**Sample Forms and Documents**

The sample forms and documents listed below are found on the pages that follow. There are no page numbers to allow customization of the online forms for your school. The documents are in alphabetical order.

Acceleration Request

Acceptable Use Policy

Application for Admission

Board Agenda

Board Minutes

Budget

Consent to Treatment

Daily Schedule

Daily Schedule Analysis

Emergency Procedures Manual (Columbia Union Conference Office of Education)

Field Trip and Outing Planner

Field Trip Permission Form

Financial Agreement

Graduation Program

Incident Report Form

Lesson Plans

Medication Authorization and Administration Form

Over-the-Counter Medication Permission to Administer Form

Parent Release Form for Students with Special Academic Needs

Photo Release

Release of Student Records (transferring students)

Retention Request

Room Parent Request

School Calendar

School Constitution

School Handbook

School Safety Self-Inspection (Adventist Risk Management)

Student Led Conference Narrative Form

Unit Plans

Volunteer Ministry Guidelines (Adventist Risk Management)

Volunteer Ministry Information (Adventist Risk Management)

Yearly Plans



**Acceleration Request\***

(See Union Education Code Book for complete instructions)

|  |  |  |
| --- | --- | --- |
| Student Name | Birthdate | Present Grade |

|  |  |
| --- | --- |
| Present Age (Years/Months) | Age When Entered 1st Grade (Years/Months) |

|  |  |
| --- | --- |
| 1. Reason for acceleration: |  |
| 1. Last achievement test administered: |  |
| Date administered: |  |
| Composite Grade Equivalent: |  |
| Composite Percentile: |  |
| A student is expected to have 90th percentile or above in each sub-test.  Attach copy of student’s Individual Performance Profile. | |
|  | |
| 1. Teacher evaluation of daily work, tests, etc.: | |
| 1. Teacher evaluation of present social and emotional development: | |

\*adapted from the Mid-America Union Office of Education

**Acceleration Request – Page 2**

1. Survey of past history in school:
2. Teacher evaluation of physical development:
3. Report of communication with parents (include dates, parents’ reactions, etc.):
4. Recommendation of teacher:
5. Brief summary of suggested acceleration program:

|  |  |
| --- | --- |
| Teacher’s Signature Date | Principal’s Signature Date |
| *We have discussed our child’s academic achievements with the classroom teacher and understand that this is not to be interpreted as “skipping a grade,” since all levels of academic work are to be covered. We support the placement of our child in an accelerated program, understanding that such a placement is subject to approval by the Conference Office of Education and the school leadership.* | |
| Parent or Guardian Signature Date | Parent or Guardian Signature Date |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Education Committee Action: |  | Approved |  | Denied |
| Date | Superintendent’s Signature | | | |

**Acceptable Use Policy**

**Information Technology Resources**

**Anytown Adventist School**

The Anytown Seventh-day Adventist School is pleased to offer students access to the school’s information technology resources, including the computer and Internet, for educational purposes. To gain access to these resources, the legal parent/guardian and student must sign and return this form to the school.

The Internet is a powerful resource for expanding the educational experience of each student. Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with internet users throughout the world. Unfortunately, it is true that some materials accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or offensive. We believe, however, that the benefits to students in the form of information resources and opportunities for collaboration exceed any disadvantages and, therefore, choose to make the Internet available to our students. But because parents and guardians are ultimately responsible for setting and conveying the standards that their children should follow when using media and information sources, we respect each family’s right to decide whether or not to apply for access.

The school’s information technology resources are for educational purposes only. Since they are provided for students to conduct research and communicate with others, access is given to students who agree to act in a considerate and responsible manner. Parental permission is required. Access is a privilege—not a right. Access entails responsibility. School staff may review files and communications to maintain system integrity and ensure that users are using the system responsibly.

Students will adhere to Christian principles and will:

* Respect and safeguard the privacy of themselves and others.
  + Use only assigned accounts.
  + Not view, use, or copy passwords, data, or networks to which they are not authorized.
  + Not share private information about others or themselves.
* Respect and safeguard the integrity, availability, and security of all electronic resources.
  + Observe all posted security practices.
  + Report security risks or violations to a teacher.
  + Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner.
  + Conserve, protect, and share these resources with other students and internet users.
* Respect and safeguard the intellectual property of others.
  + Not infringe copyrights.
  + Not plagiarize.
* Respect and practice the principles of community.
  + Communicate only in ways that are kind and respectful.
  + Report threatening or discomforting materials to the teacher.
  + Not intentionally access, transmit, copy, or create materials that violate Christian principles or that are illegal (such as messages that are threatening, rude, discriminatory, harassing, stolen, illegal copies of copyrighted works, etc.).
  + Not use the resources to further other acts that are criminal or violate the school’s principles.
  + Not send spam, chain letters, or other mass unsolicited mailings.
  + Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

**Acceptable Use Policy – Page 2**

Violations of these rules may result in a loss of a student’s privileges to use the school’s information technology resources, as well as other disciplinary or legal action.

School administrators and other authorized individuals monitor the use of information technology resources to help confirm that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school’s information technology resources in order to further safeguard the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Your signature below affirms your understanding of, and agreement to abide by, this Acceptable Use Policy. Any violation of the standard as set forth herein may result in the immediate termination of the student’s access to the school’s information technology resources and/or other disciplinary action.

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name (please print) | Student Signature | Grade | Date |

|  |  |  |
| --- | --- | --- |
| Parent/Guardian Name (please print) | Parent/Guardian Signature | Date |

**Application for Admission**

**Anytown Adventist School**

|  |
| --- |
| Today’s Date |

Child’s Full Legal Name:

|  |  |  |
| --- | --- | --- |
| Last | First | Middle |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Entering | Gender | Child’s NAD Student ID | Place of Birth | Date of SDA Baptism |

|  |  |  |
| --- | --- | --- |
| / /  Month/Day/Year  Date of Birth | /  Years/Months  Age | Ethnic Origin  (For Federal Government and North American Division purposes only) |

Family Information:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Legal name of parent or guardian with whom the student is living: | Father | | Mother | |
| Home Address |  | |  | |
| City, State/  Province, Zip |  | |  | |
| Phone and  Email | Home | Business | Home | Business |
| Mobile | Email | Mobile | Email |
| Occupation |  |  |  |  |
| Church Membership | Denomination/Church | | Denomination/Church | |
| Brothers and Sisters | Full Name | | Birth Date | |
|  | |  | |
|  | |  | |

|  |  |
| --- | --- |
| Initial | In case of emergency, accident, or serious illness, if the school is unable to contact me, I hereby authorize the school to take my child to the physician, emergency room, and/or to the relative or neighbor indicated. |

|  |  |  |
| --- | --- | --- |
| Doctor’s name | Phone | Address |
| Relative’s or Neighbor’s Name | Phone | Address |

**Application for Admission – Page 2**

|  |
| --- |
| References: Please give two (2) references (pastor, friend, neighbor, nonrelative, etc.): |
| Reference #1 (Name, Address, Phone) |
|  |
|  |
|  |
|  |
| Reference #2 (Name, Address, Phone) |
|  |
|  |
|  |
|  |

Please initial each line below:

|  |  |
| --- | --- |
|  | I agree to meet my monthly financial obligations to the school. |
|  | I agree to cooperate with the school board and teachers by avoiding adverse criticism of any teacher or school policy in the presence of the students. |
|  | I have read the school handbook and agree to support each regulation of the school. |
|  | I hereby authorize the school board to send, upon request, the permanent records to the next school to which my child may enroll. |

|  |  |
| --- | --- |
| Signature of Parent or Legal Guardian | Date |

**Anytown Adventist School Board Meeting**

**Agenda**

**January 17, 2011**

1. Devotional and Prayer 10 minutes
2. Approval of Minutes – December 20, 2010 5 minutes
3. Finance Committee Report 45 minutes
   1. Financial Statement – December 31, 2010 15 minutes
   2. Sale of Van 15 minutes
   3. Other Business 15 minutes
4. Principal’s Report 15 minutes
   1. Field Trip Requests 5 minutes
   2. Other Items of Interest 10 minutes
5. Building & Grounds Committee Report 15 minutes
6. Personnel Committee Report 10 minutes
7. Fund Raising Policy Proposal 15 minutes
8. Dismissal Prayer 5 minutes

Next Meeting February 21, 2011 at 7:00 pm

**Anytown Adventist School Board**

**Minutes**

**January 17, 2011**

|  |  |
| --- | --- |
| **Members Present** | Orville Crane, chair; Patsy Swift, secretary; Grace Carman, Lyle Cherry, Carla Gentry, Delilah Shell, Thom Shane, Bobby Silber, Harold Wellman |
|  |  |
| **Members Absent** | Rick Ashton, Ann Todd |
|  |  |
| **Devotional** | Grace Carman |
|  |  |
| **Minutes**  **10-11:36** | **Voted** to approve the minutes of December 20, 2010. |
|  |  |
| **Finance Committee**  **10-11:37** | **Voted** to approve the December 31, 2010 financial statement, subject to audit. |
|  |  |
| **10-11:38** | **Voted** to approve the recommendation to sell the van for a minimum price of $1000 and that the money be placed in a reserve account to be used towards the purchase of a new van. |
|  |  |
| **Principal’s Report**  **10-11:39** | **Voted**to approve the field trip request to the Field Museum of Natural History for grades 1-4 on February 10, 2011. |
|  |  |
|  | The Christmas program was a great success. The church was full. Thanks to the Home and School for providing the light refreshments. |
|  |  |
| **10-11:40** | **Voted** to approve the acceptance of two new students, Jerry and Sherry Jones. Jerry is in the 5th grade and Sherry in the 2nd. |
|  |  |
| **Building and Ground Committee**  **10-11:41** | **Voted** to approve the recommendation to repair the bathroom mirrors at a cost of $50 per mirror. |
|  |  |
| **Personnel Committee**  **10-11:42** | **Voted** to approve the recommendation to hire Nancy James as a Teacher Assistant at a rate of $8.00/hour for 20 hours a week. |
|  |  |
| **Fund Raising Policy**  **10-11:43** | **Voted** to approve the fund raising policy (attached to permanent minutes) |
|  |  |
| **Dismissal Prayer** | Harold Wellman |



**Budget**

**Anytown Adventist School**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Year**

**Anticipated Enrollment by Grade:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **K \_\_\_\_** | **1 \_\_\_\_** | **2 \_\_\_\_** | **3 \_\_\_\_** | **4 \_\_\_\_** | **5 \_\_\_\_** | **6 \_\_\_\_** | **7 \_\_\_\_** | **8 \_\_\_\_** | **9 \_\_\_\_** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2010-2011**  **Budget** | **2009-2010**  **Actual** | **2009-2010**  **Budget** |
| **Annual Income:** | | | |
| Entrance Fees | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Special Fees  (music, art, etc.) | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Tuition | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Church(es) Subsidy | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Special Projects | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Total Income** | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **(should equal or exceed total expenses)** |  |  |  |
| **Annual Expenses:** | | | |
| Conference Education Fund | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Locally Funded Employees | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Utilities (Heat, Electricity, Water, etc.) | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Telephone | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Custodial Equipment and Supplies | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Budget – Page 2** | | | |
| **ANNUAL EXPENSES (CONTINUED):** | | | |
|  | **2010-2011**  **Budget** | **2009-2010**  **Actual** | **2009-2010**  **Budget** |
| Textbooks | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Media Center—Books, Periodicals, Software (Minimum $35/student) | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School/Office Supplies | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Technology Plan (Upgrades/Purchases) | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| New Equipment and Furniture | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Plant and Grounds Improvement | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Plant Insurance | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student Accident Insurance | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Miscellaneous Expenses | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other Expenses  (Please specify) |  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Bad Debt (Anticipated Delinquent Accounts) | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Total Expenses** | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | $ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |



**Consent to Treat**

**Anytown Adventist School**

**Only designated staff will have access to the completed form. This form will be stored in a locked file.** This form must be filled out at the beginning of each school year to cover the activities for the school year. A copy of each student’s form must be taken on off-campus activities.

Student’s Full Name:

|  |  |  |
| --- | --- | --- |
| \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Age | Date of Birth (month/day/year) | Social Security Number (United States) |

Address:

Parent/Guardian Information:

Father/Guardian:

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Business Phone | Home Phone | Mobile Phone | Social Security Number |

Email:

Mother/Guardian:

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Business Phone | Home Phone | Mobile Phone | Social Security Number |

Email:

Please describe allergies to substances and medications:

|  |  |  |
| --- | --- | --- |
| If on regular medication, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  | Date of Last Tetanus Shot |

Please give the name of your local family physician to be called in case your child becomes ill or has an accident at school and you cannot be reached:

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Family Physician Name | Office Phone |

Physician’s Office Address:

|  |  |
| --- | --- |
| Hospital Preference: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Hospital Phone |

Please give the name of a relative or friend who has consented to assume the responsibility of your child in case of illness or accident until you can be reached. In case of any changes in the named person, notify the school in writing.

|  |  |
| --- | --- |
| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Phone |

Address:

The above named student is \_\_\_\_\_\_ is not \_\_\_\_\_\_ covered by health insurance.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Present Health Insurance Company | Policy Number |

If emergency service involving medical action or treatment is required and neither the parent not the family physician can be reached for consent, the parents hereby consent to the rendering of such emergency medical service for the above named student as shall be necessary in the medical opinion of the doctor rendering service.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ |
| Signature of Parent or Guardian | Date |

**Daily Schedules**

**Sample 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday - Thursday** | | **Friday** | |
| 8:45 | Worship | 8:45 | Worship |
| 9:00 | Math | 9:00 | Math |
| 10:00 | *Pathways* Reading Instruction | 10:00 | *Pathways* Reading Instruction |
| 10:50 | Recess | 10:50 | Recess |
| 11:00 | *Pathways* Daily Routine | 11:00 | Art |
| 12:00 | Lunch | 12:00 | Lunch |
| 12:30 | *Pathways* Read Aloud | 12:30 | Music |
| 12:45 | *Pathways* Writing Workshop | 1:20 | Physical Education |
| 1:00 | Science/Social studies | 1:50 | Bible |
| 2:00 | Physical Education | 2:30 | Dismiss |
| 2:30 | *Pathways* Reading Workshop |  |  |
| 2:50 | Bible |  |  |
| 3:30 | Dismiss |  |  |

**Sample 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday – Thursday** | | **Friday** | |
| 8:15 | Worship | 8:15 | AY Worship |
| 8:30 | Science/Lab | 8:30 | Letter Writing |
| 9:00 | Social Studies | 8:45 | Music/Art |
| 9:30 | *Pathways* Daily Routine I | 10:00 | *Pathways* Speech Instruction |
|  | Spelling, DOL, & Handwriting |  | Reading/Language Arts Targets |
| 10:00 | Prayer Time | 10:10 | Physical Education/Recess |
| 10:10 | Physical Education | 10:30 | Math |
| 10:30 | Math | 11:30 | Lunch |
| 11:30 | Lunch | 12:30 | *Pathways* Speech Follow-up |
| 12:00 | *Pathways* Read Aloud |  | Speaking and listening skills |
| 12:15 | *Pathways* Reading Instruction | 12:30 | Spanish |
| 1:10 | Recess | 1:00 | *Pathways* Reading/Writing |
| 1:30 | *Pathways* Writing Workshop |  | (Research, computer, |
| 1:45 | *Pathways* Reading Workshop |  | Illustrations, author’s sharing) |
| 2:15 | *Pathways* Daily Routine II | 1:45 | Clean-up/Praise Time |
|  | Independent activities | 2:00 | Dismissal |
| 2:30 | Bible/Journaling |  |  |
| 3:00 | Clean-up/Assignments |  |  |
| 3:15 | Dismissal |  |  |

**Daily Schedules – Page 2**

**Sample 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Monday – Thursday** | | **Friday** | |
| 8:00 | Worship | 8:00 | AY Worship |
| 8:25 | Math | 8:15 | Letter Writing |
| 9:25 | *Pathways* Daily Oral | 8:30 | Music/Art |
|  | Language/Spelling | 9:45 | *Pathways* Speech Instruction |
| 9:55 | Break |  | Reading/Language Arts Targets |
| 10:10 | *Pathways* Reading Instruction | 9:55 | Physical Education/Recess |
|  | Theme/Guided Reading/Writing | 10:15 | Math |
| 11:00 | Bible | 11:15 | *Pathways* Speech Follow-up |
| 11:45 | *Pathways* Guided Reading |  | Speaking and listening skills |
| 12:00 | Lunch | 11:45 | Spanish |
| 12:45 | *Pathways* Daily Read Aloud | 12:15 | Lunch |
| 1:05 | Science/Social Studies | 12:45 | *Pathways* Reading/Writing |
| 2:00 | Break |  | (Research, computer, |
| 2:15 | Art/Physical Education/Music |  | Illustrations, author’s sharing) |
| 3:00 | Clean-up | 1:30 | Clean-up/Praise Time |
| 3:15 | Dismissal | 1:45 | Dismissal |

**Sample 4**

|  |  |
| --- | --- |
| 8:00 | Calendar and Word Wall |
| 8:15 | Worship |
| 8:30 | *Pathways* Theme Work, Phonics, Daily Oral Language, Guided Reading |
| 9:35 | Physical Education |
| 10:00 | Math |
| 11:00 | Recess |
| 11:10 | Bible |
| 11:40 | Science or Social Studies |
| 12:05 | Lunch |
| 12:50 | *Pathways* Read Aloud, Handwriting, Spelling, Writing Workshop |
| 2:00 | Art/Music |
| 2:30 | Recess |
| 2:45 | Chores/Circle |
| 3:00 | Dismissal |

**Daily Schedules – Page 3**

**Sample 5 – Grades 1-4**

|  |  |
| --- | --- |
| 8:00 | Calendar/Word Wall |
| 8:15 | Worship |
| 8:30 | *Pathways* Reading/Phonics |
| 9:30 | Physical Education |
| 10:00 | Math |
| 10:45 | Bible |
| 11:15 | Recess |
| 11:25 | *Pathways* Daily Oral Language |
| 11:40 | Science/Social Studies |
| 12:05 | Lunch |
| 12:50 | *Pathways* Handwriting/Read Aloud/Spelling/Reading Workshop/Writing Workshop |
| 2:00 | Art/Music |
| 2:30 | Recess |
| 2:45 | Chores/Circle |
| 3:00 | Dismissal |

**Sample 6**

|  |  |
| --- | --- |
| 8:00 | Worship |
| 8:15 | Bible |
| 8:45 | *Pathways* Daily Routine (Daily Oral Language, Phonics, Handwriting, Spelling) |
| 9:35 | Recess |
| 9:55 | *Pathways* Reading Instruction (Theme Book, Guided Reading) |
| 10:55 | Math |
| 11:55 | Lunch/Recess |
| 12:40 | *Pathways* Read Aloud |
| 12:55 | *Pathways* Writing Workshop |
| 1:10 | Science/Social Studies |
| 2:10 | Physical Education |
| 2:40 | *Pathways* Reading Workshop |
| 3:00 | Dismissal |

**Sample 7 – Multigrade Departmentalized Block**

|  |  |
| --- | --- |
| 8:00 | Worship |
| 8:15 | Math/Music/Physical Education |
| 9:45 | Recess |
| 11:00 | Science/Health/Social Studies/Art |
| 11:30 | Lunch/Recess |
| 12:15 | Bible Reading Time |
| 12:30 | *Pathways* Spelling/Handwriting/Reading Workshop/Writing Workshop |
| 2:00 | Bible |
| 2:45 | Homeroom Activities |
| 3:00 | Dismissal |

