.
6. **Contagious Diseases** - No child with an infectious or contagious disease is to be allowed to remain in school. The child should not be permitted to return to school until the child has a medical release or until the school authorities are satisfied that the child has recovered.

Decisions concerning a student who is infected with HIV must be medically, legally, educationally and ethically sound (Refer to the *Pacific Union Education Code A27-128*). The conference board of education has adopted guidelines and procedures dealing with students infected with HIV recommended by the Pacific Union Education Code. The superintendent of schools, in cooperation with the local school, shall oversee the implementation of such guidelines on a case-by-case basis.

7. **Bloodborne Pathogens** - All school employees must be trained how to properly deal with bloodborne pathogens. Schools must report to the conference annually the school's compliance with the OCHS regulations dealing with bloodborne pathogens. A model policy is available from the NEVADA-UTAH CONFERENCE Office of Education.

7

Teacher-Student Relationships

Teacher Example

In the development of a warm, accepting and admiring relationship between the teacher and student, no factor is as important as the example of the teacher. The method of instruction, the supervision and even the discipline says to each student, "I like you. You are a worthwhile person, and I am glad to know you." Teachers whose relationship with students is strong and rewarding usually exhibit most of the following characteristics:

1. Are continually growing in an understanding of the truth about God which is reflected in their dealings with students.
2. Like students not only because they are in the classroom but because they are people worth knowing.
3. Exhibit a warm, friendly, accepting attitude toward all students.
4. Possess a sense of humor that enables them to laugh at themselves as well as with the students.
5. Recognize the importance of all students and seek to help them in ways that best meet their needs.
6. Are not protective of their position of authority and realize the most important thing is to help the students and not to protect their own position.
7. Remember that one of their major responsibilities is to increase the probability of learning and, therefore, become masters in the use of good instructional theory and practice.
8. Accept all students where they are in their educational experience and help them to grow from that point.
9. Enjoy the learning experience themselves and are always open to new ideas and discoveries.

10. Enjoy opportunities for associating with students outside the classroom.
11. Endeavor to help all students accept themselves as persons of worth and to enjoy some experience of success every day.

Knowing Students and Parents

Developing early cordial parent-teacher relationships assures smoother teacher-student relationships. It is the responsibility of the teacher to know the students, their personal background, previous school experiences, personalities and methods of learning in order to plan effectively.

Cumulative Record Folders are maintained so that information concerning a student's previous learning experience is readily accessible. Consultations with former teachers or school administrators may also provide valuable information which can aid in understanding a particular student. Some students may have been collecting sample work in a portfolio which will give specific examples of the students' interests and abilities.

Student Privacy Laws

All school records must be available to parents. When writing anything concerning the student, teachers should state only those facts and observations which applied at the time the report was written. Any school requesting a transfer of student records shall notify the parents of their right to receive a copy of the record and a right to a hearing to challenge its content. Information regarding names and addresses on student records is to be made available only to educational personnel directly involved with the student, the student's parents or guardian and law enforcement officers.

Corporal Punishment

Corporal punishment is not to be used as a method of discipline in the schools of the Nevada-Utah Conference.

Detention, Suspension or Dismissal Procedures (*Pacific Union Education Code A23-136 -A23-156*)

Detention – Students may be detained in school for disciplinary, or other reasons, one hour after the close of the regular school day. Parents are to be notified of this action prior to the detention.

Suspension - Procedures for suspension should be discussed by the staff prior to the

opening of the school term. A teacher may temporarily remove a student from class; but suspension from school will be made by the principal or head teacher or, in one-teacher schools, by the teacher in consultation with the board chair. The suspension period shall not last longer than ten days. Written notification of the length of the suspension should be provided to parents (*Pacific Union Education Code A23-148*).

Dismissal - As a general rule, dismissal is used only when other means of correction fail to effect a change in conduct. Only the school board has the authority to dismiss a student. The following are the recommended steps of the dismissal procedure:

1. Student misbehaves on a continual basis and does not respond to teacher requests or management strategies.
OR
Student makes a major behavioral mistake, which seriously affects the spirit or program of the school.
2. Principal suspends student until the situation is resolved and satisfactory arrangements are made leading to the student's return. (It is recommended that the principal or head teacher seek counsel from staff members or board members prior to enforcing an off-campus suspension.)
3. If a resolution to the problem cannot be reached, and the principal believes there is no other way, then he/she must bring a recommendation to the board that the student be dismissed. (Again, the principal should seek counsel prior to bringing such a recommendation to the board.)
4. The student and parents must be informed of this recommendation and are given the option of withdrawing the student from school.
5. If student and parents wish to proceed with the board review, the student or parents will be allowed to address the board. (If parents plan to bring a lawyer to the review session, the school board must be informed 48 hours prior to the meeting.)
6. The board's final decision will be made in executive session.

