

**Seventh-day Adventist Church in Canada
K-12 Educational System**

**MASTER PLAN
(2002-2006)**

**Oshawa, Ontario
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Executive Summary

The Seventh-day Adventist Church in Canada (SDACC) K-12 Educational System *Master Plan* is a dynamic document which has been evolving since 1996 (See *Appendix G, “Master Planning Development Process”*). The purpose of this plan is to state the goals which guide the SDACC Office of Education in directing the K-12 Educational System throughout Canada. These goals are evaluated and updated yearly.

The *Master Plan* is in harmony with North American Division (NAD) policy. As well, NAD documents, *Focus on Adventist Curriculum for the 21st Century (FACT21)* and *Total Commitment to God*, have been consulted. Concepts from *Reality Today Vision Tomorrow*, a report from the grassroots SDACC Education Summit in 1999, have been faithfully followed.

The seven goals, which address: administration, spirituality, curriculum and instruction, school facilities, marketing and enrolment, finances, and evaluation and revision, encompass the core values, mission, and vision of the Seventh-day Adventist K-12 Educational System. In addition, Action Plans have been developed for each goal. These plans name the Person/Entity Responsible, the Activity, and the Deadline Date. The document is complete with Appendices A-G.

With the *Master Plan* in place, due diligence, and the help of God, the SDACC Office of Education will be successful in Educating children and Youth for Time and Eternity.

Mike Lekic,
Director of Education, SDACC

Introduction

1.1 Philosophy for K-12 Educational System

The SDACC recognizes God as the ultimate source of existence and truth. In the beginning, God created a perfect humanity in His image, a perfection later marred by sin. Through Christ and His Spirit, God determined to restore humanity from its lost state. Through the Bible, He has revealed His will to the world, a revelation that supersedes human reason. Through His Church on earth, He seeks the lost for His kingdom.

The basic tenets of the Seventh-day Adventist Church, as well as the inspired writing of Ellen White, are directed toward God's restorative plan for fallen humanity. The Church conducts its own system of education to engender belief in these tenets, and within the context of one's personal relationship with Jesus Christ, and to foster a desire to share that relationship with others.

Made in God's image, every human being, although fallen, is endowed with attributes akin to those of the Creator. Therefore, Adventist education seeks to nurture thinkers rather than mere reflectors of others' thoughts; loving service rather than selfish ambition; maximum development of one's potential; and an appreciation for all that is beautiful, true, and good.

An education of this kind imparts far more than academic knowledge. It is a balanced development of the whole person. Its time dimensions span eternity. In Adventist education, homes, schools, and churches cooperate together with divine agencies in preparing learners for citizenship here on this earth and in the New Earth to come.*

*This statement is an abridgement of the complete philosophy statement found in the General Conference *Working Policy*.

1.2 Core Values

The core values of the Seventh-day Adventist education driving our mission are:

Accessibility - Seventh-day Adventist education will be accessible and affordable for all who are willing to make Christian education a sacrificial priority.

Character - Adventist educators and students will reflect a Christ-like character including self-sacrifice, compassion, grace, honesty, integrity, and love.

Christ-Centred - Adventist schools will demonstrate that the influence of the life and teachings of Jesus Christ permeates every aspect of the school program.

Commitment - The school community will foster an acceptance and a demonstration of a personal commitment to Jesus Christ, the church, and fellow human beings.

Diversity - Adventist schools will promote respect for the diversity found in God's creation as evidenced in differences in economic status, capabilities, social backgrounds, ethnicity, physical attributes, gender, and religion.

Excellence - Adventist education will be characterized by a commitment to achieving the highest levels of quality in every aspect of the school's program.

Knowledge - Adventist educators will be committed to infusing spiritual development with knowledge in an academic environment that enables students to reach their maximum potential.

Relationships - Adventist educators are committed to the development of positive relationships with all members of God's family as demonstrated through a caring, loving lifestyle.

Service - Following Christ's example, students, teachers, and the entire school family will establish a pattern of lifelong service to humanity and to God.

Wholistic - Adventist schools will provide a wholistic education which emphasizes the development of mental, physical, spiritual, and social abilities in preparation for a positive, happy life on this earth as well as throughout eternity.

1.3 Vision

This master plan represents a vision to assist the Church in achieving its educational mission for Seventh-day Adventist youth across Canada.

1.4 Mission Slogan

Educating children and youth for time and eternity.