**Daily Schedule Analysis**

**(Grades 1-2)**

Name

School

Conference

Grades or Subjects Taught

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Total Minutes**  **Per Week** | **Recommended Minutes** | | **Recommended**  **Number of Days** |
| **Weekly** | **Daily** |
| **Worship** | **\_\_\_\_\_\_\_\_\_\_** | **50** | **10** | **5** |
| **Bible** | **\_\_\_\_\_\_\_\_\_\_** | **200** | **40** | **5** |
| **Mathematics** | **\_\_\_\_\_\_\_\_\_\_** | **250** | **50** | **5** |
| **Pathways** | **\_\_\_\_\_\_\_\_\_\_** | **725** |  |  |
| **Daily Routine** | **\_\_\_\_\_\_\_\_\_\_** | **285** |  |  |
| Daily Read Aloud | \_\_\_\_\_\_\_\_\_\_\_ | 75 | 15 | 5 |
| Daily Oral Language | \_\_\_\_\_\_\_\_\_\_\_ | 50 | 10 | 5 |
| Phonics/Word Study | \_\_\_\_\_\_\_\_\_\_\_ | 60 | 15 | 4 |
| Handwriting | \_\_\_\_\_\_\_\_\_\_\_ | 40 | 10 | 4 |
| Spelling | \_\_\_\_\_\_\_\_\_\_\_ | 60 | 15 | 4 |
| **Reading Instruction** | **\_\_\_\_\_\_\_\_\_\_** | **300** |  |  |
| Thematic Instruction | \_\_\_\_\_\_\_\_\_\_\_ | 150 | 30 | 5 |
| Guided Reading | \_\_\_\_\_\_\_\_\_\_\_ | 150 | 30 | 5 |
| **Workshops** | **\_\_\_\_\_\_\_\_\_\_** | **140** |  |  |
| Reading | \_\_\_\_\_\_\_\_\_\_\_ | 80 | 20 | 4 |
| Writing | \_\_\_\_\_\_\_\_\_\_\_ | 60 | 15 | 4 |
| **Science** | **\_\_\_\_\_\_\_\_\_\_** | **160** | **40** | **4** |
| **Social Studies** | **\_\_\_\_\_\_\_\_\_\_** | **160** | **40** | **4** |
| **Fine Arts** | **\_\_\_\_\_\_\_\_\_\_** | **80** |  |  |
| Art | \_\_\_\_\_\_\_\_\_\_\_ | 40 | 40 | 1 |
| Music | \_\_\_\_\_\_\_\_\_\_\_ | 40 | 40 | 1 |
| **Physical Education** | **\_\_\_\_\_\_\_\_\_\_** | **100** | **20** | **5** |
| **Recess** | **\_\_\_\_\_\_\_\_\_\_** | **75** | **15** | **5** |
| **Grand Total** | **\_\_\_\_\_\_\_\_\_\_** | **1800** |  |  |

Minimum 1800 minutes weekly required

Lunch is not included in the minimum required minutes and must be at least 30 minutes per day

**Daily Schedule Analysis**

**(Grades 3-4)**

Name

School

Conference

Grades or Subjects Taught

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Total Minutes**  **Per Week** | **Recommended Minutes** | | **Recommended**  **Number of Days** |
| **Weekly** | **Daily** |
| **Worship** | \_\_\_\_\_\_\_\_\_\_ | **50** | **10** | **5** |
| **Bible** | \_\_\_\_\_\_\_\_\_\_ | **200** | **40** | **5** |
| **Mathematics** | \_\_\_\_\_\_\_\_\_\_ | **250** | **50** | **5** |
| **Pathways** | \_\_\_\_\_\_\_\_\_\_ | **725** |  |  |
| **Daily Routine** | \_\_\_\_\_\_\_\_\_\_ | **225** |  |  |
| Daily Read Aloud | \_\_\_\_\_\_\_\_\_\_ | 75 | 15 | 5 |
| Daily Oral Language | \_\_\_\_\_\_\_\_\_\_ | 50 | 10 | 5 |
| Focus on Words | \_\_\_\_\_\_\_\_\_\_ | 20 | 5 | 4 |
| Handwriting | \_\_\_\_\_\_\_\_\_\_ | 40 | 10 | 4 |
| Spelling | \_\_\_\_\_\_\_\_\_\_ | 40 | 15 | 4 |
| **Reading Instruction** | \_\_\_\_\_\_\_\_\_\_ | **300** |  |  |
| Thematic Instruction | \_\_\_\_\_\_\_\_\_\_ | 150 | 30 | 5 |
| Guided Reading | \_\_\_\_\_\_\_\_\_\_ | 150 | 30 | 5 |
| **Workshops** | \_\_\_\_\_\_\_\_\_\_ | **200** |  |  |
| Reading | \_\_\_\_\_\_\_\_\_\_ | 80 | 20 | 4 |
| Writing | \_\_\_\_\_\_\_\_\_\_ | 120 | 30 | 4 |
| **Science** | \_\_\_\_\_\_\_\_\_\_ | **160** | **40** | **4** |
| **Social Studies** | \_\_\_\_\_\_\_\_\_\_ | **160** | **40** | **4** |
| **Fine Arts** | \_\_\_\_\_\_\_\_\_\_ | **80** |  |  |
| Art | \_\_\_\_\_\_\_\_\_\_ | 40 | 40 | 1 |
| Music | \_\_\_\_\_\_\_\_\_\_ | 40 | 40 | 1 |
| **Physical Education** | \_\_\_\_\_\_\_\_\_\_ | **100** | **20** | **5** |
| **Recess** | \_\_\_\_\_\_\_\_\_\_ | **75** | **15** | **5** |
| **Grand Total** | \_\_\_\_\_\_\_\_\_\_ | **1800** |  |  |

Minimum 1800 minutes weekly required

Lunch is not included in the minimum required minutes and must be at least 30 minutes per day

**Daily Schedule Analysis**

**(Grades 5-8)**

Name

School

Conference

Grades or Subjects Taught

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Total Minutes**  **Per Week** | **Recommended Minutes** | | **Recommended**  **Number of Days** |
| **Weekly** | **Daily** |
| **Worship** | **\_\_\_\_\_\_\_\_\_** | **50** | **10** | **5** |
| **Bible** | **\_\_\_\_\_\_\_\_\_** | **200** | **40** | **5** |
| **Mathematics** | **\_\_\_\_\_\_\_\_\_** | **300** | **60** | **5** |
| **Pathways** | **\_\_\_\_\_\_\_\_\_** | **620** |  |  |
| **Daily Routine** | **\_\_\_\_\_\_\_\_\_** | **180** |  |  |
| Daily Read Aloud | \_\_\_\_\_\_\_\_\_\_\_ | 50 | 10 | 5 |
| Daily Oral Language | \_\_\_\_\_\_\_\_\_\_\_ | 50 | 10 | 5 |
| Focus on Words | \_\_\_\_\_\_\_\_\_\_\_ | 20 | 5 | 4 |
| Handwriting | \_\_\_\_\_\_\_\_\_\_\_ | 20 | 5 | 4 |
| Spelling | \_\_\_\_\_\_\_\_\_\_\_ | 40 | 10 | 4 |
| **Reading Instruction** | **\_\_\_\_\_\_\_\_\_** | **200** |  |  |
| Thematic Instruction | \_\_\_\_\_\_\_\_\_\_\_ | 100 | 20 | 5 |
| Guided Reading | \_\_\_\_\_\_\_\_\_\_\_ | 100 | 20 | 5 |
| **Workshops** | **\_\_\_\_\_\_\_\_\_** | **240** |  |  |
| Reading | \_\_\_\_\_\_\_\_\_\_\_ | 120 | 30 | 4 |
| Writing | \_\_\_\_\_\_\_\_\_\_\_ | 120 | 30 | 4 |
| **Science** | **\_\_\_\_\_\_\_\_\_** | **188** | **47** | **4** |
| **Social Studies** | **\_\_\_\_\_\_\_\_\_** | **188** | **47** | **4** |
| **Fine Arts** | **\_\_\_\_\_\_\_\_\_** | **80** |  |  |
| Art | \_\_\_\_\_\_\_\_\_\_\_ | 40 | 40 | 1 |
| Music | \_\_\_\_\_\_\_\_\_\_\_ | 40 | 40 | 1 |
| **Physical Education** | **\_\_\_\_\_\_\_\_\_** | **100** | **20** | **5** |
| **Recess** | **\_\_\_\_\_\_\_\_\_** | **75** | **15** | **5** |
| **Grand Total** | **\_\_\_\_\_\_\_\_\_** | **1801** |  |  |

Minimum 1800 minutes weekly required

Lunch is not included in the minimum required minutes and must be at least 30 minutes per day



EMERGENCY PROCEDURES MANUAL

**Prepared by**

**The *Columbia Union Conference of Seventh-day Adventists* Office of Education**

**Adapted by the North American Division Small School Survival Guide Summer Committee**

**For use in**

**Seventh-day Adventist Schools, PreK-12**

|  |  |  |
| --- | --- | --- |
| **Revised 2009** |  | **Page #s** |
| 1 | EMERGENCY NUMBERS | 1-2 |
| 2 | BOMB THREAT | 3-4 |
| 3 | BURGLARY – VANDALISM | 5-6 |
| 4 | CHILD ABUSE REPORTING | 7-8 |
| 5 | COMMUNICABLE DISEASES – PANDEMICS | 9-10 |
| 6 | DEMONSTRATIONS – DISTURBANCES | 11-12 |
| 7 | FIELD TRIP EMERGENCIES | 13-14 |
| 8 | HARASSMENT – BULLYING | 15-16 |
| 9 | HAZARDOUS MATERIALS | 17-18 |
| 10 | INTRUDER – HOSTAGE | 19-20 |
| 11 | MEDICAL EMERGENCIES | 21-22 |
| 12 | MISSING – RUNAWAYS – KIDNAPPING | 23-24 |
| 13 | SEVERE WEATHER – SAFETY DRILLS | 25-26 |
| 14 | SUICIDE THREAT | 27-38 |
| 15 | WEAPONS | 29-30 |

**1 – INTRODUCTION**

**FEMA – FEDERAL EMERGENCY MANAGEMENT AGENCY**

The Federal Emergency Management Agency (FEMA) describes an emergency as “any unplanned event that can cause death or significant injury to employees, customers or the public; or that can shut down your business, disrupt operations, cause physical or environmental damage, or threaten the facility’s financial standing or public image.”

**Emergency Preparedness Team**

The principal/head teacher is responsible to maintain security and safety in the school. However, a team should be appointed by the school board to evaluate local needs and outline appropriate procedures to ensure school safety and an orderly dismissal or evacuation in a crisis.

**Communication**

Communication procedures need to be planned ahead of time. This includes notifying emergency personnel, staff, parents, and the Local Conference Office of Education. A clear directive needs to be in place for communicating with the media. The Local Conference, as well as Union Conference, has personnel trained to handle media inquiries. Have a clear understanding ahead of time as to who is the contact person for media inquiries. The principal as well as someone at the school level (pastor, board chair, etc.) can receive training in this area in the event that the designated Local Conference and/or Union Conference personnel are unavailable.

**Review Annually**

An emergency can occur at any time. Although it is impossible to predict when, where, or how an emergency will emerge, being prepared to deal with the unpredictable minimizes delay and injury. This manual is provided as a resource toward emergency preparedness. Administration and staff should review the emergency procedures covered herein at the beginning of each school year as well as attempt to foresee any situations unique to the school or community. Copies of this manual should be prominently displayed in all offices and classrooms.

**Keep On Hand**

In the event an extended stay at school becomes necessary, the following items should be kept at the school:

1. Non-perishable food
2. Bottled water
3. Cooking utensils, can opener
4. Propane stove with extra fuel (check with fire marshal for proper storage)
5. Flashlights: hand-crank style or extra batteries
6. Blankets
7. Heavy plastic, duct tape, scissors
8. Radio: hand-crank style or extra batteries
9. First Aid kid

**Important**

Designated personnel are to remain with the students at all times and may not leave until all students have been picked up. In small schools with limited personnel on campus, plans must be made ahead of time on how to handle emergencies requiring adult supervision at more than one site.

**ALWAYS KEEP DETAILED NOTES OF THE CRISIS EVENT**

1

**1 – EMERGENCY PHONE NUMBERS**

|  |  |
| --- | --- |
| **Contact** | **Phone Number** |
| Ambulance |  |
| Child Protective Services |  |
| Electric Company |  |
| Fire Department |  |
| Gas Company |  |
| Hospital |  |
| Police Department |  |
| Suicide Prevention Hotline |  |
| Weather Bureau |  |
|  |  |
|  |  |
|  |  |
|  |  |

**In the event of an emergency the following people should also be notified immediately:**

|  |  |
| --- | --- |
| **Person** | **Phone Number** |
| Principal/Head Teacher |  |
| School Board Chair |  |
| Pastor |  |
| Parent Notification Designee |  |
| Local Conference Office of Education |  |
| Local Conference Media Person |  |
| Union Conference Office of Education |  |
| Union Conference Media Person |  |
|  |  |
|  |  |
|  |  |
|  |  |

**In an emergency situation, do the following:**

1. Assess the situation
2. Address life threatening issues first (first aid, safety of victims, etc.)
3. Call 911
4. Follow emergency procedures
5. Communicate with pertinent entities
6. Keep detailed notes
7. Refer media to designated spokesperson
8. Don’t forget to pray!

2

**2 – BOMB THREAT**

**How to Identify Suspicious Packages and Letters:**

Some characteristics of suspicious packages and letters include the following:

1. Insufficient or excessive postage
2. Handwritten or poorly-typed addresses
3. Incorrect titles
4. Title, but no name
5. Misspellings of common words
6. Oily stains, discolorations, or odors
7. No return address
8. Excessive weight
9. Lopsided, rigid, or uneven envelope
10. Protruding wires or aluminum foil
11. Excessive security material such as masking tape, string, etc.
12. Visual distractions
13. Ticking sound
14. Restrictive endorsement markings, such as “Personal” or “Confidential”
15. Postmark city or state/province that does not match the return address.
16. Brown paper wrapping with twine
17. Foreign mail, air mail, and/or special delivery

**Anthrax and Other Biological Agent Threats**

**Do Not Panic!**

1. Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another.
2. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

**Handling Suspected Contaminated Material**

1. Call 911 immediately!
2. Don’t shake, open, or empty the contents of any suspicious envelope or package.
3. Leave the room, close the door, and seal off the area.
4. Do not wash hands until instructed by law enforcement.
5. List all personnel that were in the area and keep them restricted to one area.
6. Follow emergency personnel instructions for removing and disposing of contaminated clothing.
7. Follow emergency personnel instructions for cleaning the contaminated area.

3

**2 – BOMB THREAT**

**Threat by Phone:**

1. Obtain detailed information about the exact location of bomb, detonation time, description, and type of explosive.
2. Record in detail all information including accents, background noises, emotional state; note date, time, Caller ID, and incoming phone line used.
3. Keep the line open, keep the caller talking as long as possible, and do not hang up the phone even if the caller does.
4. If possible, have someone call 911 on another line other than a two-way radio or cell phone.
5. Evacuate the building according to fire drill procedures.
6. Leave doors and windows open.
7. Do not re-enter building until declared safe by fire or police personnel.

**VERY IMPORTANT:**

**Cell phones, two-way radios, or any transmitting device can be used as detonation devices for bombs. They should be turned off and not used until permission is given by emergency personnel.**

**Suspicious Device:**

1. DO NOT TOUCH OR MOVE ANY SUSPICIOUS PACKAGE OR DEVICE.
2. Do not open drawers or cabinets, or turn lights on or off as such actions may trigger the device.
3. Secure area, preserve scene, be aware of the possibility of more devices.
4. Evacuate the area according to fire drill procedures.
5. Leave doors and windows open.
6. Call 911 on a phone other than a cell or two-way radio.
7. Wait for fire or police personnel to move or dispose of device.
8. Do not re-enter the area until declared safe by fire or police personnel.

**Evacuation sites must be a minimum of 300 feet from any building.**

4

**3 – BURGLARY – VANDALISM**

**General Information**

In the case of either burglary or vandalism, it is important to keep the area free of contamination. That is to say, walking into or through the area, touching or moving items can compromise the ability to investigate the scene for possible clues to the perpetrators. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.

Losses will be determined as the investigation progresses. Adventist Risk Management or the school insurance provider should be notified along with the local law enforcement authorities and allowed to complete their investigations before attempting any clean-up procedures.

5

**3 – BURGLARY – VANDALISM**

**Burglary**

1. If a break-in is suspected, do not enter the building.
2. If a break-in is discovered after entering, do not touch anything.
3. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.
4. Seal off the area and call the police from a near-by phone or cell phone.
5. Wait for the authorities to advise when clean-up and repairs can begin.
6. Notify the appointed contact persons (board chair, local conference office, etc.).
7. Work through the local conference office of Risk Management (this is often the Treasury Office) regarding cost recovery of stolen items and/or repair of damages.

**Vandalism**

1. Do not enter building if vandalism is discovered before entering.
2. Do not touch anything if vandalism is discovered after entering.
3. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc.
4. Seal off the area and call police from a near-by phone or cell phone.
5. Determine if the extent and type of vandalism requires cancelling classes pending clean-up.
6. Wait for the authorities to advise when clean-up and repairs can begin.
7. Notify the appointed contact persons (board chair, local conference office, etc.)

6

**4 – CHILD ABUSE REPORTING**

**Definition:**

Child Abuse is defined as:

1. Any physical injury to a child caused by other than accidental means, including any injury inconsistent with an explanation of how the injury occurred.
2. Emotional abuse is a pattern of behavior that attacks a child’s emotional development and sense of self-worth. This includes excessive, aggressive, or unreasonable demands, constant criticizing, belittling, insulting, rejecting, and teasing. Emotional abuse is also withholding love, support, and guidance.
3. Sexual molestation or harassment. Consensual or non-consensual sexual activity or pregnancy of a girl under the age of 18 with someone more than three years her senior (including other students), or with any staff member, volunteer, or agent.
4. Neglect which leads to physical harm.

**Mandatory Reporting Facts**

All 50 states/provinces have passed some form of a mandatory child abuse and neglect reporting law. All states/provinces require certain professionals and institutions to report suspected child abuse, including teachers and other school personnel and day care providers. ***This is not a matter of choice, it is the law.*** Failure to report suspected child abuse can result in criminal and/or civil liability.

In most states/provinces reporting can be anonymous and the identity of the reporter is protected. Unfortunately, in our schools, it can become obvious from whence the report was made. However, suspected abuse ***MUST*** be reported.

The teacher/person suspecting abuse or to whom the abuse has been revealed is the responsible party for reporting. Leaving reporting up to another party such as the principal or superintendent **does not** remove the responsibility. Follow-up is a must to assure reporting.

**More Information Available**

For more details on reporting as well as recognizing the signs of possible child abuse situation, contact the local Child Protective Services (CPS) or visit government websites such as the Centers for Disease Control (CDC), National Institutes of Health (NIH), or child welfare sites such as wee.childwelfare.gov.

**A Plea or a Sermon?**

Due to the times in which we are living, more and more child abuse cases are coming to light in our schools. Without becoming paranoid over each bruise, school staff should become familiar with the common signs and procedures of dealing with these situations. Saving a child from permanent scarring, physical or emotional, is also a part of our responsibility as a Seventh-day Adventist Christian school.

Reluctance to report knowing that it can cause disruption to a family unit is normal; however, the effects of child abuse can be lifelong. There are moral as well as legal responsibilities at stake.

**Every state has a hotline for reporting abuse and neglect. Record this number on page 2.**

7

**4 – CHILD ABUSE REPORTING**

**Columbia Union Education Code #3515 – Child Abuse Policies**

*All school personnel must comply with federally mandated reporting requirements when suspecting child abuse. The conference superintendent will brief employees annually about the conference’s process for reporting suspected child abuse. Employees who report suspected child abuse to civil authorities must also report to the principal and local conference superintendent.*

**Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific child abuse policy in your area.**

**Types of Abuse**

Child abuse comes in several forms. The most common include:

1. Physical
2. Emotional
3. Sexual
4. Neglect

**Suspected Child Abuse**

1. Contact Child Protective Services (CPS). This can be done anonymously to confirm if the situation will require official reporting.
2. Do not investigate or interrogate; leave that to CPS.
3. Notify the appointed contact persons (board chair, local conference office, school counselor, etc.).
4. Do not notify parents unless instructed to do so by CPS.
5. Resist the temptation to counsel or allow others to counsel with the people involved. Leave counseling to the professionals.
6. Keep the situation in prayer.