8

Evaluating and Reporting Student Progress

Importance of Communication

Communication between teacher and parents is an essential ingredient in the development of a supportive atmosphere in which students know that home and school are united in working for their best interests. Every teacher has the responsibility of reporting to parents what is being taught and what progress the student is making. This includes written reports of progress in areas which concern growth in desirable understandings, attitudes, appreciations and behavior, as well as evaluation of basic skills and academic achievement. In addition to the written reports which are required at the close of each nine-week period, at least two parent-teacher conferences are to be held each year.

Objectives for reporting student progress include the following:

1. To communicate with students their own progress including the role of the student as a self-evaluator.
2. To communicate with parents regarding progress the student is making and to invite parental help in the further development of the student. To keep this communication current, weekly or bi-monthly progress reports may be necessary. Parents should not be surprised at the end of the quarter but should be regularly informed.

Student Assessment

Assessment is the gathering of information for the purpose of evaluation. Teachers interested in students working toward their potential are constantly assessing informally. In recent years there is less of a definite line between assessment and instruction. Assessment information can be drawn from instructional tasks and in providing additional instruction in the context of assessment activities.

Class Work - This collection of data may include work samples, observations, finished products, or evidence of the processes students have gone through as a product emerges. As teachers encourage students to become involved in the assessment process, students are likely to become more reflective and assume greater responsibility for judging their own strategies and outcomes.

Standardized Testing Program - The results of achievement tests are to be used as another piece of information about the achievement of a student. Data obtained will assist the teacher in assessing student needs and the needs of the class as a whole. The minimum testing program for schools in the Nevada-Utah Conference is to test students in grades 1-10 (with Kindergarten and 12th grade being optional) using *MAP Assessments*, with a minimum of three times during the school year (Fall, Winter, and Spring).

Reporting Student Progress

Keeping accurate records is essential for staying organized and for meeting denominational and state-provincial legal requirements. Your local conference office of education will help you in maintaining the most current NAD Student Information System and will provide information on updates. NUC is currently using Jupiter as its preferred SIS. In addition, the NAD website provides tutorials and web support for streamlining your record-keeping (www.nadeducation.org/tdec).

Regardless of the software program used:

1. Four reports shall be issued during the school year at nine-week intervals.
2. At least two parent-teacher conferences shall be provided for during the school year.

Effective Parent-Teacher Conferences

The key to effective conferences is good planning and organization. Appointments with parents should be made well in advance of the conference date. The schedule should include brief periods between conferences. Preparation should be given to the appearance of the classroom. Specific suggestions for conducting the conference are found in Appendix D.

Student Acceleration

Rationale - With an increased emphasis on individualization of instruction, and with the increasing number of students beginning school at an older age, it *sometimes* becomes desirable to allow a student to complete the work of the elementary curriculum in less than the traditional eight years. (NEVADA-UTAH CONFERENCE Education Code 2122:88)

Guidelines -

1. Skipping of grades is not allowed. Students must be taught and have achieved competence in ALL of the major concepts in each discipline. This procedure will decrease the potential for gaps in the subjects which are built on progressive skills. Competency must be demonstrated on curriculum-defined benchmarks as well as standardized tests.
2. Acceleration may be applied for by the parents to the school or it can be initiated by the teacher if it is perceived to be in the student's best interest. *If a teacher feels a specific student should be placed on an acceleration program, a written request must be made to the conference office of education for approval **before** any decision is made and acceleration plans implemented.*
3. It is recommended that acceleration requests for the current school year should be made before the second semester begins. It is unrealistic for a student to complete the requirements of number 1 if the request is made in April or May.
4. Parents must be willing to supply the necessary support by encouragement, extra help and cooperation with teachers.
5. The whole student is to be considered - not just the achievement test results. The student must demonstrate evidence of emotional, social and physical readiness for advanced placement.
6. An explanation of the problems inherent in an acceleration request must be made.
 - a. Insecurity may be felt on the part of the students as to their new standing when accelerated to a higher grade. Before, they were at the head of their class, were usually finished with their work before anyone else and generally received excellent marks; now they are likely to rank lower

- in the class distribution.
- b. The students will, no doubt, find that more work is required to keep up with their group, possibly in some areas more than others, depending on their interests and abilities.
 - c. The students need to understand that, if persistent in the pursuit of their studies, their pace will improve and in time they will be performing as well as ever, but perhaps not for a year or two.
 - d. The students would be leaving home for boarding school or college one year earlier.
7. Together with the conference office of education, the teacher will consider every phase of the student's development and will endeavor to recommend a study program detailed to the student's needs.
 8. In general, acceleration will be considered only during the first three grades. Exceptions after grade three will be considered under exceptional circumstances.