1.5 Mission

Seventh-day Adventist K-12 schools in Canada are dedicated to building committed Christians and responsible citizens through

•CHRISTIAN GROWTH

where students choose Christ as their best friend, and learn to be workers for their Saviour while preparing for eternity;

•CHRISTIAN SERVICE

in which selfless service to others becomes a way of life

•STRONG ACADEMICS

guided by competent and caring staff who strive for excellence;

•SOCIAL INTERACTION

that develops grace and poise;

•FAMILY LIVING

nurtured in an environment where life-long friendships are formed;

•WORK EXPERIENCES

where students develop appreciation for the dignity and blessing of work;

1.6 Fulfilling the Mission

To fulfil “our mission” the SDACC Office of Education will serve as a coordinator and facilitator to conferences and schools by providing leadership:

1. In the development of guidelines and policies needed for administering the educational system and program.
2. In financing and conducting needs assessments to determine curricular and other school needs and to set union priorities.
3. In coordinating and facilitating the development of biblically-based, Christ-centered provincial/NAD integrated curriculum and resource materials for use in Canadian Adventist schools.
4. In promoting professional in-service for educational leadership in order to help teachers:
 1. Be role models of competence and caring.
 2. Become acquainted with curriculum textbooks and materials, and
 3. Value rigor and excellence in scholarship attainments.

1.7 Master Planning Development Process 1997-2001 & 2002-2006 (See Appendix G)

Goals of the Master Plan

Goal 1 - Administration

Seventh-day Adventist Church in Canada, Conferences and school educational personnel will work together with the North American Division Office of Education to improve all aspects of the education program.

Goal 2 - Spirituality

Educational personnel, churches, and families will provide an environment conducive to the spiritual development of students.

Goal 3 - Curriculum and Instruction

Educational personnel will integrate North American Division and provincial Ministry of Education curricula in order to provide a solid base of educational development for students.

Goal 4 - School Facilities

Educational personnel will understand that adequately funded and developed facilities help provide an environment conducive to effective teaching and learning.

Goal 5 - Marketing & Enrolment

Educational personnel will provide to constituents a well-developed marketing plan with information for decision-making, positive experiences, increased enrolment and financial assistance.

Goal 6 - Finances and Development

Educational Personnel will understand that a financial and development plan with provisions for capital improvement, technology integration support, professional growth for teachers, and guidelines for debt free operation of K-12 Adventist Schools in Canada.

Goal 7 - Evaluation and Revision

Educational personnel will critically evaluate and update the Master Plan to reflect accomplishments and new developments.

Goal 1 - Administration: Seventh-day Adventist Church In Canada, Conferences and school educational personnel will work together with the North American Division Office of Education to improve all aspects of the education program.

1.1 Develop and administer the approved budget for K-12 education.

The preliminary K-12 budget is prepared for the November Education Council Executive meeting; presented to the K-12 Board for input; reviewed at the January Education Council Executive meeting; presented for adoption at the Education Council at the end of February; and finally approved at the SDACC K-12 Board of Education (immediately following the Education Council meeting).

1.2 Provide leadership in acquainting the constituency with the imperatives of Seventh-day Adventist Christian Education.

The K-12 Education leaders will be available for preaching appointments, workshops, seminars dealing with the school, church and family fostering partnership among the three.

A strong three-way partnership between the home, school, and church will help strengthen the overall program of religious education both for students in Adventist schools and for those in other educational settings.

Educators will involve parents, constituents, and community in education and will take pro-active steps to include them in planning and implementing a variety of strategies.

Business-school partnerships through such organizations as ASI and the business community will result in work opportunities, financial grants, internships, and work education.

1.3 Maintain a membership data management program in conjunction with SDACC/Conferences.

Educational demographics need to be tracked across Canada for assessing growth and determining future

directions.

1.4 Establish and maintain regularly scheduled Education Councils.

The Education Council will meet at the end of February or the beginning of March and two Education Council Executive meetings will be held in January and November of each year beginning in 1997.

1.5 Provide leadership in the development, maintenance, communication, and implementation of the SDACC Education Code.

The SDACC Education Code will be revised as required. Conference personnel/school operating boards will be expected to adhere to accepted practices and voted policies.

1.6 Advise the SDACC Board of Education on educational policies, standards, practices and problems.

Major revisions and reprint of the SDACC Education Code were made in 2001. Further revisions will be made as needed.

1.7 Submit copies of the minutes of the SDACC K-12 Board of Education and other major councils to the North American Division Office of Education.

This policy is followed.

1.8 Prepare and submit statistical and financial reports as required by the North American Division Office of Education.

This policy is followed.

1.9 Cooperate with the North American Division Office of Education in developing and coordinating the curriculum in K-12 schools.