**If Reported by a Child (for self or on behalf of a friend)**

1. Avoid denial and remain calm and reassuring. Do not react negatively (shocked, disgusted, disbelief).
2. Do not interrogate. Let the child explain in his/her own words. Do not ask leading questions; leave investigation to the experts.
3. Reassure the child that he/she has done nothing wrong to receive the abuse.
4. Reassure the child that he/she did the right thing to tell an adult.
5. Contact Child Protective Services (CPS) with the information received.
6. Do not notify parents unless instructed to do so by CPS.
7. Notify the appointed contact persons (board chair, local conference office, etc.).
8. Keep the situation in prayer.

**THIS IS NOT A MATTER OF CHOICE, IT IS THE LAW!**

8

**5 – COMMUNICABLE DISEASES – PANDEMICS**

**Epidemics vs. Pandemics – Defined**

Epidemics and pandemics refer to the spread of infectious diseases among a population. The difference between an epidemic and a pandemic is two-fold.

1. An epidemic is defined as an illness or health-related issue that shows up in *more cases than would be normally expected*.
2. Pandemic is normally used to indicate a far higher number of people affected than an epidemic in a much larger geographic region.

**Common Causes**

Any communicable disease can cause an epidemic. It may be very local (one classroom) or can become world-wide (strains of influenza). Small pox, measles, polio, SARS, colds, and influenza (seasonal, Hong Kong, Spanish, swine 1970s & 2009) are among the more common communicable diseases.

**Encourage and Practice Good Hygiene**

Provide in the classroom:

1. Disposable tissues within easy reach.
2. Waste baskets with plastic liners in more than one location.
3. Waterless hand sanitizers.
4. An isolated location for when the student who becomes ill during the day cannot be sent home.

**Encourage Staff and Students to:**

1. Wash hands frequently.
2. Cover nose and mouth when coughing and/or sneezing.
3. Stay home if not feeling well (i.e., fever, or sore throat, etc).

9

**5 – COMMUNICABLE DISEASES – PANDEMICS**

**Epidemic – Pandemic Procedures**

In the event of a communicable disease outbreak or health threat, follow guidelines and procedures issued by the community health department and/or federal government.

**Government Websites**

[www.hhs.gov](http://www.hhs.gov) U. S. Department of Health and Human Services

([www.flu.gov](http://www.flu.gov) managed by DHHS)

[www.cdc.gov](http://www.cdc.gov) Centers for Disease Control and Prevention

[www.nih.gov](http://www.nih.gov) National Institutes of Health

[www.hc-sc-gc.ca](http://www.hc-sc-gc.ca) Health Canada

**To Close or Not to Close?**

If the outbreak is contained within the school community and is not considered life-threatening, the general practice is to close school only if there are fewer than 50% of the student body in attendance. It is always advisable to consult with the Local Conference Office of Education.

If the outbreak is more wide-spread, follow directives from county and federal government agencies in consultation with the local conference office of education.

**Always seek guidance from the local conference office of education before closing due to illnesses.**

10

**6 – DEMONSTRATIONS – DISTURBANCES**

**Demonstrations or Disturbances – Defined**

A public or student demonstration on school grounds that has the potential to:

1. Disrupt school activities
2. Cause injury to staff and students
3. Damage property

**Be Prepared**

The following items usually found in schools can be useful in these situations:

1. Bull horn
2. Cell phone or two-way radio
3. Camera or camcorder (to document the disturbance and help in identifying participants)

11

**6 – DEMONSTRATIONS – DISTURBANCES**

**Procedures**

In the event that a group should stage a demonstration or disturbance during school hours, the following procedures should be followed:

1. Remain calm.
2. Avoid provoking or obstructing the demonstrators.
3. Account for all students.
4. Keep students in the classroom or designated area away from the demonstration.
5. Continue with the normal routine as far as possible.
6. Keep staff and students informed to dispel rumors and calm fears.
7. Assess the situation to determine if police assistance is needed.
8. Provide extra supervision if demonstration occurs during arrival or dismissal of students.
9. Notify the appointed contact persons (board chair, local conference office, etc.).

**Assessing the Issues**

It may be wise to address the issues that brought on the demonstration or disruption. Seek advice from professionals trained in dealing with this type of situation. In general:

1. After calm has been restored, a meeting could be scheduled with one individual serving as a spokesperson for the group.
2. The administrator, board chair, pastor, and local conference official should be in attendance at the meeting.
3. The spokesperson should be given a certain amount of time to outline the grievances without interruptions.
4. After the spokesperson is finished, the group should be given opportunity to ask clarifying questions only; arguing, defensiveness, or criticism should not be allowed.

12

**7 – FIELD TRIP EMERGENCY**

**Before leaving on any off-campus activity, be familiar with Education Code policies covering these types of activities.**

**Union Education Code**

Consult your Union Education Code for complete details on policies covering off-campus and extra-curricular trips. General expectations include:

1. Following procedures for obtaining approval from the respective entities.
2. Obtaining proper insurance.
3. Ascertaining that all vehicles and drivers involved in transporting students have proper insurance and licensure.
4. Obtaining and carrying on the trip proper permission forms signed by parents.
5. Obtaining and carrying on the trip the consent for medical treatment forms.
6. Leaving a list of all students on the trip at the school or with the principal.
7. Providing a first aid kit that is adequate for the number of participants.

**Consult the Union Education Code for complete details on policies covering first aid equipment and administering medications.**

**Adventist Risk Management Planner**

Adventist Risk Management provides a *Field Trip and Outing Planner* on their website ([www.adventistrisk.org](http://www.adventistrisk.org)) which can help assure that all the bases are covered in planning safe field trips. Click Resource Gateway – Forms – Risk Control Forms – Field Trip Form.

**Brief All Personnel**

In recent years, restrictions have been placed on what non-medical personnel can do with ill or injured minors. Be sure all adults accompanying or assisting with the off-campus activity have been briefed on the emergency procedures.

**If possible, include a trained medical professional for trips involving a full day or longer.**

13

**7 – FIELD TRIP EMERGENCY**

**In the Event of an Accident on a Field Trip:**

1. Remain calm.
2. Evaluate the nature and seriousness of the injuries.
3. Administer first aid if injuries are minor.
4. Call 911 for all other cases.
5. Do not attempt to move students unless there is a threat of danger leaving them where they are.
6. Be calm and reassuring to injured students.
7. Calm and move uninjured students away from the scene.
8. Call an appropriate party at the school to alert them of the situation.
9. Complete an accident report upon returning to the school.

**In the Event of Someone Becoming Seriously Ill While on a Field Trip:**

1. Remain calm.
2. If possible, assess the cause of the illness (ongoing problem, allergic reaction, onset of a communicable disease, etc.)
3. Call 911 if immediate attention is needed.
4. Notify parents and school personnel.
5. Arrange for student to return to the school or home if possible.
6. Have an adult accompany student to doctor, emergency room, or back to school.

14

**8 – HARASSMENT – BULLYING**

**Union Education Code**

Administration and staff should become familiar with the items and procedures pertaining to bullying outlined in the Union Education Code.

**Harassment – Bullying**

A fine line exists between harassment and bullying. Both include much of the same behavior. Bullying is more often defined as student-on-student behavior, perhaps involving physical threats or abuse. However, defined behaviors are very similar for either harassment or bullying.

Under the United States Code Title 18 – 514(c) – Harassment is defined as ***“a direct course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.”*** Harassment and bullying in a school setting includes various configurations involving teacher-to-teacher, teacher-to-student, student-to-student, and student-to-teacher. Behaviors can include:

1. Sexual harassment
2. Teasing
3. Excluding
4. Physical threats or abuse
5. Threatening or hazing
6. Damaging or stealing belongings
7. Demanding money
8. Cyber bullying

**Cyber Bullying**

Cyber bullying is defined as using technology to threaten, insult, or harass. Cell phones, text messages, emails, instant messaging, and social networks can all be used to quickly and aggressively spread rumors, threats, hate mail, or embarrassing photos. Long-term consequences can result in using these devices – once messages are sent out, there is no way to take them back. Employment as well as legal issues can be at stake.

**Flirting vs. Harassment**

Adolescent flirting is different from harassment. Flirting is reciprocal, flattering, and boosts self-esteem; it isn’t demeaning or one-sided, and doesn’t result in feelings of powerlessness.

**School Responsibility**

Schools are ultimately responsible for creating an environment free of harassment. Lawsuits can result if incidents are not dealt with in a timely manner. Schools should have policies detailing exact behaviors deemed to be inappropriate. Educating students and staff on what is acceptable behavior and what is not is an important step in prevention.

**Schools should take seriously and react swiftly when dealing with reports of harassment.**

15

**8 – HARASSMENT – BULLYING**

**Before It Happens**

Steps can be taken toward creating a safe environment:

1. Develop policies and procedures for acceptable and unacceptable behaviors.
2. Educate students and staff regarding these policies.
3. Educate students on how to report harassment, either as a victim or if observed.
4. Educate students on procedures for victims of cyber bullying.
5. Educate students that false accusations are a form of harassment.
6. Provide adequate supervision at all times.

**Responding to a Report of Harassment**

In addition to the following guidelines, schools must become acquainted with the local and government laws concerning reporting harassment where applicable.

1. Take complaints seriously.
2. Investigate promptly.
3. Keep detailed documentation.
4. Respond appropriately for age and offense.
5. Maintain confidentiality.
6. Assure the victim that appropriate corrective action has been taken.
7. Do not tolerate retaliation, open or subtle.
8. Inform and cooperate with parents in solving the issues.

**Possible Appropriate Corrective Actions**

The age of the perpetrator and the seriousness of the offense should be taken into consideration.

1. Discipline can range from counseling to suspension to expulsion or reporting to the authorities.
2. Progressive discipline is encouraged, but the consequences should reflect the gravity of the offense.

**Responding to Cyber Bullying**

Students should be informed of the following steps if they receive harassing or inappropriate text messages:

1. Never, ever respond to the message sender.
2. Report it as soon as possible to a trusted adult. If that person doesn’t help, tell others until someone does.
3. Save or print the message to keep a record of offense.
4. Contact Internet or wireless provider to find out how to block messages or change the phone number.
5. Prevent future harassment by only keeping contact information of close, trusted friends and family members.
6. Never post personal information on social websites.

16

**9 – HAZARDOUS MATERIALS**

Chemicals are found everywhere. While most are used to improve quality of life, they can also cause injury and death. In school settings, the most common threat involves inappropriate storage and/or handling of chemicals, whether for instructional use or as cleaning agents.

**Laboratory Chemicals**

Schools maintaining science labs where chemicals are used should keep updated on the latest laws and guidelines for usage and storage of chemicals. Chemicals allowed in classrooms have become more limited and regulated.

An online safety guide is published by the Centers for Disease Control and Prevention (CDC), [www.cdc.gov](http://www.cdc.gov). Enter ***School Chemistry Laboratory Safety Guide*** in the Search Box.

**Storage of Common Chemicals**

A more common hazard in Adventist schools involves the storage of cleaning supplies, paint, oily rags, mowers, fuel, etc. These should always be kept in locked storage with access only by authorized adults. They should never be stored in electrical rooms, under stairs or sinks, in corridors, unlocked cabinets or closets. Storage away from the building is recommended for more flammable materials such as fuel for mowers, etc.

Adventist Risk Management has a comprehensive check list that can be used to assure the safety of all areas of the school plant. This check list can be found at the Adventist Risk Management website, [www.adventistrisk.org](http://www.adventistrisk.org). Click Resource Gateway – Forms – Risk Control Forms – ***School Safety Self-Inspection Form***.

**Public Spills and Hazards**

The most common chemical hazards come from accidental spills from commercial storage or transportation. Should schools be involved in this type of situation, administration should follow instructions provided by the public authorities.

The Federal Emergency Management Agency (FEMA) website contains pertinent information for this type of emergency, [www.fema.gov/hazard/hazmat/index](http://www.fema.gov/hazard/hazmat/index). In Canada, see the Emergency Preparedness and Response page of the Public Health Agency of Canada, [www.phac-aspc.gc.ca/ep-mu](http://www.phac-aspc.gc.ca/ep-mu).

**All staff should be instructed how to turn off the ventilation system in their areas.**

(Ventilation systems may be a unit system controlling individual rooms or a multi-zone system controlling more than one room or the whole building.)

17

**9 – HAZARDOUS MATERIALS**

**Prevention**

Periodically check to assure that:

1. All laboratory chemicals are legal, current, labeled correctly, and stored properly.
2. Vent hoods and ducts are working and cleaned regularly.
3. Eye wash stations are working.
4. Cleaning supplies are out of reach to students or are in locked cabinets.
5. Flammable/combustible supplies are in ventilated, locked storage away from electrical/furnace rooms, stairwells, and classrooms.
6. Lawn maintenance equipment is properly stored in ventilated areas.

**Procedures**

When hazardous materials contaminate the environment, two options are feasible: shelter in place or evacuate.

**Shelter in Place**

Procedures for contamination from spillage (chemicals, chlorine, pesticides):

1. Isolate the area. Move staff and students away to a safe area.
2. Turn off ventilation system if fumes are strong.
3. Administer first aid or call 911 if needed.
4. Determine if professional help is needed to clean the spill.
5. Do not attempt to clean spillage if chemical is unknown or area is large.
6. Notify authorized personnel.
7. Notify parents and inform what to look for if exposure could result in symptoms that could appear later.

**Evacuate**

Procedures for air borne contamination (gas leaks, carbon monoxide):

1. Evacuate the building as necessary.
2. Open all doors and windows.
3. Turn off ventilation system.
4. Call utilities or fire department to correct problem.
5. Administer first aid or call 911 as needed.
6. Notify authorized personnel.
7. Notify parents and inform what to look for if exposure could result in symptoms that could appear later.
8. Do not re-enter the building until the source of the problem has been identified and repaired.

**First priority should be given to student and staff safety, then to the environment, and then to property.**

18

**10 – INTRUDER – HOSTAGE**

**Intruder**

An intruder could be someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor) or an unauthorized or unwelcomed visitor (stranger, non-custodial parent). Their presence on campus could be a minor disruption or serious threat to student and staff safety.

**Hostage Situation**

Hostage situations usually are brought about by an intruder on campus, whether planned or spur-of-the-moment. The hostage taker is usually in a state of high frustration with demands that he/she feels have not been met or taken seriously.

**Non-Custodial Parent**

Care must be taken that administration and teachers are not placed in the middle of a “tug of war” between divorced parents and their child. Schools should have clearly written instructions and permissions concerning custody rulings, who receives student records, who has permission to pick up the child, etc. Extreme care, courtesy and diplomacy must be used in dealing with these situations.

19

**10 – INTRUDER – HOSTAGE**

**Before It Happens**

Steps can be taken to reduce the possibility of an intruder/hostage situation:

1. Keep all outside doors locked during school hours.
2. Establish a routine for admitting and registering all visitors.
3. Never allow students to admit visitors (including parents, pastors, etc.).
4. Request identification of utility workers, etc.
5. Notify the office or principal immediately of suspicious person or behavior.

**Procedures**

**Intruder**

1. Request that the intruder leave the premises.
2. Advise intruder of consequences if he/she refuses to leave.
3. Notify immediately the principal/head teacher.
4. Determine if student(s) or staff are in physical danger.
5. Call 911 – provide a full description of the intruder.
6. If weapons or the threat of weapons are involved, keep students and staff away from the area.
7. Provide police with a floor plan of the school.
8. If intruder is in a classroom, do not leave students; follow emergency evacuations procedures if allowed by the intruder.
9. Await clearance from police before resuming schedule.
10. Provide counseling to students and staff as needed.
11. Notify parents and authorized personnel in a timely fashion.
12. Keep detailed notes.

**Hostage Situation**

1. Notify immediately the principal/head teacher.
2. Call 911 immediately.
3. Give details of the situation with full description of suspect.
4. Seal off the area near the hostage scene.
5. Give control of the scene to the police.
6. Follow police instructions in addressing the safety of students and staff.
7. Notify parents and authorized personnel.
8. Keep detailed notes of events.
9. Refer all media inquiries to the authorized spokesperson.

**If You Are Taken Hostage**

1. Follow instructions of the hostage taker if legally possible.
2. Remain calm. Try to calm students if they are present.
3. Treat the hostage taker as normally as possible; do not argue.
4. Calmly ask for permission to let the students go.
5. Be respectful toward the hostage taker.

20

**11 – MEDICAL EMERGENCY**

**Medical Emergencies Defined**

Medical emergencies can present in a variety of scenarios. The most common encountered in a school setting include:

1. Allergic reactions
2. Insect bites/stings
3. Serious injury
4. Spilled bodily fluids – bloodborne pathogens
5. Sudden illness

**Union Education Code**

Administration and staff must be familiar with the Union Education Codes that cover medical emergencies. These cover signed permission to treat a minor, administering medication, and first aid kits. Follow these Codes along with those of the local conference office of education.

**Federal and State Laws**

Federal and state/provincial laws are clear as to who may administer medications and treat students if a medical professional is not available. It is essential that school administration and staff know these laws. In some areas, bee sting medication kits can only be self-administered. Even administering simple first aid is limited. Contact the local conference office of education for the details in your state/province or district.

**Be Prepared**

It is strongly recommended that at least one staff member in each school obtain professional first aid and CPR (Cardiopulmonary Resuscitation) training. This can be achieved through the local American or Canadian Red Cross chapter.

**Ongoing Medical Issues**

It is extremely important for administration and staff to be informed of any ongoing medical condition a student may have that could worsen in a school setting. This could include allergies, and sting reactions, as well as more serious conditions such as diabetes, asthma, etc. Parents and staff must work together before a crisis to outline symptoms as well as procedures to follow if the condition worsens. Keep the following information in a separate file that can be easily accessed, thus preventing an emergency:

1. Describe the condition.
2. List signs of a worsening condition.
3. List procedures that can be self-administered by the student, i.e. juice for a diabetic, inhaler for asthma, EpiPen (epinephrine injection) for bee sting, etc. (Always observe legal restrictions if no medical personnel are available)
4. List numbers of who to call – more than one, including a doctor.
5. Outline what to do with the student until help arrives.

**Bloodborne Pathogens**

OSHA (Occupational Safety and Health Administration) requires certain protocols be followed when dealing with bodily fluids. Schools must provide training for handling these situations. Information includes items that must be kept at the school such as gloves and masks. Check [www.osha.gov](http://www.osha.gov) and the local conference office of education to obtain the training.

**A well-stocked first aid kit should be kept on hand wherever students are present.**

21

**11 – MEDICAL EMERGENCY**

**Known Medical Condition**

If a known medical condition worsens while the student is at school, follow the written instructions on file making sure that all legal parameters are observed.

**Insect Bites – Stings – Allergic Reactions**

If a student or staff, not known to have allergic reactions, begins to exhibit the following symptoms, **call 911 immediately:**

1. Difficulty breathing
2. Loss of consciousness
3. Chest pain
4. Swelling

Monitor and call 911 if multiple symptoms occur and begin to worsen.

1. Headache
2. Dizziness
3. Abdominal pain
4. Vomiting
5. Muscle cramps
6. Rash
7. Fever
8. Belly paid
9. Severe swelling around a sting site

**Head Injuries**

Bumps and blows to the head and neck area are common playground and sports injuries. Most are not serious but all should be taken seriously. Observation for a period of time should follow. Call 911 if any of these symptoms appear:

1. Unconsciousness
2. Lightheadedness
3. Weakness on one side of body
4. Abnormal breathing
5. Unsteady balance
6. Blurred or double vision
7. Headache
8. Confused state
9. Seizure
10. Dizziness, weakness
11. Pupils of unequal size
12. Obvious serious bleeding
13. Repeated vomiting

**Medical Emergencies**

If a serious injury or illness occurs:

1. Assess for life threatening conditions such as unconsciousness, not breathing, severe bleeding, etc.
2. Call 911 if in doubt.
3. Do not move patient unless instructed to do so by 911 operators.
4. Contact parent or emergency contact person. Do not delay medical care if they cannot be reached.
5. Send *Consent to Medical Treatment* form with patient.