Procedure - A written request (Appendix E) must be made to the conference office of education prior to the second semester. Permission will be favorably considered when the following conditions are met:

1. The student is expected to have scored at the 90th percentile or above in each area of a standardized achievement test and to have satisfactorily met the objectives specified in the Curriculum Guides, where available, in the basic areas - reading, mathematics and language skills - at the grade preceding the one to which the advancement is anticipated. This evaluation is to be made by the teacher in consultation with the conference office of education.
2. The student must demonstrate satisfactory evidence of emotional and social readiness for evaluation.
3. A teacher must not initiate a program of acceleration of a student before submitting a request to the local conference office of education and receiving written approval.
4. A detailed description of how the teacher has outlined the accelerated educational program must be included.

5. Ordinarily, students at the elementary level should be limited to one acceleration experience.

Student Retention

Current research provides overwhelming evidence that widespread use of grade retention is **not an effective practice** in raising student achievement. On the contrary, grade retention may retard academic progress, undermine student self-esteem and ultimately contribute to a student's decision to drop out of school.

The use of retention can be markedly reduced by having a screening policy in effect for all entering kindergarten and first grade students. Making certain that a student has the social and emotional maturity as well as the academic readiness will avoid most problems.

Students being retained in a grade may actually be a sign that student needs are not being met by the current school organization, policies, curriculum and methods of instruction. Teachers should **seek to determine school causal factors** which contribute to low achievement and search for new strategies that create teaching and learning environments in which all students are engaged in active learning and are making continuous progress. Another year of basically the same program is not going to raise student achievement. It would be better to institute such practices as cooperative learning, multiple intelligence, integrated thematic instruction, the use of learning styles, etc.

Complex problems merit creative and innovative solutions; grade retention has all too often been a simple response to a complex problem. Very few students benefit from retention. Children who benefit most from retention are those who are in the lower grades who are simply developmentally or chronologically immature but are otherwise normal. Students who are extremely deficient in academic skills and or have social or emotional problems are not well served by retention. Some form of special education may be preferable. Therefore, teachers need to give careful consideration to many factors before using this strategy. Listed are nineteen (19) factors to consider when making the decision whether or not to retain a child in his/her grade:

1. **Knowledge of English Language** - If a child is unable to communicate in English and does not seem interested in acquiring new language skills, grade retention will not solve this problem.
2. **Physical Size** - A child who is smaller than others the same age has a better chance of benefitting if retained.
3. **Student's Age** - If retention would make the child much more than one-year-older than his/her classmates, it is likely to cause more problems than it solves. The likelihood of his/her dropping out of school increases enormously. He/she is more likely to develop a negative self-concept.
4. **Student's Sex** - Generally speaking, boys are slightly better candidates for

grade retention. Girls usually mature sexually a year or so before boys and are physically larger. This difference in size becomes most apparent in the junior high years, just when adolescents are very sensitive to being “different” from their classmates.

5. **Present Grade Placement** - The best time to think about retaining a child is during kindergarten or first grade. There are times when retention will help older children but after the second or third grade there is often a social stigma attached to “failing”.
6. **Previous Retention** - If a child has already been retained and is still having school difficulties, it is important to find out what other options may be available in the school.
7. **Immature Behavior** - A child who is physically and socially immature often benefits from a second year in kindergarten. Generally, however, a child who is capable academically will do better if promoted, even if he/she is somewhat immature.
8. **Emotional Problems** - If a child is often upset and finds it hard to keep his/her mind on schoolwork, retention is usually not the answer. Having a child repeat the same material in the company of younger classmates will not cure the underlying problem.
9. **History of Delinquency** - A child with behavior problems or a history of delinquency almost always has learning problems. However, these students almost always become more antisocial when retained. Students who do not have behavior problems are better candidates for grade retention.
10. **Experiential Background** - Retention may be helpful during the primary grades for a child who has not had individual attention or the opportunity to travel to places like the zoo, museums, summer camp, etc. If a child has had a lot of stimulating and enriching experiences, it is less likely that retention will help.
11. **Siblings** - Even if the student has a good relationship with his/her siblings, their relationship is frequently upset if a retained child is placed in the same grade as a brother or sister. Even if the grade level difference is two or three years between your children, you may see some difficulties after retention, because established family patterns of interaction and status are disrupted.
12. **Parents’ School Participation** - Parents’ interest and help with school

problems is a powerful force in determining whether a child benefits from grade retention. If parents support the school staff and are actively involved in school activities, retention is more likely to help.

