

Trinity Lutheran School

Revision

of Existing School Manual
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Van Lunen Project

The purpose of this project is to revise the existing School Manual, so that it provides the faculty and staff with clearly expressed guidelines for procedures and processes associated with the everyday operations of Trinity Lutheran School. Furthermore, this document will have the stamp of approval from the faculty, staff and school board members as we move forward with our shared vision for Trinity Lutheran Church and School.

It is vital that the school community have a standard document, which will serve as a guideline for the Trinity Lutheran School. Since the school's inception in 1960, this school manual has provided the structure needed to develop and maintain an efficient and exceptional academic program. With a record of graduating students attending distinguished high schools within the five boroughs as well as boarding schools in New York State, its benefit to the community is obvious. In addition, our alumni often return to share their accomplishments with the faculty and acknowledge the strong foundation instilled through Trinity's challenging curriculum. With the support of Trinity Lutheran Church in partnership with the school, Trinity has continued to open its doors to an ethnically and religiously diverse community of students on the North shore and in surrounding communities on Staten Island for approximately 48 years. Our enrollment within the last 10 years has varied based on economic issues as well as the aftermath of 9 - 11, which caused an abnormal increase in state transfers. Our current enrollment varies from 180 to approximately 190 students and we are in contract with the NYC Department of Education as a Universal PreK 4 program site for the city.

In order to continue this legacy, developing not only strong minds, but also the Christian morals and values cherished by our institution, we need to ensure that Trinity has a sound foundation with clearly established rules and regulations. With this in mind, Trinity Lutheran School will continue to reflect on the numerous accomplishments and work constantly to improve. The ultimate goal is to better serve the needs of Trinity Lutheran School's faculty, student body and community at large for the glory of God

Procedure and Process

Initially, this project idea was presented to the School Board specifically to receive a consensus on the importance to the school for such an endeavor. Once the board accepted the project idea then a sub-committee was established to review various sections of the School Manual. This sub-committee would consist of #2 or more School Board members, #2 teachers and an honorary advisory member. The committee members would receive a copy of the manual to review and insert comments to be considered for deliberation as part of the revision process. These comments would be discussed during the committee meetings and ultimately voted upon by the school board members as appropriate additions, removals or revisions. In addition, the faculty members were provided with copies of the manual to review and submit comments to the sub-committee as well.

Since, the manual consists of the Constitution and By- Laws, Parent's Procedures and Policies Booklet and the Teacher's Manual; each section was delegated to the appropriate school/church committee. The responsibility for reviewing the Constitution and By Laws with the recommendation of the school board would be relegated to a Church Council member with expertise in this area. Hence, the primary duty of the sub-committee was to revise the Teacher's Manual in a manner, which includes the input of the faculty and staff.

The Parent's Procedures and Policies Booklet is the final section. This section is updated on an annual basis, whereby the administrator encourages the comments and concerns of the staff. Therefore, the School Board employed the Collaborative model as well. This approach was discussed as a viable procedure for completing this specific section in the manual – the Teacher's section. In addition, we hope this method will provide the School Board with a better understanding of the needs and concerns of the teachers, school staff and school committee.

Once the manual was reviewed by varies parties, then the collection of inserted comments, were compiled and discussed during the School Board meeting and changes voted upon. With this in mind, the ultimate goal is to place a revised copy of the Teacher's Manual in the hands of each staff member by September of 2008. Furthermore, this manual will be an integral part of the teacher's packet given at the beginning of each year, or the document will accompany Letters of Intent.

It is vital that we revise this document that will serve as a guideline for Trinity Lutheran School community. Since the schools inception in 1960, this

school manual has provided the structure needed to maintain an exceptional academic program. Due to the sound record of accomplishments, Trinity continues to open its doors to a diverse community on the North shore of Staten Island. In order to maintain this legacy, Trinity must continue to improve in everyway possible. This document- The School Manual – is one simple approach to continuing to reflect on the best practices and make improvements where necessary.

Recommendations

This process was a success for several reasons. First of all, you must have a vision for the school and with that, clearly outlined approaches or options for accomplishing your goal. This vision has to be clearly articulated to the various parties involved in the process. Once all parties have a sense of the importance of such an endeavor and they are fully invested, then proceeding is less trying task.

Secondly, if a sub-committee is created or even required for the express purpose of completing this task, then you must select the members with care and determine in advance the number of meetings planned and timing. What I found occurred were less face-to-face meetings, since the members of the sub-committee were also School Board members, who are scheduled for meetings once a month and less willing to meet again during the workweek. What ultimately happened were faculty meetings, emails and teleconference sessions regarding the manual and finally the discussion ended up back with the School Board anyway.

Next, discrepancies and miscommunications are bound to crop up with so very many individuals involved in the visionary process. Make sure that you have an action plan in place for discussion and immediate follow-up by the Administrative staff and the School Board; so that lingering feelings do not develop in an inappropriate manner. Even if it involves an unscheduled visit by the School Board members, Pastor, or the Administrator to reassure the staff or staff member that their concern(s) is being addressed in a timely manner.

Finally, with this collaborative approach tried and tested, I can honestly state that I have and will continue to use this approach as the tool for major and some minor paradigm shifts within our organization. Once the members involved were convinced of the projects importance and significance they were fully invested in the task. Having the support and commitment of your faculty and staff is paramount to the success of the project.

List of Project Successes and Challenges:

Successes

- An agreement among various parties regarding the vision for the school
- This project was a top priority for the School Board and Faculty
- Focus on the goal remained consistent throughout the year
- Collaborative Approach: which included every branch of the organization
- Interdisciplinary Team approach
- Created major discussion groups
- The staff participated in the development of the document
- The faculty representative presented comments and concerns to the School Board members during monthly meetings
- Faculty and Staff had a sense of empowerment and ownership during portions of this process
- This project was discussed and revisions voted upon during School Board meetings
- A timetable was clearly established
- An insightful School Board President and committed school board members with a clear understanding of the importance of this document
- A Church Council Member with the expertise and willingness to review the Constitution and By Laws portion of the manual
- Communicating by phone or email instead of scheduling another meeting each month

Challenges

- Selection process for the sub-committee
- Developing an effective sub-committee
- Scheduling meetings outside of school board meetings
- Creating time outside of School Board meetings to discuss this issue
- When disagreements arise, follow through in a timely and appropriate manner
- Understanding boundaries
- Considering outside influences