22

**12 – MISSING – RUNAWAYS – KIDNAPPING**

**General Information**

**Supervision**

The most important practice in preventing emergencies involves proper supervision at all times. Many lawsuits have been decided against school systems when proof is provided that proper supervision had not been provided by those in charge. Playgrounds, hallways, restrooms, P.E. classes and sports events, field trips, change of classes, and moving from one building to another are particularly vulnerable times for the unexpected to happen. These can also be the least supervised activities.

Active supervision is required, not just the presence of an adult. Attention should be focused on the students and their activities. The younger the student, the more supervision is required.

**Missing – Runaways**

Younger children may decide to leave the school for a variety of reasons. Most of them are innocent: they miss mom, they’re tired or hungry, or think they’ve had enough for the day. Sometimes they will hide somewhere in the school if they think they are in trouble or have had a spat with a friend.

Adolescents may leave campus when they are upset or unhappy with friends, a teacher, or have not completed an assignment. “Playing hooky” when bored at school or for a “lark” also comes into the picture.

**Custody Issues**

Schools should have clearly written instructions and permissions concerning custody rulings, who receives student records, who has permission to pick up the child, etc. Non-custodial parents who are in a legal battle may try to contact or remove student without authority. Care must be taken that administration and teachers are not placed in the middle of a “tug of war” between divorced parents and their child.

**Visitors**

The importance of having a record of who enters and leaves the school campus cannot be overemphasized. Every school should have a way for visitors and parents to sign-in. This must include signing out students for appointments and early dismissal. The sign-in/-out sheets should be kept on file until the end of the year as a written record.

23

**12 – MISSING – RUNAWAYS – KIDNAPPING**

**Prevention**

Good administrative practices are helpful in keeping the school environment a safe place:

1. See that students are supervised at all times, particularly in the halls, restrooms, playground, change of classes or buildings, and during arrival or dismissal.
2. Have on file for each student the names and phone numbers of those authorized to pick the student up at the school.
3. Require that the student or parent sign-out the student for doctor appointments, early dismissal, etc.
4. Require all visitors (including parents) to sign-in and sign-out.
5. Have on file copies of custody issues; who to contact; who receives grades, bills, communication, etc.

**Procedures**

**Runaway or Missing**

If a student is missing:

1. Notify the principal/head teacher.
2. Check school records for legal guardianship/custody.
3. Notify parent/guardian immediately.
4. Call police if still unaccounted for.
5. Document any information or facts surrounding the incident: when and where student was last seen, description of student and clothing, after school activities, names of friends, etc.
6. Speak to missing student’s friends to obtain any information they can provide as to whereabouts, frame of mind, usual hangouts, etc.
7. Notify authorized personnel: local conference, board chair, pastor, etc.

**Kidnapping**

In most cases, the child knows the abductor, which puts a bigger burden on the school to know who is on the campus and who is authorized to be near the child and/or take the child off campus.

1. Notify the principal/head teacher.
2. Check school records for legal guardianship/custody.
3. Notify parent/guardian immediately.
4. Call 911 if legal guardian is unaware of situation.
5. Document any information or facts surrounding the incident: when and where student was last seen, description of student and clothing, any visitors on campus, etc.
6. Interview any witnesses.
7. Cooperate with family and police.
8. Notify authorized personnel: local conference, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.

24

**13 – SEVERE WEATHER – SAFETY DRILLS**

**Columbia Union Education Code # 3520**

*“All schools and academies will hold fire, tornado and other emergency drills in accordance with the regulations of the governmental unit servicing their area. Such drills should take place as often as needed during the first month of school until satisfactory proficiency is attained; then monthly thereafter.”*

**Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific emergency drills policy in your area.**

**Be Prepared**

Schools should maintain preparedness kits which include the following:

1. Battery operated weather radios and flashlights
2. Fresh supply of batteries
3. First Aid kit
4. Emergency water supply
5. Non-perishable snacks
6. Procedures for early dismissal (consultation with board chair, parent notification, personnel assigned to remain until last student is picked up, etc.)
7. Contingencies for overnight accommodations if required

**Fire Drill Guidelines**

All drills must be taken seriously by staff, students, and visitors. The following fire drill guidelines should be taken into consideration:

1. The fire alarm must be distinctive from other sounds that control school activities.
2. The fire alarm must be heard throughout the entire school buildings and dormitories.
3. Escape or evacuation route maps must be posted in each room throughout the buildings.
4. Exits must be clearly marked and accessible at all times.
5. All staff must participate during a drill.
6. An area outside the buildings is to be designated for students and staff to gather.
7. Students should be quiet and orderly throughout the drill.
8. Teachers must take their daily register/class record book to take record. Any missing students must be found before the drill is completed.
9. The principal/head teacher will signal when the drill is completed.
10. Fire/safety drills should take place at various times during the day.
11. Each school should comply with other safety drills which may be governmentally required.
12. Consult your local Education Code for further details concerning safety drills.

25

**13 – SEVERE WEATHER – SAFETY DRILLS**

**Severe Weather Drills**

All schools should have a way to monitor the *Emergency Alert System* either through a regular or weather radio powered by batteries or hand crank.

1. A different alarm signal is required for weather emergencies.
2. Bring all persons inside buildings.
3. Designate areas with short span ceilings on the lowest floor of the building – hallways, restrooms, basements. Large rooms with free span roofs such as gyms, cafeterias, and auditoriums should be avoided.
4. Designated areas should be as free of windows and glass as possible.
5. Students should be in a crouched position covering their heads with their arms for protection.
6. Record should be taken and everyone accounted for before signaling the “all clear.”

**Procedures**

In the event of fire or severe weather:

1. Keep everyone calm.
2. Follow practiced procedures.
3. Determine if emergency personnel need to be contacted.
4. Determine the safest place for students to stay during emergency (away from building for fire, away from windows during storms, etc.)
5. Assign staff to stay with students during emergency.
6. Keep record of all students, noting when they left the school and who picked them up.
7. Follow predetermined communication procedures.

26

**14 – SUICIDE THREAT**

**Facts on Child and Adolescent Suicide**

Recent statistics suggest that suicide is the second cause of death among college students, third leading cause of death for 15- to 24-year-olds and the sixth cause of death for 5- to 14-year olds. The rate of suicide for teens has triple since 1960. Attempted suicides are even more common.

**Know the Warning Signs**

Four out of five teens that attempt suicide give clear warnings. Suicidal adolescents may view a temporary situation as a permanent condition. Feelings of anger and resentment combined with exaggerated guilt can lead to impulsive, self-destructive acts. *Knowing the warning signs is vital.* Warning signs can include:

1. Threats of suicide – either direct or indirect.
2. Verbal hints (*“I won’t be around much longer”* or *“It’s hopeless”*).
3. Putting affairs in order, e.g. giving or throwing away favorite possessions.
4. Sudden cheerfulness after a period of depression.
5. Hallucinations or bizarre thoughts.
6. Obsession with death (poems, essays, and drawings that refer to death).
7. Dramatic change in personality or appearance.
8. Changes in eating or sleeping patterns.
9. Severe drop in school performance.
10. Previous attempts (24-50% who succeed have previously attempted suicide).

**Know the Recommended Prevention Steps**

1. Familiarize all staff with the warning signs.
2. Educate students in the causes, signs, and resources for getting help.
3. Provide an atmosphere where students feel safe in alerting adults should they feel suicidal or suspect a friend may be.
4. Have a trained counselor available, if not on staff, at least on call.
5. Be alert during times of extra stress in the school calendar (test weeks, before and after holidays or home leaves, graduation, etc.)
6. Be informed concerning “death defying games” that can lead to accidental death (holding breath or choking until passing out, chemical sniffing, etc.)

**Know How to Respond Should Suicidal Behavior be Observed**

1. Offer help and listen. Encourage the student to talk about his/her feelings. *Listen, don’t lecture.*
2. Pay attention to talk about suicide. Ask direct questions and don’t be afraid of frank discussions. *Silence is deadly!*
3. Seek professional help. It is essential to seek expert advice from a mental health professional.
4. Alert key adults in the student’s life – family, friends, and teachers.
5. Trust your instincts. If it seems that the situation may be serious, seek prompt help. If necessary, *break a confidence in order to save a life*.

**Remember!**

1. Take the warning signs seriously.
2. Get help immediately.
3. Caring can save a young life.

***“Most depressed people are not suicidal but most suicidal people are depressed.”*** (afsp.org)

27

**14 – SUICIDE THREAT**

**Contact Numbers**

**1-800-SUICIDE (1-800-784-2433)**

**1-800-273-TALK (10800-273-8255)**

**911**

**Response to Suicide Threat or Attempt**

1. Protect students from witnessing a traumatic event.
2. Remain calm when communicating with the person.
3. Do not leave the person alone.
4. Remove any firearms, drugs, or sharp objects that could be used for suicide.
5. Provide privacy for counseling.
6. Call a suicide prevention “hotline” or 911 immediately.
7. Contact parents.
8. Notify authorized personnel: local conference office, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.

**Follow-up Procedures**

**For Suicidal Person:**

In order to continue function in the school environment, the person who threated or attempted suicide will need:

1. Access to on-going professional counseling (consult with the county office for mental health if family is unable to provide).
2. Continued support and monitoring by school personnel.
3. Support and encouragement to stay on medication if prescribed (time and persistence is required to find the right medication for each case).
4. A supportive environment from peers and teachers while learning to deal with issues before they become a crisis.

**For Students and Staff:**

Suicidal situations affect the whole school. Post trauma counseling should be provided for students and staff after a threat, attempt, or actual suicide has taken place by a student on or off campus, or by a family member of a student. Students and staff need advice on:

1. How to relate to the suicidal person upon their return to the school campus.
2. How to be supportive and help prevent further attempts by the person.
3. What to look for to prevent another crisis.
4. How to relate to family members of an off-campus suicide situation.
5. How to cope with their own feelings after this type of situation.

**Resources**

**The following sources provided information for this section. Visit these websites for more detailed information:**

**Mental Health America –** [**www.nmha.org**](http://www.nmha.org) **or** [**www.mentalhealthamerica.net**](http://www.mentalhealthamerica.net)

**American Foundation for Suicide Prevention –** [**www.afsp.org**](http://www.afsp.org)

**National Institutes of Health – www.nih.gov**

28

**15 – WEAPONS**

**Columbia Union Education Code 3510 & 9065**

**3510 – Weapons Brought to School**

*Adventist schools must be havens of safety for students and staff. All weapons are banned from schools and school activities. Students possessing these articles will be immediately suspended with expulsion recommended in line with the school’s disciplinary procedures. Applicable state and federal laws or guidelines will be followed. Each local conference or school will have a well-written statement about weapons, including a definition of the term, printed in its policy book or student handbook. The following definition is recommended:*

***Weapon Definition:***

*A “weapon” is defined as any gun, stun-gun, firearm, bomb, smoke bomb, explosive, or incendiary device, poison gas, Mace, pepper spray or knife with a blade exceeding three (3) inches in length. “Weapon” also includes any device that is either designed by its manufacturer or redesigned and/or altered by another for use as a weapon. “Weapon” also includes any device in a student’s possession while at school, on school property or at a school sponsored function that the student intends to use as a weapon for the infliction of permanent or temporary bodily harm or harm to property.*

**9065 – Maintaining Weapons-free Schools**

1. ***Basic Obligations of Instructional and Administrative Personnel***

*Consistent with the safety interests expressed in Code 3510 as to students, all weapons are banned from schools or school activities except as otherwise authorized under Code 9065-B. A violation of this Article by certificated instructional, non-certificated instructional, or administrative personnel (as those terms are defined in Code 9040, 9110) will result in appropriate disciplinary action up to and including termination or employment. . . (Weapon definition repeated).*

1. ***Exception for Historical Artifacts or Special Occasions***

*This policy is not intended to preclude the occasional display or use of historical artifacts or other appropriate props for a valid educational purpose even if the artifact or prop in question falls within the definition of a “weapon,” provided advance written approval for display or use is obtained. Such approval is required from the school principal (or head teacher, where applicable), unless the principal (or head teacher, where applicable) is the person seeking approval, in which case approval is required from the conference superintendent.*

**Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific weapon policy in your area.**

**Additional Definitions**

1. Any object, device, or instrument having the appearance of a weapon.
2. Weapons listed above which are broken or non-functional.
3. Look-alike guns, toy guns, and any object that is a facsimile of a real weapon.
4. Articles designed for other purposes (e.g., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), intended or used to inflict bodily harm and/or intimidate.

**Adventist schools must be havens of safety for students and staff. (CU Code #3510)**

29

**15 – WEAPONS**

**Be Prepared**

All schools must have a voted weapons policy in place and published in the school’s handbook. The policy should include:

1. A clearly stated weapons definition.
2. Plainly stated consequences for a violation.

**Tips**

1. Handbooks should contain a signature page for students and parents to sign indicating that they have read and agree to the policies and requirements therein.
2. Handbooks should be reviewed at the beginnings of the year with the students to guarantee the above.

While a “zero tolerance” policy may not be the best solution, disciplinary measure must be swift and rigorous. Applicable state/province and federal guidelines are to be followed. Columbia Union Code states that “students possessing these articles will be immediately suspended with expulsion recommended in line with the school’s disciplinary procedures”. **Please consult your local Union Conference Education Code Book and state/provincial regulations for the specific weapon policy in your area.**

**Procedures**

If weapons possession is seen, reported, or suspected, take immediate action:

1. Do not attempt to disarm the person.
2. Remain calm and try to calm the armed person.
3. Notify administration.
4. Call 911.
5. Attempt to separate all students and staff from the area (See #10 – Intruder or Hostage situation in this manual).
6. Try to keep the person under surveillance until police arrive.
7. If suspect is unknown, document a detailed description of the person’s physical characteristics, clothes, mannerisms, etc.
8. Notify authorized personnel: conference, board chair, pastor, etc.
9. Refer all media inquiries to the authorized spokesperson.
10. Follow predetermined immediate actions.
11. Meet with the appropriate decision-making body to determine long-term disciplinary actions.

**Home Responsibility**

Young children may bring a weapon on campus innocently or out of curiosity. Most states have laws holding parents responsible when weapons are brought to school by a minor. Know your state/provincial law. While we are reluctant to cause disruption within a home situation, safety for the students and staff at school must come first. The law must be obeyed.

**Take all weapon threats and/or violations seriously.**

30

**NOTES**

31



**Columbia Union Office of Education**

**The Columbia Union Office of Education gratefully acknowledges the information provided by the following sources:**

***Adventist Risk Management, Inc. –*** [***www.adventistrisk.org***](http://www.adventistrisk.org)

***American Foundation for Suicide Prevention –*** [***www.afsp.org***](http://www.afsp.org)

***Alpena Community College Emergency Procedures –*** [***www.alpenacc.edu***](http://www.alpenacc.edu)

***Atlantic Union Conference Manual for Emergencies –*** [***www.atlanti-union.org***](http://www.atlanti-union.org)

***Centers for Disease Control and Prevention –*** [***www.cdc.gov***](http://www.cdc.gov)

***Child Welfare Information Gateway –*** [***www.childwelfare.gov***](http://www.childwelfare.gov)

***Federal Emergency Management Agency –*** [***www.fema.gov***](http://www.fema.gov)

***Flu.Gov –*** [***www.flu.gov***](http://www.flu.gov)

***National Institutes of Health –*** [***www.nih.gov***](http://www.nih.gov)

***National Mental Health Administration –*** [***www.nmha.org***](http://www.nmha.org) ***or*** [***www.mentalhealthamerica.net***](http://www.mentalhealthamerica.net)

***Stockton College Emergency Procedures –*** [***www.stocktonn.edu***](http://www.stocktonn.edu)

***U.S. Department of Health and Human Services –*** [***www.hhs.gov***](http://www.hhs.gov)

***U.S. Department of Labor Occupational Safety and Health Administration –*** [***www.osha.gov***](http://www.osha.gov)

***WebMD –*** [***www.webmd.com***](http://www.webmd.com)

32

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***FIELD TRIP/OUTING PLANNER***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class/Organization** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **Number of Attendees** | \_\_\_\_ |
|  | (3rd Grade, Pathfinders, English Dept., etc. | |  |  |
| **Outing/Destination** | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
|  | | (Museum, Sea World, Zoo, Yosemite National Park, London, etc.) | | |
| **Planned Activities** | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| (List all planned activities: museum study, concert, camping, day hike, rock climbing, bicycling, etc.) | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***TRANSPORTATION*** | ***√ All that Apply*** | | | ***NOTES*** |
| **Public Transportation** | |  |  | |
| **Rental Vehicle** | |  |  | |
| **School/Church Vehicle** | |  |  | |
| **Private (Personal) Auto *(Not Recommended)*** | |  |  | |
| **Note: *A “NO” response may indicate a need for additional safety/risk management measures.*** | | | | |
|  | **YES** | **NO** | **N/A** |  |
| **Qualified Drivers** |  |  |  |  |
| (Good driving record/current MVR, Age 21+, valid and current license per type of vehicle, etc. See *NAD Working Policy* –P50 26) | | | | |
| **Vehicles(s) – Safe, Well-Maintained Condition** |  |  |  |  |
| **Tires – Proper Size and Rating** |  |  |  |  |
| **Meet Safe, Legal Tread Wear Limits** |  |  |  |  |
| **Vehicle Properly Insured** |  |  |  |  |
| * **Special Vehicle Insurance Coverage (Mexico)** |  |  |  |  |
| **Fire Extinguisher** |  |  |  |  |
| **Emergency Road Kit** (Reflectors, etc.) |  |  |  |  |
| **First Aid Kit** |  |  |  |  |
| **Seat Belts Required** |  |  |  |  |
| **Seating and Load Capacity Adhered To** |  |  |  |  |
| **Transportation in the Back of Open Vehicles *Prohibited*** (Pickup Trucks, Flat Beds, etc.) |  |  |  |  |
| **Follow-up Vehicles Provided** (Bike and Walkathons, etc.) |  |  |  |  |
| ***ADMINISTRATIVE*** |  |  |  |  |
| **Permission Slips** |  |  |  |  |
| **Medical Release Forms** (Available for all children under 18) |  |  |  |  |
| **Volunteer Ministry Forms Signed/Filed** (child abuse) |  |  |  |  |
| **Activity/Site Approval by Proper Authorities** (State/Province, County, City, Fire Marshal, Park Service, etc.) |  |  |  |  |
| **Requirements by Proper Authorities Met** |  |  |  |  |
| **Certificates of Insurance Obtained as Needed** |  |  |  |  |
| **Accident Medical Insurance** |  |  |  |  |
| * **Miscellaneous Accident** |  |  |  |  |
| * **Volunteer Labor Construction** (as needed) |  |  |  |  |
| * **Short Term Travel** (If outside U.S. and Canada) |  |  |  |  |
| **Traveler’s Advisory Checked** |  |  |  |  |

Retrieved 02/07/2011 from <http://www.adventistrisk.org/files/FIELD%20TRIP%20FORM.pdf>. Minor adaptations were made.