13. **Transiency** - If a child has attended more than four schools in the past three years, it is doubtful that retention will solve the academic problems resulting from this pattern of frequent changes in friends and teachers.
14. **School Attendance** - Retention is usually beneficial if a child has been absent from school for a long time because of illness. However, a child who misses school because he/she is a truant is unlikely to attend school more regularly after retention. If a child refuses to attend school, he/she may have emotional or learning problems that make school a painful experience.
15. **Present Level of Academic Achievement** - It is important to remember that in a typical classroom the range of ability varies just as it does in any group of people. In a typical fourth grade classroom there may be students who still read at a first or second grade level and others who read above a junior high level. It is normal for about 50 percent of a class to be below grade level and about 50 percent to be above grade level. If schools retained every child who scored below average on standardized achievement tests, about one half of each grade would be retained each year.
16. **Student's Attitude about Possible Retention** - The student should be included in discussions about possible retention. If he/she seems to be threatened by the thought of retention or refuses to discuss the possibility, the chance of his/her benefitting is poor.
17. **Motivation to Complete School Tasks** - Retention will not benefit a child who refuses to perform academic tasks. If a child is disinterested and hostile, retention will almost certainly increase his/her hostility and may also increase the chance of truancy.
18. **History of Learning Disabilities** - From 5 to 20 percent of all school children have some type of learning disability. Even a child with above average intelligence will have trouble in a regular classroom setting if he/she has a learning disability. Therefore, if a child has been seen by a professional and has been found to have a learning disability, he/she is a poor candidate for grade retention. You need to be sure that specific, intensive remedial efforts aimed at overcoming the disability are undertaken.

19. **Estimate of Intelligence** - A child of average intelligence is more likely to benefit from retention than a child who is greatly above or below average. A true slow learning child may always be behind his/her classmates, while a gifted child should be able to catch up quickly when the reasons for his/her school difficulties are corrected. It could be that the gifted child merely needs to be challenged.

Although these nineteen (19) factors are not the only things you should consider when considering retention for a student, they have been shown to be highly important. If you are interested in a more complete discussion of these factors and of research on grade retention, you will want to read *Light's Retention Scale Manual* and complete *Light's Retention Scale*.

Light's Retention Scale is a tool that is available for teachers to use in determining if retention may be of value to any particular student. This scale should never be considered a "test". It is designed specifically for the school professional to use as a counseling tool during a parent conference and as a means of determining what educational and psychological research might indicate concerning a specific retention candidate. This is available through your local conference office of education or:

Academic Therapy Publications
20 Commercial Blvd
Novato CA 94949-6191
(800) 422-7249
FAX: (888) 287-9975
www.academictherapy.com

It is suggested that all schools have a student retention policy which has been voted by their school board. A sample of such a policy is in Appendix G.

Once a teacher is considering retaining a student, he/she should contact the principal and the conference superintendent of education. This should be done early in the year, before second semester, if possible.

Retention is discouraged unless absolutely necessary. It is never to be used as punishment and it is never to be used to supplant other educational services. Retention decisions should be made by a team (teacher, parents, principal, conference personnel) that considers relevant factors. Once a decision has been made to consider the retention of a student, the form in Appendix H should be completed and returned to your local conference office of education. Retention after the second grade should not occur except in the most extreme cases. No student is to be retained more than ONE year

9

The Keeping of Records

Records and Reports

Not every teacher will be expected to keep all of the following records and reports. In larger schools the principal takes the responsibility for some of them. Some, however, are the specific responsibility of the teacher. The following are the major ones with which schools are concerned:

1. **Student Information System** – Contact the local conference office of education for details on the specific NAD Student Information System chosen for your school to record and store vital student, family and faculty data.
2. **Lesson Plans** - Plans are kept by the teacher and should be up to date and in a form that can be easily interpreted and followed by a substitute teacher. A superintendent or principal may request to review lesson plans.
3. **Cumulative Record Folder** - The Cumulative Record Folder must be kept up to date for each student. (Blank folders may be obtained from the conference office of education.) Instructions for use and upkeep are stated on the folder.

At regular intervals throughout the school year teachers should:

- a. Refer to the records for guidance purposes.
- b. Add pertinent information.
- c. Record the results of the testing program.
- d. Place the original copies of the progress report in the folder.
- e. Update the medical records.

4. **Literacy Record Card** - An individual reading record form is to be kept by the teacher for each student beginning with the first grade and continuing through the eighth grade. When the student completes each book, the date and pertinent comments are to be recorded on this form. This record is to be kept in the cumulative folder.
5. **Consent to Treatment** - Parents or guardians are required to sign a Consent to Treatment form at the time of registration each year. This is essential if it becomes necessary to take a student to a doctor when parents or guardians are not available to grant permission. These forms are available from the conference office of education. *Originals* must be kept in the school office and *copies* taken on any off-campus activities.
6. **Financial Records** - At times the teacher may handle small amounts of money such as student campaign funds or class dues. All funds handled should be receipted. Keep all funds under lock and key until given to the school treasurer or other designated person. Accurate, itemized records must be kept of all receipts and expenditures. These records should be audited at least once a year by the school treasurer. Collection of tuition should not be the responsibility of the teacher.
7. **Inventory** - An inventory of all books, supplies and equipment is required at the close of the school year. One copy of this inventory list is to be kept on file at the school. Another copy may be required for the conference office of education.
8. **Opening and Closing Reports** - The opening report is to be submitted to the conference office of education by the teacher within three weeks after the opening of school, and the closing report within five days after the close of the school year. Both report forms are included in the NAD Student Information System software.
9. **Student Accident Insurance Reports** - Accident report forms supplied by the insurance company are available from the conference insurance department.
10. **Grade Book** - Daily scores, test grades, project scores and other criteria used in student assessment should be recorded by the teacher in a permanent form.