***FIELD TRIP/OUTING PLANNER – Page 2***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Note: *A “NO” response may indicate a need for additional safety/risk management measures.*** | | | | |
|  | **YES** | **NO** | **N/A** |  |
| ***SUPERVISION*** |  |  |  |  |
| **Adequate Number of Supervisors\*** (Minimum of two required and at then one for every 10 students or more if activity requires) |  |  |  | **Number Required \_\_\_\_\_\_\_\_** |
| **Supervision Qualified for Activity** |  |  |  |  |
| **First Aid Trained Staff** |  |  |  |  |
| **Current CPR and Lifeguard Certification** |  |  |  |  |
| ***EMERGENCY PLANNING***  (NOTE: In many regions, *weather* conditions can change dramatically in a short period of time – clear and warm to blizzard, cool to extreme heat. Check weather advisories and always plan for any potential weather extremes for the area visited.) |  |  |  |  |
| **Emergency/Disaster Plan Prepared** |  |  |  |  |
| **Cellular Phone** |  |  |  |  |
| **Portable Two-way Radios** |  |  |  |  |
| **Citizen Band and/or Marine Radio** |  |  |  |  |
| **AM/FM or Weather Band Radio** |  |  |  |  |
| **Additional clothing Requirements** |  |  |  |  |
| **Shelter Requirements** |  |  |  |  |
| **Emergency Water** |  |  |  |  |
| **Emergency Food** |  |  |  |  |
| **Wool or Space Blankets** |  |  |  |  |
| **Clothing and Equipment Lists Distributed** |  |  |  |  |
| ***ACTIVITY SAFETY*** |  |  |  |  |
| **Safety Equipment *Available* for All Participants** (Life Jackets, Safety Harnesses, Helmets, Knee and Elbow Pads, etc.) |  |  |  |  |
| **Safety Equipment *Required* for All Participants** |  |  |  |  |
| **Safety Equipment *Inspected* Before Each Use** |  |  |  |  |
| **All Work Projects Adhere to OSHA or CCOSH and International Standards** (Strongest Shall Be Used) |  |  |  |  |
| **All Child Labor Laws Observed** |  |  |  |  |
| ***ADDITIONAL NOTES AND COMMENTS:*** |  |  |  |  |
|  |  |  |  |  |

\*See supervision attachment pertaining to examples of supervision requirements for various activities.

|  |  |
| --- | --- |
| Requested by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Approved by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

**NOTE:** Safety elements included in this form are suggested as minimal considerations. Other additional measures will generally be required for every activity. The maintenance of safe premises, operations, activities and equipment are the legal responsibility of the insured. Adventist Risk Management assumes no responsibility for the management or control of the insured’s premises, operations and activities or for the safety elements or procedures used by the insured. Liability on the park of Adventist Risk Management for loss is hereby disclaimed.

**Field Trip Permission Form**

Dear Parent or Guardian,

A field trip has been planned for your child’s class. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Field Trip Information:

Name of Event:

Date of Event:

Time Leaving:

Time Returning:

Leaving From:

Returning To:

Cost:

Transportation:

Sponsor

Description of Event: (place(s), activities, supervision, other pertinent data)

Special Instructions:

*Cut here Cut here*

I give permission for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to attend the

(Student’s full name)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20

(Name of Event) (Date)

***I give consent for necessary first aid or any emergency medical attention.***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20

(Parent or Legal Guardian’s Signature)

On the day of the field trip I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, can be reached at

Parent’s Phone: (\_\_\_\_\_\_\_\_) \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Name) (Relationship to student)

Phone: (\_\_\_\_\_\_\_\_) \_\_\_\_\_\_\_\_-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



**Financial Agreement**

**Anytown Adventist School**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number of Students** | **Fees** | **Per Student Amount** | **Total** |
| \_\_\_\_\_\_\_\_\_\_\_ | Registration Fees | $200.00 | $\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_ | Annual Tuition – 1st Child | $2220.00 | $\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_ | Annual Tuition – 2nd Child | $2075.00 | $\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_ | Annual Tuition – 3rd Child | $1925.00 | $\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_ | Annual Tuition – 4th Child or more | $0.00 | $\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |
|  | **Total Tuition Charges** | | $\_\_\_\_\_\_\_\_\_\_ |
|  |  | |  |
|  | **Average Monthly Tuition Charges**  **(Total Tuition Charges ÷ 10 months)** | | $\_\_\_\_\_\_\_\_\_\_ |
|  |  | |  |
|  | **Full Year Payment Discount (5% of Total Tuition Charges)** | | $\_\_\_\_\_\_\_\_\_\_ |
|  |  | |  |
|  | **Total Due at Registration**  **(Registration Fees + 1st Month Tuition Charges)** | | $\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **Student Names** | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| I attest that there is no outstanding amount due to any other Adventist school. |  |  |
| I agree that monthly payments will be made in accordance with financial policies outlined in the student handbook. |  |  |
| I have read and understand the financial policies outlined in the student handbook, including delinquent account policies. |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | |
| Parent/Guardian/Responsible Party Signature | Date | |



**8th Grade Graduation**

**Anytown Adventist School**

**Class of 2011**

**Graduates**

President Jane Doe

Vice-President John Smith

Treasurer Joseph Jones

**Aim**

Heaven

**Motto**

To Walk with Him

**Class Flower** White Rose

**Class Colors** Royal Blue and White

**Program**

Processional Organist

Invocation Joseph Jones

Welcome John Smith

Song Anytown Adventist School

Tribute to Parents 8th Grade Graduates

President’s Message Jane Doe

AnyConference Academy Scholarships Marvin Lee

Scripture Joseph Jones

Graduation Address Elder Mark Wheeler

Youth Director of AnyConference

Presentation of Class Ms. Amy Link

Head Teacher

Presentation of Diplomas Ms. Carol Deep

Board Chair

Ms. Amy Link

Head Teacher

Closing Prayer John Smith

Recessional Organist

*You are cordially invited to a reception hosted by the Home and School Association in the Fellowship Hall*



**Incident Report Form**

**Anytown Adventist School**

Date of Incident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time:

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name of Classroom Teacher:

Name of student(s) involved:

Type of incident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Was there an injury? Yes No

If there was an injury, describe the injury and treatment:

Describe in detail the incident, including where the incident occurred, names of witnesses, supervision at the time of the incident, and who was in charge of the activity:

Were the parents contacted? How? By whom? When?

Were there any special circumstances to this incident?

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Teacher’s Signature | Date |

***All serious incidents should be reported to the Local Conference Office of Education***

**Lesson Plans – Sample Template**

**Teacher:** Mr. Joe Brown **Grades:** 1-4 **Week of:** Sept. 10-14

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Bible** | **Math** | **Science (M W)/**  **Social Studies (T TH)** |
| **MONDAY** | “Be Like Jesus” TE 22-24  Do Lesson Starter  Read story, Discuss “Discussion Questions”  Begin learning MV  Listen to Steve Green song, “Fruit of the Spirit” | 1 – Before, After, Between p. 149-150  2 – Ordinal Numbers p. 59-60  (Gr. 3-4 review X flashcards while waiting)  3 – x w/7 p. 150-151  4 – x/÷ facts to 5 p. 142-143 | SMART p. 110  Identify mixtures & compounds  Define mixture/solution  Make & vegetable salad mixture and have students tell why it is a mixture/not a solution. |
| **TUESDAY** | Review & say MV  Do Classroom Activity #5  Create bulletin board from TRM28  Level A – p 14-16  Level B – p 28-32  Level C – p 27-29 | 1 – 1 Less/1 More p. 151-152  2 – Compare Numbers p. 61-62  3 – x w/8 p. 152-153  4 – x/÷ facts to 10 p. 144-147 | Explore the impact of immigration  1-2 Rd gr 2 p. 250-253  3 – Rd p. 72-77  4 – Rd p. 132-133  Discuss why people immigrate & Ellis Island  Role-play journey to Ellis Island |
| **WEDNESDAY** | “The First Fruit” TE26-28  Do Lesson Starter (need a banana)  Read Story & answer Discussion Questions as class  Finish Sentence Stems  Begin learning MV | 1 – 10 Less/10 More p. 153-154  2 – Order Numbers p. 63-64  3 – Draw a Picture p. 154-155  4 – x/÷ facts to 12 p. 148-149 | SMART p. 110  Identify mixtures & compounds  Rd 1-2 gr. 1 science ref p. 40,  3 – science ref p. 40,  4 – p. B10-B11  Define mixture/solution  Identify substances what would be mixture or solution |
| **THURSDAY** | Review & say MV  Make a list of Bible stories that show examples of love  Level A – p 17-19  Level B – p 24-26  Level C – p 32-35 | 1 – Do Ch. 10 Review p. 155-156  2 – Even/Odd p. 65-66  3 – Review x to 8 p. 156-159  4 – x 3 factors p. 150-151 | Explain the meaning of national & patriotic symbols of the US/Bermuda/Canada.  Review national symbols as a group (refer to Gr. 1 p. 208-211, Gr. 2 p. 180-183)  Make crafts of national symbols |
| **FRIDAY** | “Fruits” Lab: Choose one of the “fruit of the Spirit” and decide on a good deed that would exemplify that “fruit” and go do it for someone in the classroom or school | 1 – Chapter 10 Test  2 – Skip-Count p. 67-68  3 – Ch. 9 Review p. 160-161  4 – x 3 factors p. 150-151 | **ART** Arts Attack TE 69  My family  Materials – potatoes, tempera paints, brushes, sponges, water, 12”x18” white paper  Make portrait using potato prints. |

**Medication Authorization and**

**Administration Form**

**Anytown Adventist School**

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Student’s Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth:

Street Address Month/Day/Year

City, State, Zip or Postal Code

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Name(s):

Doctor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Doctor’s Phone:

I hereby request and authorize school personnel to administer the prescribed medication as directed by our doctor.

Parent or Guardian Signature

Cut here Cut here

**Doctor’s Orders**

You are hereby directed to give

Name of Child

their medication,

Name of Medication

in the amount of \_\_\_\_\_\_\_\_\_\_ tablets/capsules at \_\_\_\_\_\_\_\_\_\_ a.m./p.m. daily or as follows,

.

Duration:

Possible Side Effects:

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Doctor’s Signature | Date | Phone |

**Over-the-Counter Medication**

**Permission to Administer Form**

**Anytown Adventist School**

Name of Student:

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:

Medication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dosage:

Purpose of Medication:

Time of day medication is to be given:

Possible side effects:

Anticipated number of days it needs to be given at school:

It is understood that the medication is administered solely at the request of and as an accommodation to the undersigned parent or guardian. In consideration of the acceptance of the request to perform this service by any person employed at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Adventist School, the undersigned parent or guardian hereby agrees to release the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Adventist School and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Conference and its personnel from any legal claims which they now have or may thereafter have arising out of the administration of or failure to administer the medication to the student.

I agree that I will provide the medication, properly labeled and in the original container, and that the dosage listed above is in harmony with the regular dosing listed on the bottle. I understand that any change to regular dosing (as indicated on the medication bottle) will require a doctor’s order.

I hereby give my permission for my child (named above) to take the above medication as ordered. I understand that it is my responsibility to furnish this medication and agree (by my signature below) that my child is competent to self-administer his/her medication.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Signature of Parent/Guardian | Date |

**Parent Release Form for Students with Special Academic Needs**

**Anytown Adventist School**

We the parents of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, desiring a Christian environment for our

Name of Child

child and understanding that the Anytown Adventist School is not able to meet all of the special academic needs of our child, do hold harmless the school from all liability in its efforts to provide an education for our child.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Parent/Guardian Signature | Date |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Parent/Guardian Signature | Date |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School Administrator Signature | Date |



**Photo Release Form**

**Anytown Adventist School**

I hereby consent and authorize ANYTOWN ADVENTIST SCHOOL or its assigns to use my name and/or the names of my family members who are minors, as listed below, as well as my likeness, photos, videos, and other information (or that of family members who are minors) for the purpose of school news releases, publicity, advertising, publication, or distribution as ANYTOWN ADVENTIST SCHOOL believes appropriate. I further consent to such use in their present form and to any changes, alterations, or additions thereto.

I hereby release ANYTOWN ADVENTIST SCHOOL from all liability in connection with all such uses.

Additional comments (if any):

Dated this \_\_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 20\_\_\_\_\_.

(Please **Print** Name)

(Please **Sign** Name)

Address:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number:

Additional Minor Family Members to Whom the Release Applies:

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Witness:

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| (Please **Print** Name) | (Please **Sign** Name) | (Date) |

**Release of Student Records for**

**Transferring Students**

**Anytown Adventist School**

Please give the contact information for the school that your child is currently attending or last attended:

School:

Address:

Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax Number:

To Whom It may Concern:

The following students has enrolled in, or been accepted to, Anytown Adventist School.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Name of Student | Date of Birth |

Please forward all school records that are needed for this change of schools.

* Cumulative Folder and/or report cards
* Withdrawal Grades – with your grading key
* Health and Psychological Records
* Academic Testing Information

If for any reason your school is not able to release these records, please advise us immediately.

Thank you for your assistance.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Parent’s Signature | Date |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School Official’s Signature | Date |



**Retention Request\***

**(See Union Education Code Book for complete instructions)**

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student’s Full Name | Date of Birth | Present Grade |

|  |  |  |
| --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Present Age (Years/Months) |  | Age Entered 1st Grade (Years/Months) |

1. Reason for requesting retention:
2. Last achievement test administered:

Date administered:

Composite Grade Equivalent:

Composite Percentile:

Attach copy of student’s Individual Performance Profile

1. Teacher evaluation of scholastic needs:
2. Methods and materials used to meet special needs:

\*adapted from the Mid-America Union Office of Education

**Retention Request – Page 2**

1. Teacher’s evaluation of social and emotional development, including attitudes and home background:
2. Survey of past history in school:
3. Physical development of student (including any health concerns)
4. Dates of communication with parents and their reactions:
5. Recommendation of teacher:

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ |
| Teacher’s Signature | Date | Principal’s Signature | Date |

*We have discussed our child’s academic needs with the classroom teacher and have been made aware of the necessity for more instruction. We agree that our child should be retained understanding that such a placement is subject to approval by the Conference Office of Education and the school leadership.*

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_ |
| Parent or Guardian Signature | Date | Parent or Guardian Signature | Date |

|  |  |
| --- | --- |
| Education Committee Action (circle one) Approved Denied | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date | Superintendent’s Signature |



**Room Parent Request**

**Anytown Adventist School**

Dear Parents:

Each year our class has Room Parents to assist the teacher in the following types of classroom projects:



If you would like to help us this year, please complete and return the bottom portion of this form.

Sincerely,

Ms. Jane Doe

Lower Grades Teacher

Cut Here Cut Here

Yes, I can be a Room Parent this year.

I would be interested in helping with:



|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Signature | Date |

**School Calendar\***

**Current School Year**

**Anytown Adventist School**

**Canada Sample**

Tuesday, September 7 School Begins

Monday, October 11 Thanksgiving Holiday

November 11 Remembrance Day

November 15-18 Fall Week of Prayer

Friday, December 3 End of Term 1

Thursday, December 16 Christmas Program

December 18-January 2 No School – Christmas Vacation

Monday, January 3 School Resumes

Monday, February 21 No School – Family Day

Thursday, March 10 Parent/Teacher Conferences

March 14-18 No School – Spring Break

Friday, April 1 End of Term 2

Sabbath, April 16 Adventist Education Day (School Program)

April 22-25 No School – Easter Vacation

May 2-13 CAT-4 Testing

Sunday, May 15 School Picnic

Monday, May 23 No School – Victoria Day

Tuesday, June 14 Track and Field Day

Wednesday, June 29 Last Day of School

**United States Sample**

Monday, August 23 First Day of School

Monday, September 6 No School – Labor Day

September 27-October 8 Iowa Tests of Basic Skills Testing

Friday, October 15 End of First Quarter

Sabbath, October 23 Adventist Heritage Sabbath (School Program)

October 28-31 Parent/Teacher Conferences

November 22-23 No School – Thanksgiving Break

Monday, December 20 Christmas Program

Thursday, December 22 End of Second Quarter

December 23-January 3 No School – Christmas Vacation

Tuesday, January 4 Classes Resume

Monday, January 17 No School – Martin Luther King, Jr. Day

Monday, February 21 No School – President’s Day/Teacher Inservice

Friday, March 11 End of Third Quarter

March 14-18 No School – Spring Break

March 28-30 Parent/Teacher Conferences

Sabbath, April 23 Education Sabbath (School Program)

Sunday, May 15 School Picnic

Friday, May 20 Last Day of School/End of Fourth Quarter

\*Please check with your Local Conference Office of Education for the official calendar.

**School Constitution – Sample\***

**MODEL BYLAWS FOR \*\*\*\*\* CONFERENCE K-8 SCHOOLS**

(Approved by Executive Committee December 7, 2003)

ARTICLE 1 – OFFICE

**Section 1.1** The principal office of this school, for the transaction of business, is located at

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, State/Province \_\_\_\_\_\_.

ARTICLE 2 – CONSTITUENCY SESSIONS

**Section 2.1 Annual Session.** The school shall hold at least one constituency meeting before the close of each school year. The school board shall designate the time and place for the meeting, and establish the agenda. The purpose of the session is to receive reports, determine church subsidy amounts, and transact any necessary business. The chairperson of the school board shall serve as chairperson of the constituency meeting. In the absence of that person, the vice-chairperson of the school board or the Conference superintendent of education shall serve as chairperson.

**Section 2.2 Notice of sessions.** Notice of sessions of the constituency shall be published in the church bulletins of the constituent churches. Such notices giving the date, time, and place of said session shall be published in the constituent church bulletins no less than two (2) times prior to the date of each session.

**Section 2.3 Voting.** The voters of the constituency meeting shall be the following:

* + 1. **Regular Members.** All members of the constituent churches.
    2. **Members at large** as follows:
       1. Members of the school board.
       2. Officers of the \*\*\*\*\* Conference of Seventh-day Adventists
       3. Officers of the \*\*\*\*\* Association of Seventh-day Adventists
       4. Officers of the \*\*\*\*\* Union Conference of Seventh-day Adventists
       5. The superintendent of schools of the \*\*\*\*\* Conference of Seventh-day Adventists and his/her associate(s).
       6. The director of education of the \*\*\*\*\* Union Conference of Seventh-day Adventists and his/her associate(s).

**Section 2.4 Quorum.** A quorum, which shall be established at the beginning of the session, shall consist of a majority of the members present being regular members. In the absence of a quorum, no business shall be transacted, and the only motion that the chair shall entertain is a motion to adjourn. However, by vote of a majority of delegates present, the meeting may be adjourned for brief periods of time. If adjourned for less than three weeks, no notice for the new meeting need be given.

\*Retrieved 2/9/2011 from <http://www.nadeducation.org/educator_toolbox//80/69>

1

ARTICLE 3 – SCHOOL BOARD

**Section 3.1 Composition.** The members of the school board shall consist of ex-officio and regular members as follows:

*Regular Members:*

* + 1. From each constituent church, two representatives.
    2. One pastor of each constituent church.

*Ex-officio Members:*

* + 1. The principal and vice-principals of the school.
    2. The leader of the Home and School organization.
    3. The superintendent of schools of the \*\*\*\*\* Conference of Seventh-day Adventists or his/her designee.
    4. One representative from the \*\*\*\*\* Union Conference of Seventh-day Adventists Office of Education.
    5. The officers of the \*\*\*\*\* Conference of Seventh-day Adventists.

**Section 3.2 Election and Term of Office.** Each constituent church shall elect one representative to the school board for a four-year term every two years coinciding with the school fiscal year, July 1 to June 30, each year, thereby creating staggered terms. Members may be elected by their church to consecutive terms. In case of a vacancy, it shall be the duty of the church to elect a new member to serve the remainder of the term. A voting member from a constituent church who fails to attend two-thirds (2/3) of the regular meetings during a school year may be replaced by the school board and the constituent church involved shall elect another member to serve the remainder of the term.

**Section 3.3 Qualifications.** A person serving as a member of the school board shall be a regular member of a Seventh-day Adventist Church. Each church-elected member, the principal, and the leader of the Home and School Organization shall be a member of a constituent church. School employees other than the principal or vice-principals are ineligible for membership on the school board where they are employed.

**Section 3.4 Authority.** The school board is responsible for the operation of the school within the guidelines and policies adopted by the Conference board of education and the school constituency as stated in the constitution and bylaws. The board has authority only when meeting in official session; individual members may not speak for the board unless directed by the board to do so. All actions of the board are implemented through its executive secretary (the principal). School board members are to comply with the Code of Ethics as stated in the \*\*\*\*\* Union Conference Education Code.

**Section 3.5 Functions of the School Board.** The school board is responsible for the operation of the school. The functions shall include, but are not limited to, the following:

* + 1. Establish policies and guidelines for the general operation of the school.
    2. Appoint the members of appropriate sub-committees of the school board.
    3. Assume responsibility for the planning and funding of an annual operating budget.
    4. Cooperate with the Conference office of education and Conference board of education in all actions relating to the employment status of education personnel. The employment, assignment, transfer, termination, dismissal or retirement of personnel shall be recommended by the school board and submitted to the Conference board of education for final action.
    5. Cooperate with the \*\*\*\*\* Union Conference and the Conference offices of education in matters related to curriculum development and implementation.

2

**Section 3.6 Meetings.** The school board is to hold regular meetings a minimum of six (6) times during the fiscal school year.

3.6.1 *Notice*. Written notice of the date, time, and place of the regular meeting of the school board shall be mailed or otherwise delivered to each member no fewer than seven (7) days prior to the date of such meetings.

3.6.2 *Special Meetings*.

3.6.2.1 Special meetings of the school board may be called at any time by the chairperson after giving written notice as specified in 3.6.1

3.6.2.2 The chairperson shall call a special meeting upon the written request of five (5) or more members of the school board.

3.6.3 *Waiver of Notice*. The transactions of any meeting of the school board, however called and noticed, shall be valid as though taken at a meeting duly held after regular call and notice, if

3.6.3.1 A quorum is present, and

3.6.3.2 Either before or after the meeting, each of the members not present signs a written waiver of notice, a consent to hold the meeting, or an approval of the minutes.

3.6.4 *Quorum*. A majority of its members with at least two (2) officers present at a duly called regular or special board meeting shall constitute a quorum.

3.6.5 *Executive Session*. The school board shall meet in executive session when discussing personnel or personnel problems.

**Section 3.7 Officers.** The officers of the school board shall be a chairperson, vice-chairperson, and executive secretary (the principal).

3.7.2 *Duties*

3.7.2.1 *Chairperson*.

3.7.2.1.1 Preside at meetings of the school board.

3.7.2.1.2 Promote the interests of the school.

3.7.2.1.3 Serve in an advisory role to the Principal.

3.7.2.1.4 Assist in implementing actions of the school board.

3.7.2.1.5 Serve as an ex-officio member of all committees.

3.7.2.2 *Vice-chairperson*. The duty of the vice-chairperson is to act in the place of the chairperson when he/she is absent.

3.7.2.3 *Secretary*.

3.7.2.3.1 Serve as the executive secretary of the school board.

3.7.2.3.2 Administer the actions of the school board. (See Education Code for a detailed listing of responsibilities and functions.)

3.7.2.3.3 Foster and promote an active Home and School Organization.

3.7.2.3.4 Prepare school board agendas in counsel with the Chair and distribute to board members no less than 72 hours before a board meeting.

3.7.2.3.5 Distribute minutes of school board meetings to all members within thirty (30) days following each meeting.

3.7.2.3.6 Serve as ex-officio members of all the committees.

**Section 3.8 Committees.** The school board may elect or appoint such committees as are deemed necessary to fulfill the functions of the school board. Such committees receive their authority and direction from the school board, and are responsible to the school board. The Personnel Committee shall be chaired by the superintendent of school of the \*\*\*\*\* Conference of Seventh-day Adventists.

ARTICLE 4 – CONSTITUENT CHURCHES

**Section 4.1 Duties.** It shall be the duty of each constituent church to support the school by:

* + 1. Electing its representative to the school board.

3

* + 1. Assuming its financial responsibility as determined by the school board for the operation of the school.
    2. Assuming its financial responsibility as determined by the constituency for the capital improvement needs of the school.

ARTICLE 5 – HOME AND SCHOOL ASSOCIATION

**Section 5.1 Constitution.** The constitution of the Home and School Association shall be in harmony with the guidelines as outlined by the North American Division of Seventh-day Adventists for the Home and School Association. It shall be approved by the school board.

**Section 5.2 Funds.** The funds of the organization will be deposited with the school for use as directed by the Home and School Association.

**Section 5.3 Authority.** The Home and School Association shall be responsible to, and operate under the authority granted to it by the school board.

ARTICLE 6 – PARLIAMENTARY PROCEDURE

**Section 6.1 Rules.** The usual parliamentary rules as laid down in the current edition of the General Conference Rules of Order shall govern all deliberations in constituency meetings and school board meetings when not in conflict with these bylaws.

ARTICLE 7 – INDEMNIFICATION

**Section 7.1.** The school shall indemnify any person who is serving or has served as a member of the school board or school administrators against all reasonable expenses (including, but not limited to, judgments, costs, and legal fees) actually and necessarily incurred by him(her) in connection with the defense of any litigation, action, suit or proceeding, civil, criminal, or administrative, to which he(she) may have been a party by reason of being or having been a member of the school board or school administrators, except he(she) shall have no right to reimburse for matters in which he(she) has been adjudged liable to the school for gross negligence or willful misconduct in the performance of his(her) duties.

**Section 7.2.** This right of indemnification shall be in addition to, and not exclusive of, all other rights to which such member of the school board or officer may be entitled.

4

**SCHOOL HANDBOOK**

**Anytown Adventist School**

****

**Insert Current School Year**

**Insert Address**

**City, State/Province, Zip/Postal Code**

**(555) 555-5555**

**Table of Contents**

Directory 2

Personnel 2

Philosophy and Mission 3

Objectives 3

Accreditation 3

Admission 4

Agreement 4

Entrance Policy 4

Non-discrimination Policy 4

Entrance Age 4

How to Apply 4

Transfers 4

Medical 4

Physical Examinations 4

Immunizations 5

Medications 5

Emergencies 5

Student Accident Insurance 5

Attendance 5

School Hours 5

Attendance Policy 6

Field Trips 6

Unscheduled School Closings 6

Finances 6

Introduction 6

Registration Fee 6

Tuition Rates 6

Method of Payment 7

Discounts 7

Late Fee 7

Delinquent Accounts 7

Unpaid Prior Balances 7

Financial Assistance 7

Late Enrollment 7

Withdrawal from School 7

General Information 7

Curriculum 7

Discipline 8

School Board 8

Student Appearance 8

Student Responsibility 9

Telephone 10

Visitors 10

Harassment 10

Policy 10

Definitions 10

Procedures 11

Note to Parents 12

1

**Directory**

**Anytown Adventist School Personnel**

**TEACHERS**

Sue Jones, Grades 5-8 (899) 555-1111

George Smith, Grades 1-4 and Principal (899) 555-1122

**SCHOOL BOARD CHAIR**

Rhoda Burns (899) 555-1133

**SCHOOL TREASURER**

Mike Apple (899) 555-2233

**PASTOR**

Ken Leader (899) 555-1234

**HOME AND SCHOOL LEADER**

Sarah Williams (899) 555-2345

**SUPERINTENDENT OF EDUCATION**

Ron Burkside (202)333-4444

**SCHOOL BOARD**

Mike Apple Term Ends 6/11 (899) 555-4848

Mark Brown Term Ends 6/11 (899) 555-2923

Lynn Coe Term Ends 6/13 (899) 555-3432

John Doe Term Ends 6/12 (899) 555-3221

Howard Edwards Term Ends 6/12 (899) 555-3333

Doug Parr Term Ends 6/11 (899) 555-3232

Candy Peoples Term Ends 6/12 (899) 555-2345

Carol Summer Term Ends 6/12 (899) 555-8789

Tim Thomas Term Ends 8/13 (899) 555-7892

**Ex-officio Members:** Superintendent of Schools, School Principal, School Treasurer, Pastor, Home and School Leader.

2

**Philosophy**

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, and redemption, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies to prepare students to be good citizens in this world and for eternity.

**Mission Statement**

The Anytown Adventist School provides Christ-centered education where students can develop a closer relationship with Jesus. Biblical teaching, academic excellence, civic duty, and service are all emphasized in a safe environment.

**Objectives**

Each teacher strives to create a learning climate that is loving—yet firm, accepting—yet challenging. Every child is special and will be given individual attention. Students will be taught personal responsibility and respect for the rights and privileges of others. This includes respect for the home, school, and government. The teachers strive to help each student develop a high degree of academic achievement as well as a personal relationship with God, preparing them for a life of service.

**Accreditation**

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. (AAA) accredits Anytown Adventist School. The North American Division Commission on Accreditation serves as the agent of AAA for all North American Division schools. AAA is accredited by the National Council of Private School Accreditation.

Anytown Adventist School is recognized as an approved school by the state/province.

3

**Admission**

**Agreement**

By registering at Anytown Adventist School, the student(s), parent(s), and/or guardian(s) agree to abide by the judgment of the school board as it applies to standards of dress and conduct. Registration implies an obligation to meet on time the financial responsibilities that accrue out of tuition, fees, or other applicable charges approved by the School Board. Only students who desire a Christian education and who are willing to live in harmony with the standards of Anytown Adventist School will be admitted or retained.

**Entrance Policy**

Anytown Adventist School is pleased to welcome young people who desire a Christian education and who agree to abide by the rules and guidelines set up by the school. Students who wish to attend must complete the application form and submit it to the school for review by the Admissions Committee. Students may be allowed to enter on probationary status pending the application review by the Admissions Committee.

Anytown Adventist School does not have the necessary equipment or staff to provide extraordinary special education services. Therefore, the school is unable to accept pupils who require such services.

**Non-discrimination Policy**

Anytown Adventist School admits students of any race, color, sex, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, sex, national or ethnic origin in the administration of its educational policies, financial policies, extra-curricular, or other school administered programs.

**Entrance Age**

First grade students must be 6 (six) years of age on or before September 15 and must successfully pass readiness testing before entrance to first grade is granted. Anytown Adventist School strongly recommends that a child be about seven years of age before beginning first grade.

**How to Apply**

Parents who wish to enroll their children in Anytown Adventist School may come to the school and complete the application and registration forms. After the application/registration forms have been completed, they will be forwarded to the Admissions Committee for review.

**Transfers**

Parents who wish to transfer their children from another school to Anytown Adventist School after the school term has started must complete the regular registration forms. A student may be allowed to attend classes on probationary status pending a decision by the Admissions Committee. However, there is no assurance of the student’s acceptance until notification is received from the Admissions Committee. All new students will be tested to determine final grade placement.

**Medical**

**Physical Examinations**

The following students must have a physical examination before being admitted to the school:

1. All **new students** entering or transferring to the school. The completed physical examination form must be returned to the school office within 30 (thirty) days after the student enters school.
2. All **fourth** graders.
3. All **seventh** graders.

4

Physical examination forms will be sent to the homes of returning students before registration and are also available in the school office. A physical examination given with the past six months is acceptable.

**Immunizations**

Immunizations are required of all students per state/provincial statute. Current immunization cards for each student must be on file in the school office. Students may be exempt from this immunization requirement if their lives or health would be endangered or if their parents follow a religious belief whose teachings are opposed to such immunizations. If this is the case, an exempt card for the student must be on file in the school office. All immunization cards must be filled out **completely** and returned to the school office by **October 15**. Immunization records are audited annually to assure compliance with the statute.

All new or transferring students will have 30 days after beginning school to return the completed immunization card. Failure to have a current immunization card on file will require that the student be suspended until immunization records are complete and on file in the school office.

**Medication**

Whenever a student needs medication, these guidelines are to be followed:

* The medication must be in its original container.
* Prescription medication must be accompanied with written instructions from the doctor indicating the method, amount, and time the medicine is to be administered.

All medication should be given to the teacher upon arrival at school. The student’s teacher will administer the medication according to the written direction provided with the medication.

No over-the-counter medications will be administered unless they have been provided by the student’s parent/guardian with proper written authorization as to the amount and time for administering the medication.

**Emergencies**

In case of serious emergency, such as injury, accident, or sickness, the school will attempt to contact the student’s parent or guardian. If this individual cannot be reached, and in the judgment of the teacher or principal immediate medical attention is needed, the teacher or principal will summon or take the student to receive medical aid. All students must have a *Consent to Treatment* form, signed by the parent or guardian, on file in the school office.

**School Accident Insurance**

The School provides limited accident insurance for each student. The insurance covers accidents resulting while students are participating in regular school activities or while in transit to or from school-sponsored activities. Specific information regarding school accident insurance will be provided to each parent/guardian.

**Attendance**

**School Hours**

Monday-Thursday: 8:00 AM – 3:15 PM

Friday: 8:00 AM – 12:00 PM

Students should **arrive and leave within 30 minutes of the scheduled school hours** unless other arrangements are made with the principal. Students remaining more than 30 minutes following dismissal will be charged a $10.00 per ½ (half) hour babysitting fee that will be added to the school bill.

5

**Attendance Policy**

The school calendar is provided in the registration packet. There are 178 pupil-student contact days.

Parents are expected to ensure that their children attend school regularly and on time. All students are encouraged to schedule non-emergencies (dental appointments, doctor appointments, etc.) outside of school hours.

When a student is absent, parents are required to contact the school office by **8:00 AM** on the day of the absence. A parent should also send a **written excuse** with the child on the day he/she returns to school. Parents are encouraged to contact the teacher and make arrangements to pick up assignments immediately after dismissal.

**Field Trips**

Off-campus educational activities are sometimes coordinated with the school program. Notices regarding each field trip are sent home informing parents and guardians of these planned activities. Written permission will be required for each trip. If no written permission slip is returned to the school, the student will remain at the school. In some instances, a small fee may be necessary to defray trip expenses.

**Unscheduled School Closings**

When severe weather conditions threaten, parents should tune in to WWG radio (1240 AM) or WWG-TV (Channel 4) for school closure announcements. Any unscheduled school delays or closings will be broadcast on these two networks.

**Finances**

**Introduction**

As a Christian educational institution, Anytown Adventist School has as its primary goal the uplifting of Jesus Christ. This involves both desire and responsibility on the part of the school in handling its finances in a positive Christ like manner as well as promoting Christian values. It is the commitment of the school to operate financially as Scripture admonishes in Romans 13:7-8, *“Give everyone what you owe him: if you owe taxes, pay taxes; if revenue, then revenue; if respect, then respect; if honor, then honor. Let no debt remain outstanding, except the continuing debt to love one another...”* As a Christian institution, we feel the responsibility of keeping all bills current and as such, depend upon the timely payment of tuition and other appropriate fees by parents who have chosen to enroll their children at Anytown Adventist School.

To keep the cost as low as possible and to furnish the funds necessary for the school to meet its operating expenses, the following financial policies have been adopted:

**Registration Fee**

The registration fee is $135.00 per student. It is due at the time of registration.

**Tuition Rates**

* Annual tuition for the first child in a family is $1500.00.
* Annual tuition for the second child in a family is $1400.00.
* Annual tuition for the third child in a family is $1300.00.
* There is no tuition for the fourth or more children in a family.

6

**Method of Payment**

Anytown Adventist School operates on a ten-month payment schedule, August – May. Tuition is due by the 10th of each month. Checks or money orders should be made payable to Anytown Adventist School. Payments can be mailed to the school or given to the teacher, principal, or school treasurer.

**Discounts**

There is a $5.00 on-time discount per student when payment is made by the 10th of the month. This discount will only be offered if the account is current and the student is not receiving financial assistance.

A discount of 5% is available when the full year’s tuition is paid by September 1.

**Late Fee**

A late fee of $15.00 will be billed to each family’s account if payment is not received by the 15th of the month.

**Delinquent Accounts**

It is the responsibility of the parent or guardian to pay the child’s tuition by the 10th of each month. If an account is 5 days past due a written reminder will be sent. If the account remains unpaid after the 30th of each month a second written notice will be sent. If the financial obligation is 30 days in arrears and payment or financial arrangements have not been initiated by the parent/guardian, the child(ren) will be temporarily suspended until the account is current or satisfactory arrangements have been made with the School Finance Committee.

**Unpaid Prior Balances**

Registration for a new school year is contingent on the previous year’s account being paid in full.

**Financial Assistance**

Limited financial assistance is available for families of the Anytown Seventh-day Adventist Church showing financial need. Applications for financial assistance may be obtained from the church office. All financial assistance applications should be submitted to the church office

**Late Enrollment**

Students enrolling after school has begun will be responsible for the registration fee and for a prorated portion of the total tuition, based on the number of school days missed. The registration fee must accompany the application for admission and be received by the principal before the student attends class.

**Withdrawal from School**

Students are considered enrolled in school and will continue to be responsible for all tuition payments until they have officially withdrawn at the school office. Any refund of tuition payments will be prorated. Registration fees are non-refundable.

**General Information**

**Curriculum**

Curriculum taught in Seventh-day Adventist Schools is based on the Word of God, is rooted in the belief that God created us with minds that can grasp spiritual and intellectual truths, and aims first to lead the student to accept Christ as his/her personal Lord and Savior. The curriculum stresses educating students for a life of worship, growth, and service, places a high estimate on the worth of the individual student, and dictates that Seventh-day Adventist values be developed in every subject area at all grade levels.

7

Teachers will offer a cohesive curriculum enabling students to see connections between the many fields of learning by integrating faith throughout the curriculum, building connections within a subject area and to other related areas including co-curricular activities, and cooperating with other teachers in integrating curriculum between subject areas and grade levels.

Typical course of study includes Art, Bible, Computers, Integrated Language Arts (English, Handwriting, Reading, and Spelling), Mathematics, Music, Physical Education, Science and Health, and Social Studies.

**Discipline**

Anytown Adventist School promotes Christian values and character building. Students who do wish to maintain these standards are accepted or retained in the school. Both printed and stated regulations hold equal values. The school board has designated that the principal is responsible for the interpretation and enforcement of school regulations:

* Respect the spiritual ideas of the Seventh-day Adventist church.
* Show respect to and cooperate with all school personnel and volunteers.
* Show respect for and protect school property and the rights of others.
* Abstain from those activities that destroy the development of the physical, mental, or spiritual life.
* Obey any regulations adopted and announced during the school year.

In any group, it is always necessary to have rules to provide for the rights, health, safety, and general welfare of all. The classroom teacher is the sole authority in the classroom and develops/enforces classroom rules and regulations. The next level of discipline is the principal. The principal has the right to temporarily suspend students who refuse to cooperate with the classroom teacher or do not follow the policies outlined in the handbook.

The Discipline Committee will consider situations where students continually refuse to follow the standards and policies of the school and/or classroom. This committee makes a recommendation to the School Board concerning whether the student should be expelled. The School Board will expel students who continually refuse to follow the policies and rules. The student is invited to appear before the School Discipline Committee or School Board when expulsion is being considered. The possibility of reinstatement at a later time is subject to review by the School Board.

**School Board**

The members of the Anytown Seventh-day Adventist Church elect the School Board. The Superintendent of Education of the Anystate Conference advises the Board in planning and operating the school program.

The School Board usually meets on the second Tuesday of each month. These meetings are normally open meetings and parents, church members, or other friends of the school are welcome to attend. Occasionally, when sensitive or personnel items are discussed, the attendance at the meeting is restricted to the School Board members.

An individual who desires to address the School Board on a certain topic should contact the School Board chair with that request.

**Student Appearance**

Appearance not only tells a lot about a person, but it affects how we feel about ourselves. It not only shows what we are interested in and what matters to us, but appearance helps mold our mood and thus impacts the educational process.

8

Each student should have a neat, clean, modest, and simple appearance that is in good taste and appropriate for the occasion. The principal will handle any questions regarding specific articles of clothing. To help in making decision, use the following guidelines as clothing is chosen:

1. Any writing or pictures on clothing must be in harmony with Seventh-day Adventist Christian standards. (Examples to avoid: rock star association, alcoholic/caffeine beverage association, and suggestive phrases.)
2. Students may not wear sleeveless shirts, dresses, or blouses.
3. Students may not wear tight-fitting pants or tops.
4. Bermuda type shorts and split skirts are permissible.
5. A student’s clothing is to cover the midriff at all times.
6. Clothing may not be ragged or torn.
7. Students may not wear ornamental jewelry, unnatural appearing make-up, or nail polish.
8. Students are to wear shoes at school, and if the shoes have laces, the laces are to be kept tied. Only sandals that have a strap fastened to the ankle may be acceptable. Flip flops are not allowed.
9. Hair should be kept neatly cut and groomed.
10. If a teacher deems it proper to allow athletic-style clothing on a special day, parents and students will be notified.