Placement of Records

All student records are to be kept in a fireproof safe or vault and are to be made available, by appointment only, to the student, his/her parents or guardians and other authorized persons. (See also, page 36.)

10

Closing School Activities

The Last Month of School

This may be a good time to take stock of progress and determine if goals for students are being realized. Perhaps some adjustments will need to be made in order to cover those areas that need extra time and attention. The program and materials should be organized in such a way that school continues to run smoothly and productively through the final day.

First-Grade Day

A visiting day to stimulate the interest of prospective first graders in the church school may be held several weeks before the end of the school year. The day should be well planned and adequately publicized. Parents may be asked to turn in names, addresses and birth dates of potential first graders; or principals may obtain this information from Sabbath School records. After the roster of prospective first graders is completed, a personal invitation should be mailed to each child on the list. Announcements should also be made in church bulletins. A first-grade visiting day provides an opportunity for information to be given to parents regarding the beginning of school, registration, readiness testing and required medical data. The length of the day's activities should be determined by the local school. First-grade teachers may wish to adopt the following suggested program:

1. Welcome children individually at the door, show them around the classroom and seat them.
2. Plan to have the children make something that they can take home to remind them of school. This should be a simple project that will provide a pleasant experience.
3. Present a short program.
 - a. Allow some first graders to read a favorite story from one of their books.
 - b. Demonstrate an educational game.

- c. Conduct a musical activity.
 - d. Schedule a brief outdoor play period when all may enter into a game.
 - e. Present a devotional lesson to close the program.
4. In some schools the current first graders do not attend that day so the teacher can give undivided attention to the visitors as they take the school readiness test. The test results should be discussed with each parent as soon as possible. Teachers have the option of giving the readiness tests in the spring or just before school starts in the fall.
5. Arrangements should be made for the teacher to have a brief period alone with the parents for questions and answers. It is essential that teachers remember that this will be the first contact with church schools for some parents and there is not a second chance for making a positive first impression. An informational packet for parents may be available through the local conference office of education to give to each family.

Post-School Week

Teachers are required to be on duty until the close of the contract period. Tasks to be completed during post-school week are outlined and distributed by the local conference office of education.

NEVADA-UTAH CONFERENCE/NAD Publications

1. **NAD *Elementary Textbook List*, NEVADA-UTAH CONFERENCE Supplement and NAD *Secondary Textbook List*** - These documents provide information regarding the curriculum of the schools. The NAD *Elementary Textbook List* and NAD *Secondary Textbook List* are prepared by the North American Division and placed on the NAD education website. The NEVADA-UTAH CONFERENCE Supplement is provided for NEVADA-UTAH CONFERENCE elementary schools.

The textbooks listed have been officially adopted by the NEVADA-UTAH CONFERENCE Board of Education and are to be used in all schools unless specific arrangements have been made for using alternative materials. If the teacher wishes to make any substitutions for these adopted materials, written permission must be secured from the principal and the conference office of education. The procedure to be followed is outlined in the current textbook list. (*NEVADA-UTAH CONFERENCE Education Code* 2156:07)

2. **NEVADA-UTAH CONFERENCE *Education Code*** - A compilation of policies relating to the establishment, maintenance, administration and operation of the K-12 school system. A copy should be in the principal/head teacher's office.
3. **NEVADA-UTAH CONFERENCE *Ninth Grade Program Manual*** - A manual outlining curriculum, materials, alternation schedules, etc., for the ninth grade intermediate program.
4. **NAD *Lifeline: A Handbook for Small School Success*** - A handbook especially for teachers in small schools (three or fewer teachers).

Frequently Used NEVADA-UTAH CONFERENCE/NAD Websites

<http://www.nuceducation.org>

<http://adventisteducation.org>

<https://dashboard.nadeducation.org/login>

School Volunteer Information

Nevada-Utah Conference

Section I - General Information

Name

Home Phone

Address

City

Church Membership

Work Phone

Section II - Areas of Interest

I am willing to volunteer in the following area:

- | | |
|--|---|
| <input type="checkbox"/> Room parent | <input type="checkbox"/> Coordinator for Community Service Projects |
| <input type="checkbox"/> Assistant room parent | <input type="checkbox"/> Conduct worship |
| <input type="checkbox"/> Phone Committee | <input type="checkbox"/> Tutor |
| <input type="checkbox"/> Sewing projects | <input type="checkbox"/> Listen to students read |
| <input type="checkbox"/> Cooking projects | <input type="checkbox"/> Correct student papers |
| <input type="checkbox"/> Carpentry projects | <input type="checkbox"/> Art/Craft projects |
| <input type="checkbox"/> Drama/School programs | <input type="checkbox"/> Prepare learning centers |
| <input type="checkbox"/> Secretarial tasks | <input type="checkbox"/> Make games |
| <input type="checkbox"/> Librarian | <input type="checkbox"/> Career awareness presentation |
| <input type="checkbox"/> Fundraiser | <input type="checkbox"/> Supervise a recess |
| <input type="checkbox"/> School newsletter | <input type="checkbox"/> Assist with music program |
| <input type="checkbox"/> Chaperone | <input type="checkbox"/> Tell a story |
| <input type="checkbox"/> Provide transportation | <input type="checkbox"/> Provide a treat |
| <input type="checkbox"/> Classroom assistant | <input type="checkbox"/> Assist with newsletter |
| <input type="checkbox"/> Field trip organizer | <input type="checkbox"/> Photographer at school events |
| <input type="checkbox"/> Computer assistant | <input type="checkbox"/> Adopt a desk (fill it with supplies) |
| <input type="checkbox"/> Maintenance of physical plant | <input type="checkbox"/> Assist with yearbook |
| <input type="checkbox"/> Maintenance of yard | <input type="checkbox"/> Guest speaker (specific topic/travel) |
| <input type="checkbox"/> Janitorial duties | |

Other areas of interest _____

Days and times available _____

Age or grade level preference _____

Section III - Educational Record

Highest level of education _____

Degree/diploma held _____

School granting degree/diploma _____

College major/minor _____

Section IV - Health History

Is the condition of your health such that you will be unable to fulfill the requirements of your assignment?

____ Yes ____ No If yes, how would it hinder? _____

Section V - Experience

Please list examples of experience.

1. _____
2. _____
3. _____

Section VI - References

Please list below three individuals (excluding immediate family members) who know you well enough to recommend you.

Name	Address	City, State, Zip
_____	_____	_____
_____	_____	_____
_____	_____	_____

Section VII – Unlawful Conduct

Have you been (formally or informally) accused, charged or disciplined for any unlawful sexual conduct, child abuse and /or child sexual abuse? Yes No If yes, please explain and (if possible) give the name and address of a reference/ professional who can verify that you are now suitable for performing in a leadership position involving children.

_____ Date _____ Place _____

_____ Type of conduct _____

_____ Reference name, address and phone _____

Section VIII - Statement of Accuracy

The information contained in this form is accurate.

Applicant's signature

Date

School Board Use Only

Date application received _____

_____ Recommended

Date reference check completed _____

_____ Not recommended

_____ Recommended with
conditions noted

Date of Board approval _____

Name of School _____

Flag Etiquette

United States Flag Etiquette

Regular Display - Each classroom and auditorium should have a United States flag displayed at all times, and the salute to the flag should be recited regularly. This activity is appropriate during the opening exercises just before or after worship. The national and state flags should be displayed on a pole which may be located near the entrance of the school premises or on the administration building. Occasionally the entire school family may gather at the flagpole for a flag-raising ceremony. The outdoor flag should be displayed during the time that school is in session, weather permitting. Outdoor flags should be displayed only between sunrise and sunset unless a light is shown on the flag during the hours of darkness. If the flag is displayed from a stage, it should be on the speaker's right. If it is displayed from the floor of the auditorium, it should be on the right of the audience. If mounted on the wall, the field of stars is to be on the left.

Shared Display - No flag or pennant should be placed above or to the right of the United States flag. If only one flagpole is used, the United States flag should be above the state flag; and the latter should be hung so as not to interfere with any part of the United States flag. Flags of two different countries are never flown from the same staff.

Half Staff - The flags should be lowered to half-staff when the city, state, nation or the denomination pays special recognition to someone who has died. When flown at half-staff, the flag should be hoisted to the top of the pole for an instant and then lowered slowly to the half-staff position. When lowering the flag for the day, it should be raised to the top of the pole first.

Flag Salute - Persons in uniform, including Pathfinders, give the regulation salute; men in civilian clothes remove their hats and hold them over their hearts; women or men without hats place their right hands over their hearts during the entire salute. Non-citizens stand respectfully at attention. When the flag is hoisted or lowered and when it passes by, everyone stands at attention.

Flag Care - In order to keep the flag free from soil, it should be dry cleaned as needed. When a flag is no longer suitable for display, it should be destroyed by burning.

Parent-Teacher Conferences

Communication between parents and teachers continues to be an important element in the school-home partnership. It is during the parent conferences that parents and teachers can share information about the student, discuss the student's successes, progress and plan cooperatively for the education of the student.

An increasing number of teachers are including students in the conferencing process. Student-led conferences are, as the name implies, conferences led by the students themselves. It is an opportunity for the students to demonstrate their knowledge about their own growth and development. The students show their parents completed projects, review samples of their written work and discuss future goals.

Before the Conference

Preparing the Student

1. Talk with the student about the importance of conferencing with parents.
2. Decide on the role of the teacher and the student on the day of the conference.
3. Have the student select samples of work, completed or in progress.
4. Discuss what information would be important for the parents to know about the work selected.
5. Decide on what future goals are to be shared with the parent.

Preparing the Parent

1. Send home a short note confirming the appointment and list some ideas that might help guide the conference. Be sure that the parents realize these are only suggestions and that they are free to ask questions. On the next page is a suggestion of the type of letter you might send to parents. Adaptions will need to be made depending on the role of the student during the conference. Your communication will be more effective if you put your own personality into it.

-
2. Tell parents how much time is allotted for their conference. Assure them that they may use all or part of the time.

Sample Letter

Dear Mr and Mrs _____:

(Name of child) and I are looking forward to our conference on (date) at (time). To help make our conference profitable, here are some ideas you might like to think about before you come.

Do you have any questions about our school program, classes your child is taking or his progress? If so, jot them down and come prepared to ask them. Be as specific as you can. It makes answering them easier.

We may ask questions about your child's health, hobbies, feelings about school or relationships with others outside of school. We need to know all we can so we can work together better.

If your child is having difficulty in a specific class, feel free to ask how we are helping him/her.

Does your child have questions to ask? Encourage him/her to do so. We want to know what your child is thinking, too!

Just a reminder: We are trying to stay on schedule during our conference days. If you think we need more time for your conference, please let us know so we can schedule it. This will help us and will keep other parents from having to wait. If you prefer, we will be glad to schedule another conference at a later date. We feel privileged to join you in helping your child work toward his/her highest potential.

Sincerely,

Preparing Yourself

1. Organize, prepare, think and plan well in advance. Some parents are uneasy about coming to hear about their child.
2. Prepare a collection folder of each student's work/projects.
3. Jot down a few notes of specific things you wish to mention.
4. Consider playing a recording of the child reading or telling a story at the beginning of the conference. The sound of their child's voice is music to the parents' ears.
5. Plan your schedule so there are at least a few minutes between

conferences.

6. Decide where you're going to conduct the conference - in the library corner, at the student's desk or in the student's home. The site is not nearly so important as being close to the parents. Desks can be barriers.
7. If standardized tests were administered, plan to share the testing results.
8. Anticipate questions parents frequently ask such as:
 - Why hasn't my child learned to read?
 - Why do some teachers assign homework and others don't?
 - Why didn't you tell me earlier my child wasn't doing well?
 - Do you teach phonics in reading?
 - What is social studies?
 - Why don't you correct papers instead of letting children correct their own?
 - Why is Peter still in reading readiness and Nancy is reading a book already?
 - Why don't teachers supervise recess better?
 - Why aren't students required to read from the Bible?
 - How does my child compare with the other children in the same grade?
 - How does my child get along with other children?
 - How can I help my child?

Conducting the Conference

(Adapt these suggestions for student-led conferences)

1. Make the parents feel welcome and at ease. Give parents time to relax. Listen to the recording; talk about the student in general.
2. Begin the conference with encouraging news about the student and then be a good listener.
3. Put yourself in the parents' place. They may have unhappy memories about teachers and associate you with those memories. You're discussing their most precious possession. Be tactful! But be sure your tactfulness is truthful.
4. This is a conference, not just a visit. It is a time to discuss what the student and

teacher will be working on during the next few weeks. Set at least one specific goal toward which the student can work.

5. When making suggestions, offer alternatives from which the parents may choose.
6. Use the simplest and clearest words you can find. Avoid educational jargon.
7. You and the student are reporting to the parents about his or her progress. Avoid criticism. So . . . “Jason and I want to talk to you about math. He’s having some difficulty with fractions. Here is what we’d like to do.” NOT “Jason needs to buckle down in math. He’s failing in every assignment in fractions.”
8. Explain the achievement test report at your first conference. It provides a summary of the student’s achievement in reading, language, mathematics and study skills as compared with national norms. These norms are based on a statistical study of the achievement of students randomly selected throughout the United States. Remember to talk in terms of percentile scores rather than grade equivalents.
9. Encourage the parent not to compare one student with another, especially a brother or sister.
10. Be professional at all times. Avoid discussing other teachers or pupils.
11. Accept criticism graciously. Avoid arguments or facial expressions of disapproval or anger. A wince or frown can close the door of communication.
12. Avoid letting the conference deteriorate into a discussion of inconsequential topics.
13. Invite parents to visit your classroom when school is in session and to participate in school functions such as Home and School meetings.
14. End the conference on an encouraging note and, as far as possible, on schedule. Summarize major areas discussed and reaffirm action to be taken. Invite the parents to visit the school. Accompany them to the door.

After the Conference

1. Summarize the conference briefly. For this purpose a card file containing the following items for each student may be useful:

Name of Parent	_____
Name of Child	_____
Date of Conference	_____
Discussion	_____ _____
Goal	_____ _____

2. If a problem was discussed and a goal determined, consult parents within the next three weeks concerning progress.
3. When a goal has been reached, notify the parents, congratulate the student and establish a new goal.