**Student Responsibility**

“In perfecting a Christian character, it is essential to persevere in right doing. I would impress upon our youth the importance of perseverance and energy in the work of character-building...They should ever keep the fact before their eyes that they have been bought with a price, and should glorify God in their bodies and spirit, which are His.” *Messages to Young People, p. 45*

These school policies are listed for reference when questions arise. They are intended to make the students’ year as enjoyable as possible.

**Students are expected to:**

1. Avoid chewing gum on school grounds.
2. Be honest. Abstain from cheating, stealing, gambling, or betting.
3. Promote safety. Abstain from having at school: firearms, explosives, knives, dangerous animals, or other unsafe things.
4. Live wholesome lives. Abstain from wearing, displaying, or having in their possession anything that indicates affiliation with atheism, spiritualism, cults, rock groups, intemperance, or other unfavorable groups or objectionable affiliations.
5. Keep their minds pure. Abstain from the use of profane or lewd language and actions and the possession of suggestive materials. They should not discuss things that are not in harmony with Christian standards.
6. Live healthfully. Abstain from using, possessing, or supplying to others tobacco, drugs, or alcohol in any form.
7. Display Christian courtesy. Abstain from bullying, ridiculing, harassing, or disgracing others.
8. Help maintain a desirable learning atmosphere in school by not bringing radios, cell phones, skateboards, toys, pets, electronic devices, etc., unless permission is obtained in advance from the teacher.
9. Protect and care for the property of the school, themselves, and others. Damages will be charged accordingly. The student shall immediately report any damages or misuse to the teacher, whether it is accidental or intentional.

9

1. Refrain from any non-school-sponsored selling on school grounds.
2. Maintain an atmosphere conducive to study. Students are expected to maintain a *hands off* policy towards the opposite sex. This includes, but is not limited to, holding hands, kissing, and hugging.

**Telephone**

The school telephone is not to be used by students during school hours except under special circumstances and with the teacher’s permission. Pagers or cell phones are not allowed to be turned on during school hours.

If a student brings a cell phone or any other electronic device to school, he/she is to turn it in to the office or the teacher before school begins. If the teacher sees that a student has not turned in an electronic device, the item will be confiscated and held until the student’s parent comes to retrieve it.

Students will not be called from their classes to the telephone except in an emergency or when called by their parents.

**Visitors**

Parents are always welcome at the school and are encouraged to visit the classroom. It is requested that all visits be made by appointment with the teacher. For the security of the students, all visitors to the school are asked to announce their presence by first reporting to the school office before proceeding to the classroom. Students wishing to bring a friend to school should inquire with his/her teacher and must make these arrangements at least a day in advance.

**Harassment**

**Policy**

It is the policy of the Anytown Adventist School to strive for a learning environment for students that is free from sexual, racial, and religious harassment. This policy will be enforced before, during, and after school hours on all school property, including school functions and events held at other locations. Any action toward or by a student of this school to harass through conduct or communication of a sexual, racial, and religious nature shall be a violation of this policy. The staff of the Anytown Adventist School will be guaranteed the same environment free of sexual, racial, or religious harassment as due the student body.

In carrying out this policy, the Anytown Adventist School Board recognizes that sexual, racial, and religious harassment are subject to the General Conference of Seventh-day Adventist policies and applicable state and federal statutes.

The Anytown Adventist School Board will act to investigate all complaints, formal or informal, verbal or written of sexual, racial, or religious harassment and take appropriate action against any person who is found to have violated this policy.

**Definitions**

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
   1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an individual’s obtaining or retaining employment or of obtaining an education; or

10

* 1. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
  2. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or educational environment.

1. Other types of harassment could be physical intimidation, racial degradation, or teasing regarding an individual’s personal characteristics. Some examples of such unwelcome conduct include the following:
2. Referring to another student as “gay,” or synonyms thereof
3. Derogatory comments implying ability or lack thereof being related to gender, race or religion
4. Derogatory notes, comments, epithets or “jokes” toward another gender, race or religion
5. Comments about male or female body parts in a crude context
6. Visually leering
7. Displaying sexually suggestive objects, pictures or cartoons
8. Physically touching another in a sexually suggestive way or in a private area
9. Obscene gestures or hand signals
10. Threatening to cause harm to another or to the property of another

These other areas of behavior are considered harassment when the conduct:

* 1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment.
  2. Has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
  3. Otherwise adversely affects an individual’s employment or academic opportunities.
  4. Harassment includes but is not limited to the following: subjecting students to derogatory remarks, insults, slurs, jokes, or tricks based on race, ethnicity, or gender.

**Procedures**

Any student who believes he or she has experienced any sexual, racial, or religious harassment by a student or an employee of the Anytown Adventist School or any unpaid instructor or volunteer, or any third person with knowledge or belief or conduct that may constitute harassment should report the alleged acts immediately to the principal, a teacher, school board member, or pastor.

***A verbal report in the presence of two authority figures will be required of a student reporting harassment.***

When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event(s)
2. The number of occurrences, with dates and places
3. The names of any witnesses
4. Any documents or other exhibits, if appropriate

Students may receive guidance, advice, support and/or advocacy from school staff, including administrators, counselors, teachers, or other staff.

The privacy and data privacy rights of all persons involved will be respected in accordance with the appropriate statutes. Upon completion of the investigation, a representative of the Education Board of the Conference will meet with the complainant and discuss the outcome. The outcome will include disciplinary action when discipline is appropriate. Students who engage in any activity of a sexual nature are subject to expulsion.

11

There will be no retaliation against any person who reports harassment or participates in an investigation. The willful filing of a false report will be considered a violation of the Student Responsibility Policy.

**Note to Parents**

The success of the school depends largely upon the full cooperation between parents and teacher. It sometimes happens that students make complaints to their parents concerning school matters, especially when measures for discipline are involved. In such cases, parents are urged to withhold judgment until the teacher is contacted and an investigation of the matter is made. Following this plan can prevent unhappy consequences.

Parents should discuss policies, problems, or complaints with the teacher rather than with other parents or members of the community.

A parent who has a question regarding something at school should contact the teacher or school principal. If the issue is still not resolved it should be taking to the School Board Chairperson.

**Handbook Revised by School Board Action on 0/00/00**

12



**SCHOOL SELF-INSPECTION FORM**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluators \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| **Section A General** |  |  |  |  |  |  |
| 1. Written Disaster Plan (fire, earthquake, hurricane, tornado, violence, as applicable) |  |  |  |  |  |  |
| 1. Evacuation Plans posted |  |  |  |  |  |  |
| 1. Assembly room occupant capacity posted |  |  |  |  |  |  |
| 1. Two fire drills conducted during first month of school. One drill per month during the remainder of the school year |  |  |  |  |  |  |
| 1. Fire alarm system tested during drills |  |  |  |  |  |  |
| 1. Automatic sprinkler systems receive annual professional maintenance |  |  |  |  |  |  |
| 1. Earthquake or other drills, as required by local jurisdiction |  |  |  |  |  |  |
| 1. Dormitory fire drills conducted at least quarterly |  |  |  |  |  |  |
| 1. Fire extinguishers properly placed and current tag (inspected and maintained annually by licensed technician) |  |  |  |  |  |  |
| 1. School personnel visually inspect extinguishers monthly for adequate pressure or tampering |  |  |  |  |  |  |
| 1. Lighting adequate |  |  |  |  |  |  |
| 1. Area is kept neat and clean |  |  |  |  |  |  |
| 1. Doors in good repair |  |  |  |  |  |  |
| 1. Exit doors open in direction of exit travel |  |  |  |  |  |  |
| 1. All exit doors kept unlocked during occupancy |  |  |  |  |  |  |

Retrieved 2/14/2011 from <http://www.adventistrisk.org/pdfs/schoolself_Inspectionform.pdf>. Minor adaptations have been made.

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|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. Main exit doors equipped with panic hardware |  |  |  |  |  |  |
| 1. Locking and chain devices prohibited on panic hardware |  |  |  |  |  |  |
| 1. Building free from signs of roof or pipe leakage |  |  |  |  |  |  |
| 1. Windows free of cracks and breaks |  |  |  |  |  |  |
| 1. Electrical wiring in good repair |  |  |  |  |  |  |
| 1. Covered trash containers throughout |  |  |  |  |  |  |
| 1. GFCI Protection within 6’ of sinks, etc. |  |  |  |  |  |  |
| **Section B Electrical/Mechanical Rooms** |  |  |  |  |  |  |
| 1. Multipurpose fire extinguisher provided |  |  |  |  |  |  |
| 1. Smoke/heat detectors provided |  |  |  |  |  |  |
| 1. 3-foot clearance maintained in front of and below electrical panels and equipment |  |  |  |  |  |  |
| 1. Room is free of flammable and combustible storage |  |  |  |  |  |  |
| 1. Access door fire rated and self-closing |  |  |  |  |  |  |
| 1. Mechanical, electrical and air-conditioning systems inspected and serviced annually |  |  |  |  |  |  |
| 1. Area is kept neat and clean |  |  |  |  |  |  |
| 1. No holes in walls or ceilings (poke-throughs) |  |  |  |  |  |  |
| **Section C Corridors/Hallways** |  |  |  |  |  |  |
| 1. Corridors, exits and stairs free of storage or other obstructions |  |  |  |  |  |  |
| 1. All dead-end corridors properly labeled |  |  |  |  |  |  |
| 1. Exit signs and lights in place and working properly |  |  |  |  |  |  |
| 1. Smoke/fire doors kept closed |  |  |  |  |  |  |
| 1. Emergency lighting in place/tested/operating properly |  |  |  |  |  |  |
| 1. Fire extinguishers provided and tagged |  |  |  |  |  |  |
| **Section D Walking and Working Surfaces** |  |  |  |  |  |  |
| 1. Floor surfaces, steps, etc. in good repair |  |  |  |  |  |  |
| 1. Uniform step heights on stairs |  |  |  |  |  |  |
| 1. Handrails at all steps |  |  |  |  |  |  |
| 1. Handrails properly secured |  |  |  |  |  |  |

ARM 5/02 2 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. Mid-rails on open sides of steps |  |  |  |  |  |  |
| 1. Rails, mid-rails and toe boards for balconies and overhead storage |  |  |  |  |  |  |
| 1. Floors free of tripping hazards and slippery surfaces |  |  |  |  |  |  |
| 1. “Wet Floor” signs used after mopping operations |  |  |  |  |  |  |
| 1. Carpets free of tears and wrinkles |  |  |  |  |  |  |
| 1. Floor openings properly guarded |  |  |  |  |  |  |
| 1. Full-length glass doors and windows properly marked with trim or decals |  |  |  |  |  |  |
| 1. Proper lighting |  |  |  |  |  |  |
| **Section E Cafeteria/Kitchen** |  |  |  |  |  |  |
| 1. Hood and duct fire suppression with semi-annual service/maintenance (tag current) |  |  |  |  |  |  |
| 1. Multi-purpose extinguisher provided/tagged |  |  |  |  |  |  |
| 1. Vents/filters cleaned regularly – documented |  |  |  |  |  |  |
| 1. Smoke/heat detectors in good repair |  |  |  |  |  |  |
| 1. Food is not stored on floors |  |  |  |  |  |  |
| 1. Food in coolers/freezers covered |  |  |  |  |  |  |
| 1. Safety latches on all coolers/freezers |  |  |  |  |  |  |
| 1. Floors kept clean/free of spills |  |  |  |  |  |  |
| 1. Portable signs used to indicate wet floors/ hazards in kitchen and lunchroom |  |  |  |  |  |  |
| 1. All exits clearly marked with visible approved signs |  |  |  |  |  |  |
| 1. Table and chairs in good repair |  |  |  |  |  |  |
| 1. Unused folding chairs and tables stored in racks – not leaned against walls |  |  |  |  |  |  |
| 1. Periodic knife sharpening |  |  |  |  |  |  |
| 1. Bowl lock handles operable and used on Hobart mixers |  |  |  |  |  |  |
| 1. Hot water tanks secured and equipped with pressure relief valves |  |  |  |  |  |  |
| 1. Hot foods held above 140˚ F (60˚C) |  |  |  |  |  |  |

ARM 5/02 3 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. Freezer at 0˚ F (-17.8˚ C) |  |  |  |  |  |  |
| 1. GFCI Protection within 6’ of sinks, etc. |  |  |  |  |  |  |
| **Section F Offices/Workrooms** |  |  |  |  |  |  |
| 1. Fire extinguisher available/tagged |  |  |  |  |  |  |
| 1. Electrical cords/plugs in good repair |  |  |  |  |  |  |
| 1. Aisles and lanes free of electrical cords, phone cords, or other hazards |  |  |  |  |  |  |
| 1. No extension cords used (limited power strip use acceptable) |  |  |  |  |  |  |
| 1. Finger guards on paper cutters, and cutting arm stays up when raised and released |  |  |  |  |  |  |
| 1. Storage rooms are kept neat and clean |  |  |  |  |  |  |
| 1. Good ergonomic positioning of computer workstations |  |  |  |  |  |  |
| 1. Adequate access to equipment |  |  |  |  |  |  |
| **Section G Science Rooms/Labs** |  |  |  |  |  |  |
| 1. Heat/smoke detectors present where open flame used |  |  |  |  |  |  |
| 1. Non-asbestos fire blankets provided |  |  |  |  |  |  |
| 1. Emergency eyewash provided/tested regularly |  |  |  |  |  |  |
| 1. Emergency shower provided/tested regularly |  |  |  |  |  |  |
| 1. Safety goggles provided and used |  |  |  |  |  |  |
| 1. Fire Extinguisher with current tag |  |  |  |  |  |  |
| 1. First aid kit provided/maintained |  |  |  |  |  |  |
| 1. Chemical containers labeled and stored properly |  |  |  |  |  |  |
| 1. Material Safety Data Sheets (MSDS) for all chemicals |  |  |  |  |  |  |
| 1. Posted lab safety rules/procedures |  |  |  |  |  |  |
| 1. Area is kept neat and clean |  |  |  |  |  |  |
| 1. Emergency gas shutoffs in each lab |  |  |  |  |  |  |
| 1. GFCI Protection within 6’ of sinks, etc. |  |  |  |  |  |  |

ARM 5/02 4 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| **Section H General Classrooms** |  |  |  |  |  |  |
| 1. Aisles and lanes free of electrical cords, phone cords or other hazards |  |  |  |  |  |  |
| 1. Finger guards on paper cutters, and cutting arm stays up when raised and released |  |  |  |  |  |  |
| 1. Hazardous chemicals stored in locked cabinets or out of the reach of children |  |  |  |  |  |  |
| 1. Audiovisual equipment strapped to wide-base, stable carts |  |  |  |  |  |  |
| 1. Storage closets are kept neat and clean |  |  |  |  |  |  |
| 1. GFCI Protection within 6’ of sinks, etc. |  |  |  |  |  |  |
| 1. No extension cords used (limited power strip use acceptable) |  |  |  |  |  |  |
| 1. Evacuation Plans posted in each classroom |  |  |  |  |  |  |
| **Section I Industrial Arts/Shop** |  |  |  |  |  |  |
| 1. Smoke/heat detectors provided |  |  |  |  |  |  |
| 1. Sprinkler system provided/serviced and tagged |  |  |  |  |  |  |
| 1. Fire extinguisher(s) with current tag |  |  |  |  |  |  |
| 1. Non-asbestos fire blanket |  |  |  |  |  |  |
| 1. Emergency eyewash provided and tested |  |  |  |  |  |  |
| 1. Emergency shower provided/tested regularly (if needed) |  |  |  |  |  |  |
| 1. Safety glasses provided and used |  |  |  |  |  |  |
| 1. First aid kit provided and maintained |  |  |  |  |  |  |
| 1. Material Safety Data Sheets (MSDS) maintained for all chemicals/hazardous materials |  |  |  |  |  |  |
| 1. Power shutoffs provided/accessible |  |  |  |  |  |  |
| 1. Lockout/tagout procedures in place |  |  |  |  |  |  |
| 1. Adequate equipment operating space |  |  |  |  |  |  |
| 1. Aisles marked around equipment |  |  |  |  |  |  |
| 1. Machine guards provided and used |  |  |  |  |  |  |
| 1. Radial arm head returns to starting position when released |  |  |  |  |  |  |

ARM 5/02 5 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. All electrical equipment double-insulated or grounded |  |  |  |  |  |  |
| 1. Electrical cords/plugs in good repair |  |  |  |  |  |  |
| 1. Electrical panels accessible (3-feet clearance) |  |  |  |  |  |  |
| 1. Dust collection systems provided and maintained |  |  |  |  |  |  |
| 1. Good ventilation provided |  |  |  |  |  |  |
| 1. Spray booths filtered/sprinklers provided/explosion-proof fixtures and boxes |  |  |  |  |  |  |
| 1. Area is kept neat and clean |  |  |  |  |  |  |
| 1. Safety rules posted |  |  |  |  |  |  |
| 1. Oily rags stored in covered containers |  |  |  |  |  |  |
| 1. Flammables stored in flammable storage cabinet |  |  |  |  |  |  |
| 1. Compressed gas cylinders properly secured |  |  |  |  |  |  |
| 1. Overhead storage prohibited unless OSHA approved ladders, railings, and toe boards are provided |  |  |  |  |  |  |
| **Section J Gymnasiums/Auditoriums** |  |  |  |  |  |  |
| 1. Emergency lighting provided and maintained |  |  |  |  |  |  |
| 1. Lighted exit signs provided and maintained |  |  |  |  |  |  |
| 1. Fire extinguisher properly located/tagged |  |  |  |  |  |  |
| 1. Access to exits unobstructed |  |  |  |  |  |  |
| 1. Bleachers/seating in good repair |  |  |  |  |  |  |
| 1. Smoke/heat detectors over stage |  |  |  |  |  |  |
| 1. Sprinklers over stage |  |  |  |  |  |  |
| 1. Curtains/scenery treated with flame retardant |  |  |  |  |  |  |
| 1. Access to catwalks/elevated stairs controlled |  |  |  |  |  |  |
| 1. Fly weights ropes, cables in good repair |  |  |  |  |  |  |
| 1. Electrical wiring for stage lights grounded/maintained |  |  |  |  |  |  |
| 1. Storage of combustibles limited |  |  |  |  |  |  |
| 1. Area is kept neat and clean |  |  |  |  |  |  |
| **Section K Locker Rooms** |  |  |  |  |  |  |
| 1. Emergency lights provided/maintained |  |  |  |  |  |  |
| 1. Access to exits in good repair |  |  |  |  |  |  |

ARM 5/02 6 of 11

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. Lockers secured to walls |  |  |  |  |  |  |
| 1. Lighting fixtures sealed |  |  |  |  |  |  |
| 1. GFCI Protection within 6’ of sinks, etc. |  |  |  |  |  |  |
| 1. Housekeeping is adequate |  |  |  |  |  |  |
| 1. No lint buildup behind clothes dryers |  |  |  |  |  |  |
| **Section L Maintenance Shops** |  |  |  |  |  |  |
| 1. Smoke/heat detectors provided |  |  |  |  |  |  |
| 1. Sprinkler system provided/serviced and tagged |  |  |  |  |  |  |
| 1. Fire extinguisher(s) with current tag |  |  |  |  |  |  |
| 1. Non-asbestos fire blanker |  |  |  |  |  |  |
| 1. Emergency eyewash provided and tested |  |  |  |  |  |  |
| 1. Emergency shower provided and tested (if needed) |  |  |  |  |  |  |
| 1. Safety glasses provided and used |  |  |  |  |  |  |
| 1. First aid kit provided and maintained |  |  |  |  |  |  |
| 1. Material Safety Data Sheets (MSDS) maintained for all chemicals/hazardous materials |  |  |  |  |  |  |
| 1. Power shutoffs provided/accessible |  |  |  |  |  |  |
| 1. Lockout/tagout procedures in place |  |  |  |  |  |  |
| 1. Adequate equipment operating space |  |  |  |  |  |  |
| 1. Aisles marked around equipment |  |  |  |  |  |  |
| 1. Machine guards provided and used |  |  |  |  |  |  |
| 1. Radial arm head returns to starting position when released |  |  |  |  |  |  |
| 1. All electrical equipment double-insulated or grounded |  |  |  |  |  |  |
| 1. Electrical cords/plugs in good repair |  |  |  |  |  |  |
| 1. Electrical panels accessible (3-feet clearance) |  |  |  |  |  |  |
| 1. Good ventilation provided |  |  |  |  |  |  |
| 1. Dust collection systems provided and maintained |  |  |  |  |  |  |
| 1. Spray booths filtered/sprinklers provided/explosion proof fixtures and boxes |  |  |  |  |  |  |
| 1. Housekeeping is adequate |  |  |  |  |  |  |
| 1. Safety rules posted |  |  |  |  |  |  |