Student Acceleration Request Nevada-Utah Conference

Student's Name _____ Grade _____ Date _____

Student's Birthdate _____ Age when entering 1st Grade _____ years _____ months

School _____ Teacher _____

Parent (s) Names _____

Siblings	Comments
_____	_____
_____	_____
_____	_____

I. School Staff Observations

Grade Level	Comments
Reading Level	
Math Level	
Language Level	__ _____
Written Work	
Reason for acceleration	_____

Comment on:
(a) Physical size and development; (b) Social maturity; (c) Emotional maturity

II. Formal Assessment Results

Test used _____
Date Assessment Completed _____
Attach copy of Student Profile results OR outline results _____

III. Academic Plan

Describe the academic plan for this student in an accelerated program including an appropriate time line for completion.

Subject	Academic Plan	Projected date of completion
Bible		

Language Arts		
Math		
Science		
Social Studies		

IV. Parent Participation

Describe parent perceptions and concerns _____

Dates of parent-teacher conferences this year _____

Parent signature from last conference _____

Results of conferences _____

V. Steps for Acceleration

Teacher/principal conference Date _____

Teacher/parent conference (most recent) Date _____

Acceleration Request completed by parent Date _____

Superintendent of Education review Date _____

Decision _____ Date _____

Parent Consent Form for Acceleration

School _____ Date _____

Student Acceleration

As a follow-up to our previous conversation, I (agree) (do not agree*) with the recommendation that _____ be accelerated to grade _____ for the _____ school year.

Parent/Legal Guardian _____ Date _____

Teacher _____ Date _____

Principal _____ Date _____

Parent/Legal Guardian Statement (use back of page if needed)

*In the event the decision of the principal and the conference office of education is to accelerate the student without parent/guardian agreement, the parent/guardian may appeal the decision through the conference office of education. A review committee, appointed by the Superintendent of Education, will study the information and make a recommendation. Final decision rests with the school authorities.

- c: Superintendent of Education
- Principal
- Student's cumulative folder

Sample Student Retention Policy

Documented exceptions to these procedures may be made in special situations (i.e. special education students) with the approval of the school principal and Superintendent of Education.

- _____ 1. If the student is failing to make normal progress, the parents must be notified early, so that the school and home may cooperate in helping him/her achieve greater success.
- _____ 2. Most retention should be at the primary level. However, older students may be considered if it is strongly felt that retention will help the student.
- _____ 3. No student shall be retained more than one year.
- _____ 4. *Light's Retention Scale*, or another formal assessment, must be completed prior to the teacher/principal conference.
- _____ 5. The teacher is to discuss possible retention with the principal prior to discussion with the parent.
- _____ 6. A Student Retention Request form and Parent Consent Form for Retention must be on file at the school with a copy sent to the conference office of education by April 15.
- _____ 7. The conference office of education will evaluate the retention request and communicate the decision to the principal with a copy to the classroom teacher.
- _____ 8. Parent notification of the recommendation to retain is to be given as early as possible in the school year, but no later than April 30.
- _____ 9. If an appeal process is requested, a review committee will be appointed by the Superintendent of Education.

Additional information regarding Student Retention is on pages 42-45.

Grade Level	Comments
Reading Level _____	_____
Math Level _____	_____
Language Level _____	_____
Written Work _____	_____
Reason for retention _____	_____
_____	_____
_____	_____
_____	_____

II. Formal Assessment Results

Test used _____ Date Assessment Completed _____

Attach copy of Student Profile results OR outline results _____

III. Previous Attempts to Assist Student (describe frequency)

	Current Year	Previous Year
Special Education		
Speech Therapy		
Tutoring		
Other		

IV. Academic Plan

Describe the academic plan for this student in a retention program including an appropriate time line for completion.

Subject	Academic Plan	Projected date of completion
Bible		
Language Arts		
Math		
Science		
Social Studies		

V. Parent Participation

Describe parent perceptions and concerns _____

Dates of parent-teacher conferences this year _____

Parent signature from last conference _____

Results of conferences _____

VI. Steps for Retention

Teacher/principal conference Date _____

Teacher/parent conference (most recent) Date _____

Parent Consent Form for Retention completed Date _____

Superintendent of Education review Date _____

Decision _____ Date _____

Parent Consent Form for Retention

School _____ Date _____

Student Retention

As a follow-up to our previous conversation, I (agree) (do not agree*) with the recommendation that _____ be retained in grade _____ for the _____ school year.

Parent/Legal Guardian Date _____

Teacher _____ Date _____

Principal _____ Date _____

Parent/Legal Guardian Statement (use back of page if needed)

*In the event the decision of the principal and the conference office of Education is to retain the student without parent/guardian agreement, the parent/guardian may appeal the decision through the conference office of education. A review committee, appointed by the Superintendent of Education, will study the information and make a recommendation. Final decision rests with the school authorities.

- c: Superintendent of Education
- Principal
- Student's cumulative folder

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