ARM 5/02 7 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. Flammables stored in flammable storage cabinet |  |  |  |  |  |  |
| 1. Flammables kept away from open flame, hot surfaces and electrical exposure |  |  |  |  |  |  |
| 1. Overhead storage prohibited unless OSHA approved ladders, railings and toe boards are provided |  |  |  |  |  |  |
| 1. Ladders in good repair |  |  |  |  |  |  |
| 1. Only fiberglass or wood ladders used near electrical exposures |  |  |  |  |  |  |
| 1. Oily rags and mops stored in covered containers |  |  |  |  |  |  |
| 1. Compressed gas cylinders properly secured |  |  |  |  |  |  |
| **Section M Home Economics** |  |  |  |  |  |  |
| 1. Smoke/heat detectors provided |  |  |  |  |  |  |
| 1. Non-asbestos fire blanket provided |  |  |  |  |  |  |
| 1. Fire extinguisher available/tagged |  |  |  |  |  |  |
| 1. Electrical cords/plugs in good repair |  |  |  |  |  |  |
| 1. Emergency gas shut-offs provided/accessible |  |  |  |  |  |  |
| 1. Safety rules posted |  |  |  |  |  |  |
| 1. GFCI Protection within 6’ of sinks, etc. |  |  |  |  |  |  |
| **Section N Building Exterior** |  |  |  |  |  |  |
| 1. Sidewalks in good repair |  |  |  |  |  |  |
| 1. Parking lots in good repair |  |  |  |  |  |  |
| 1. Handrails provided on all steps |  |  |  |  |  |  |
| 1. Weeds, trees, shrubs, trash adequately controlled |  |  |  |  |  |  |
| 1. No broken windows |  |  |  |  |  |  |
| 1. Brickwork in good condition |  |  |  |  |  |  |
| **Section O Security** |  |  |  |  |  |  |
| 1. Employment applications required |  |  |  |  |  |  |
| 1. Employee background checks performed |  |  |  |  |  |  |
| 1. Facility access controlled (fenced and gated) |  |  |  |  |  |  |
| 1. Key control measures in effect |  |  |  |  |  |  |
| 1. Facility periodically re-keyed |  |  |  |  |  |  |
| 1. Night watch |  |  |  |  |  |  |

ARM 5/02 8 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. Lighting adequate |  |  |  |  |  |  |
| 1. Written weapons policy |  |  |  |  |  |  |
| 1. Shrubbery trimmed to eliminate shadows/hiding areas |  |  |  |  |  |  |
| **Section P Employee Safety** |  |  |  |  |  |  |
| 1. Adult and student employees trained and experienced for tasks/equipment operated, etc. |  |  |  |  |  |  |
| 1. Training documented |  |  |  |  |  |  |
| 1. Chemical/Hazardous Material training provided |  |  |  |  |  |  |
| 1. Material Safety Data Sheets (MSDS) maintained for all chemicals |  |  |  |  |  |  |
| 1. Fall protection equipment used per OSHA standards |  |  |  |  |  |  |
| 1. Lockout/tagout policy in place |  |  |  |  |  |  |
| **Section Q Transportation** |  |  |  |  |  |  |
| 1. Scheduled maintenance of owned and non-owned vehicles used in school activities |  |  |  |  |  |  |
| 1. Vehicle maintenance documented |  |  |  |  |  |  |
| 1. Vehicles have current registration |  |  |  |  |  |  |
| 1. Vehicle use restricted only to official school activities |  |  |  |  |  |  |
| 1. Keys removed and vehicles locked when not in use |  |  |  |  |  |  |
| 1. Vehicles with a passenger capacity of 15 or more, and crossing state lines, registered with US Department of Transportation (state laws may vary) |  |  |  |  |  |  |
| 1. Federal Department of Transportation number (#) posted prominently in applicable vehicles |  |  |  |  |  |  |
| 1. Seat belt policy strictly enforced for drivers and passengers |  |  |  |  |  |  |
| 1. Driver Training for vans with a passenger capacity of 15 or more (state laws may vary); buses; 1-ton trucks or larger; semi-truck/trailer rigs |  |  |  |  |  |  |

ARM 5/02 9 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| 1. Policy forbidding staff and/or students in back of pickups and/or trucks |  |  |  |  |  |  |
| 1. Drivers required to adhere to approved routes |  |  |  |  |  |  |
| 1. Drivers not allowed to carry unauthorized passengers |  |  |  |  |  |  |
| 1. Drivers complete daily vehicle check-off list |  |  |  |  |  |  |
| 1. Drivers complete a driver’s application form |  |  |  |  |  |  |
| 1. Drivers at least 21 years of age |  |  |  |  |  |  |
| 1. Drivers in good health |  |  |  |  |  |  |
| 1. Driver’s license current and suitable for the type of vehicle being driven |  |  |  |  |  |  |
| 1. No more than two traffic citations during the past three years |  |  |  |  |  |  |
| 1. No at-fault accidents during the past three years |  |  |  |  |  |  |
| **Section R First Aid** |  |  |  |  |  |  |
| 1. Specific area set aside for medical aid |  |  |  |  |  |  |
| 1. All medicines and equipment locked away and strictly controlled |  |  |  |  |  |  |
| 1. Each activity accompanied by adult supervisors certified in first aid |  |  |  |  |  |  |
| 1. First aid kits located throughout the school facilities |  |  |  |  |  |  |
| **Section S Playgrounds** |  |  |  |  |  |  |
| 1. Playground complies with Consumer Product Safety Commission guidelines (Download free *Handbook for Public Playground Safety* at <http://www.cpsc.gov>) |  |  |  |  |  |  |
| 1. Resilient materials beneath equipment |  |  |  |  |  |  |
| 1. Adequate separation from equipment |  |  |  |  |  |  |
| 1. No splinters or projections |  |  |  |  |  |  |
| 1. Equipment and surfaces inspected and maintained |  |  |  |  |  |  |
| 1. Supervision present |  |  |  |  |  |  |

ARM 5/02 10 of 11

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Description** | **Location** | **Recommendation Made** | **Date Corrected** |
| **Section T Activities/Field Trips** |  |  |  |  |  |  |
| 1. Field Trip Pre-Planning (See the Field Trip/Outing Planner at [www.adventistrisk.org](http://www.adventistrisk.org)) |  |  |  |  |  |  |
| 1. Permission Slips obtained |  |  |  |  |  |  |
| 1. Medical Release Forms available in each vehicle |  |  |  |  |  |  |
| 1. Ample supervision provided for all activities |  |  |  |  |  |  |
| 1. Knowledgeable supervision for each activity |  |  |  |  |  |  |
| 1. Protective equipment used as required by specific activities |  |  |  |  |  |  |
| 1. Sports activities require warm-up period |  |  |  |  |  |  |

ARM 5/02 11 of 11

**Student-led Narrative Form**

**Student-Parent-Teacher Conference**

**Anytown Adventist School**

Student’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

My grades for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ grading period are:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Bible | \_\_\_\_\_\_\_\_\_\_\_\_ | Language Arts | \_\_\_\_\_\_\_\_\_\_\_\_ | Art | \_\_\_\_\_\_\_\_\_\_\_\_ |
| Math | \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ | Music | \_\_\_\_\_\_\_\_\_\_\_\_ |
| Science | \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ | P. E. | \_\_\_\_\_\_\_\_\_\_\_\_ |
| Social Studies | \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_ | Other | \_\_\_\_\_\_\_\_\_\_\_\_ |

These are the things I do well:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

The one thing from above that I need to continue working on the most is:

These are the things I struggle with:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because

The one thing from the above list that I am going to work on the most is:

This is what I am going to do to improve this subject’s grade:

**Student-led Narrative Form – Page 2**

You can help me to improve by doing this:

My goal next quarter is to

Thank you for

When we get home, I want you to look at my work with me and notice these things about it:

Signed

**Unit Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject:** | | **Unit:** | | **Grade(s):** |
| **Unit Summary:** | | | | |
| **Essential Learnings, Standards, and/or Objectives for Unit:** | | | **Assessment** | |
| **Page(s)** | **Lesson Summary** | **# of Days** |
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|  |  |  | **Materials Needed** | |
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**Volunteer Ministry Guidelines**

**Code of Conduct and Guidelines for Volunteers**

**Revised 2005**

**Acknowledgment**

Because our society is filled with pain, problems, and litigation caused by improper conduct of individuals working with children and youth, it is imperative that those working with children have meaningful guidelines for conduct in order to protect both themselves and those under their care. As a ministry volunteer, you want parents and others to feel comfortable and confident with you.

**My Commitment to Volunteer Ministry**

I will,

1. Never leave a child or group of children for whom I am responsible unattended. I will provide appropriate supervision at all times.
2. Always have at least one other adult, eighteen (18) years of age or older, to help with the supervision of children. If I find myself in a situation where I am the only adult present, UNDER NO CIRCUMSTANCES will I allow myself to be alone with one child.
3. Always ask a child’s permission before physically touching him/her anywhere, even when responding to an injury or problem. This is especially true for any areas that would normally be covered by a T-shirt and/or shorts. (If an injury is within this area, make sure another adult works with you as care is provided.)
4. Refrain from physical and verbal attacks and corporal punishment which are inappropriate behaviors and should never be used as discipline. “Time outs” or “sit-in-that-chair” may be helpful discipline methods to use with children.
5. Affirm children with appropriate touching by keeping hugs brief and “shoulder-to-shoulder” or “side-to-side”. (Always keep hands at (not below) the shoulder level. A caregiver’s kiss should be to the forehead or cheek only – not elsewhere. For small children who like to sit on laps, I will encourage them to sit next to me.)
6. Provide extra care when taking small children to the restroom. I will take another adult along, or leave the door open.
7. Be aware of conducting activities in rooms that do not have an interior viewing area, or I will leave the door open during the activity to allow easy observation by others.
8. Cooperate with the volunteer screening process and complete the Volunteer Ministry Information form, as required by the church.
9. Be aware of the signs and symptoms of child abuse and aware of the legal requirements for reporting suspected cases of abuse.
10. Cooperate with church leadership in conducting children and youth ministries by being a volunteer who is loving, kind, firm, and always a thoroughly professional person. Working with children and youth is not only a privilege; it is also a serious responsibility that must be approached with utmost care.
11. Participate in orientation and training programs conducted by the church.

The North American Division of the General Conference of Seventh-day Adventists and Adventist Risk Management, Inc. recommend these Guidelines for Volunteers, which serve as a protection to you, your ministry, and the church from allegations of abuse.

I, the undersigned, have read this document and agree to abide by the Code of Conduct and Volunteer Guidelines outlined above. I will retain a copy of this document and keep it for reference.

|  |  |
| --- | --- |
| Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Retried 2/15/2011 from <http://www.adventistrisk.org/pdfs/VolGuidelines2005.pdf>



**Volunteer Ministry Information Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SECTION 1 Personal Information** | | | | |
| Name: | | Email: | | |
| Address: | | | | |
| Home Phone: | Work Phone: | Volunteer position(s) interested in: | | |
| Church Membership: | |
| Churches attended in the last 5 years: | | | | |
| Previous residence(s) for last 10 years (list dates at each address): | | | | |
| Dates: | Address: | | | |
| Dates: | Address: | | | |
| Dates: | Address: | | | |
| Name of Emergency Contact and Relationship: | | | Phone: | |
| **SECTION II Health Information** | | | | |
| List any injury/disability/health factor that might limit your involvement in ministry activities, or impact the health of children (i.e. communicable diseases, physical limitations): | | | | |
| **SECTION III Education/Training Information** | | | | |
| Highest level of formal education and area(s) of study: | | | | |
| Certification(s)/license(s) held that may reflect on your skills and abilities in working with children or as a volunteer: | | | | |
| Church offices held or Special Ministry Training: | | | | |
| **SECTION IV Personal References** | | | | |
| List below three individuals (other than family members) who could recommend you for this volunteer ministry: | | | | |
| Name | Street Address | City/State | Zip | Phone |
| Pastor  1. |  |  |  |  |
| Other  2. |  |  |  |  |
| Other  3. |  |  |  |  |
| **\*\*\* OFFICE USE ONLY \*\*\*** | | | | |
| \_\_\_\_\_ Guidelines for Volunteers signed (attached and copy given to applicant | | | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Date VMIF Received: | \_\_\_\_\_ Recommended | \_\_\_\_\_ Not Recommended | Date of Committee Decision: | |
| Signature of chairperson: | | Church Name: | | |

Source retrieved 2/15/2011 from <http://www.adventistrisk.org/pdfs/VolMinForm.pdf>

|  |  |  |  |
| --- | --- | --- | --- |
| **SECTION V Background** | | | |
| Birthdate: | | | |
| Driver’s License #: | State: | Exp. Date: | |
| Car Insurance \_\_\_\_\_ Yes \_\_\_\_\_ No | Willing to Provide Transportation \_\_\_\_\_ Yes \_\_\_\_\_No | | |
| As a result of our concern for the safety and protection of children and youth, we require all potential volunteers to 1) complete and return this Volunteer Ministry Information (VMI) form, 2) consent to a voluntary criminal record check, and 3) read & agree to follow the **Guidelines for Volunteers.** | | | |
| Have you ever been convicted of a felony? | | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| Have you been denied legal custody of your children in any legal proceedings, including divorce decrees or settlements? | | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| Have you ever been accused of, charged with, disciplined for, or convicted of any unlawful sexual conduct, abuse, child abuse, child neglect, and/or child sexual abuse? | | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| Have you been required to register as a sex offender in any jurisdiction? | | \_\_\_\_\_ Yes | \_\_\_\_\_ No |
| If you answered yes, please supply the date, place, type of conduct, disposition, and sentence, as applicable. | | | |
| **SECTION VI Statement of Accuracy** | | | |
| The information contained in this form is current to the best of my knowledge. I understand that this is strictly a volunteer position, and I expect no remuneration for services and time volunteered.  I authorize any persons giving a reference or churches listed in this form to disclose information that they may have regarding my character and fitness for serving in a volunteer ministry that may involve children or youth. I hereby release any individual, church, or organization from any and all liability for damages which may result to me, my heirs, or family for compliance with this authorization, and agree that the church may maintain this information. My signature on this form confirms my understanding and agreement that: In the event that allegations of criminal or sexual misconduct arise regarding my conduct while I serve in a volunteer capacity, the church will fully cooperate with any investigation. I further state that I have carefully read the foregoing release and understand the contents thereof, and that I sign this release as my own free act. This is a legally binding agreement, which I have read and understand.  Further, I have read and agree to follow the **Guidelines for Volunteers** and I give my consent for a voluntary criminal record check. | | | |
| APPLICANT’S SIGNATURE:\* | | Date: | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| \*Please be sure you have answered every question and signed your name above.  Application cannot be accepted without a signature.  Return this completed form to the pastor of your local church. | | | |
| **Purpose**  The Volunteer Ministry Information Form assists churches in appointing the best possible individuals to serve within the various ministries the church offers. This form is part of a screening process which protects the volunteers, while also serving to protect children and youth from predators and the Church from liability. This record, once turned in, becomes the property of the local church. Applicants may request that a copy of their volunteer ministry Information Form be forwarded to another church should they move their membership. | | | |
| **Procedure**  Copies of this Volunteer Ministry Information Form are available from the church office, or from [**www.adventistrisk.com**](http://www.adventistrisk.com). Ministry leaders are responsible for distributing forms to prospective volunteers, and making certain that they have completed the screening process prior to serving.  The completed forms are returned to the church pastor, who passes them on to the Volunteer Screening Committee. This group, appointed by the church board, determines volunteer eligibility. The committee interviews applicants, checks references, and **may** request a criminal record check. The committee’s recommendation, marked on page 1, is signed and dated. The committee gives a copy of the first page of this form to the ministry leader. The Applicant agrees to participate in any orientation or training programs conducted by the church or conference. The Volunteer Ministry Information Form shall be shared with another church entity only upon the applicant’s written request. Any such requests will be attached to the original document and kept on file. | | | |
| **Policy**  All information on this volunteer Ministry Information Form is required by the North American Division. The information on this form shall be kept confidential and become a permanent record of the Seventh-day Adventist Church. Volunteer records should be updated every three years. In the event of accusations against the applicant, opportunity shall be given for response by the accused. Such a response will also become a part of the record and must be attached to this form. | | | |
| **North American Division of Seventh-day Adventists** | | | |
| 12501 Old Columbia Pike ◊ Silver Spring, MD 20904-6600 ◊ Telephone: 301-680-6400 ◊ Fax: 301-680-6464 ◊ [www.adventistrisk.org](http://www.adventistrisk.org) | | | |

**Yearly Plan – One Subject per Page**

**Sample 1**

**Subject:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **WEEK** | **DAYS** | **CONCEPTS, UNITS, AND/OR TEXTBOOK PAGES** |
| **FIRST QUARTER** |  |  |  |
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| **SECOND QUARTER** |  |  |  |
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| **THIRD QUARTER** |  |  |  |
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| **FOURTH QUARTER** |  |  |  |
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**Yearly Plan – 3 Subjects per Page**

**Sample 2**

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|  | **WEEK** | **DAYS** | **PATHWAYS** | **MATH** | **BIBLE** |
| **FIRST QUARTER** |  |  |  |  |  |
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| **SECOND QUARTER** |  |  |  |  |  |
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| **THIRD QUARTER** |  |  |  |  |  |
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| **FOURTH QUARTER** |  |  |  |  |  |
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**Yearly Plan – 3 Subjects per Page – Page 2**

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|  | **WEEK** | **DAYS** | **SOCIAL STUDIES** | **SCIENCE** | **FINE ARTS** |
| **FIRST QUARTER** |  |  |  |  |  |
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| **THIRD QUARTER** |  |  |  |  |  |
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| **FOURTH QUARTER** |  |  |  |  |  |
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**Yearly Plans – 1st Quarter Sample 3**

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| Name: | Write Actual Dates for Week above the Number of the Week | | | | | | | | | |
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| Grade: | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Pathways** |  |  |  |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |  |  |
| **Bible** |  |  |  |  |  |  |  |  |  |  |
| **Fine Arts**  **Physical Education** |  |  |  |  |  |  |  |  |  |  |

**Yearly Plans – 2nd Quarter**

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| Name: | Write Actual Dates for Week above the Number of the Week | | | | | | | | | |
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| Grade: | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Pathways** |  |  |  |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |  |  |
| **Bible** |  |  |  |  |  |  |  |  |  |  |
| **Fine Arts**  **Physical Education** |  |  |  |  |  |  |  |  |  |  |

**Yearly Plans – 3rd Quarter**

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| Name: | Write Actual Dates for Week above the Number of the Week | | | | | | | | | |
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| Grade: | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Pathways** |  |  |  |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |  |  |
| **Bible** |  |  |  |  |  |  |  |  |  |  |
| **Fine Arts**  **Physical Education** |  |  |  |  |  |  |  |  |  |  |

**Yearly Plans – 4th Quarter**

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| Name: | Write Actual Dates for Week above the Number of the Week | | | | | | | | | |
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| Grade: | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Pathways** |  |  |  |  |  |  |  |  |  |  |
| **Math** |  |  |  |  |  |  |  |  |  |  |
| **Social Studies** |  |  |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |  |  |
| **Bible** |  |  |  |  |  |  |  |  |  |  |
| **Fine Arts**  **Physical Education** |  |  |  |  |  |  |  |  |  |  |