The SDACC K-12 school system is an active equal partner with other unions in the North American Division in curriculum development. Teacher representatives attend the elementary and secondary curriculum committees, summer workshops, and North American Division Curriculum Committee (NADCC). SDACC and Conference Curriculum Committees are working to integrate provincial and NAD Curricula, creating guides appropriate for each province. The SDACC K-12 school system and the CUC School of Education will cooperate to bring innovation and change. The Director of Education will be available for principals' meetings, teacher conventions and conference K-12 board meetings.

1.10 Participate in on-site school evaluations.

The SDACC Director of Education will: evaluate all junior academies, assist superintendents in evaluating elementary schools, and chair at least one senior academy evaluation in another NAD union yearly.

1.11 Apply North American Division standards as guidelines in processing certification requirements.

This policy is being applied.

1.12 Act as denominational certification agent for educational personnel.

The Certification Registrar of the SDACC deals with the routine certification issues. The Education Council Executive, which serves as the Certification Review Committee, addresses non-routine areas usually three times per year. The SDACC Director of Education and the NAD Vice-President for Education co-sign teaching certificates.

1.13 Process applications for the establishment of new junior and senior academies.

This policy is being applied.

1.14 Develop job descriptions for each member of the SDACC Office of Education staff and conduct on-going evaluations.

These job descriptions are available.

1.15 Provide assistance in supervision and evaluation of administration and instructional personnel.

The SDACC Education Director will evaluate the Parkview Adventist Academy and Kingsway College principals.

Principals from the above academies may request assistance from the conference superintendents in the evaluation of teachers.

1.16 Participate with the conference offices of education and academies in providing educational in-service programs, including emphasis on wellness programs.

SDACC Office of Education is available for educational in-services by invitation.

1.17 Assume responsibility for the development and annual publication of a list of approved textbooks and other curriculum materials.

Curriculum committee(s) will publish annually a list of approved textbooks and other curriculum materials.

1.18 Annual Senior Academy Curriculum Review

The academies that are completing curriculum reviews for their Provincial Ministry of Education are only to complete the FACT21 section of the SDACC Annual Curriculum Review form, and send a copy of both forms to their conference and union offices of education. Academies that are not completing such forms for their Provincial Ministry of Education are to use the complete SDACC Annual Curriculum Review.

1.19 Incentive Grants

The SDACC Office of Education, as well as each conference and school, may offer incentive grants to teachers for research and/or experimental programs. Results are to be shared throughout the SDACC as a way to stimulate change and learn from each other's successes and/or failures.

1.20 Coordinate the efforts of all departments, in particular the Ministerial and Education offices, to advance the growth of Christian Education.

It is important that Christian Education be promoted by every leader and every departmental director.

1.21 Commitment to Excellence Through:

1) Follow-up and Staff Development

Administrators will work in collaboration with staff in the selection of educational innovations, while recognizing the diverse interests and strengths of each teacher. Sustained professional development will be planned and initiated, which may include in-service sessions, along with extended mentoring and/or peer coaching opportunities. Procedures will be developed to ensure accountability.

The SDACC K-12 Board/Conference K-12 Board and Local Boards will recognize that innovative practices will require time and resources and will seek ways to make them available.

2) “Total Commitment to God” document implementation

Seventh-day Adventist elementary schools/academies will create a climate that nurtures the student spiritually, mentally, physically, and socially, and instills confidence in the relevance, role, message, and mission of the Seventh-day Adventist Church.

Excellence in Adventist education will be provided by:

- Developing a comprehensive spiritual master plan and curricula for all subjects that will support the Seventh-day Adventist world view and integrate faith with learning,
- Employing fully committed, professionally competent Seventh-day Adventist teachers, who are actively involved in their local church, and who integrate faith and learning as they nurture their students in being good members and citizens of both church and society.
- Working with parents and local congregations

to ensure that each student is presented with the claims of Christ and is given opportunity to decide for Him and be baptized.

- Transmitting to students an understanding of the biblical role of the people of God and how they can participate in fulfilling the mission of the Church.
- Involving staff and students in outreach initiatives.
- Participating systematically in a division-developed spiritual assessment process which provides annual reports to the school board and its various constituencies.

1.22 Emphasize and highlight the role and mission of Adventist teachers/education.

1.23 Promote the commissioning of Adventist teachers and awarding of the SDACC Excellence in Teaching Award.

- Commissioning of teachers and ordination of pastors are currently often taking place at the same time, usually during conference camp meetings.
- SDACC Excellence in Teaching Award began in 1999 by a vote of SDACC K-12 Board and continues to be awarded yearly to eight elementary/secondary teachers across Canada.

SDACC K-12 Master Plan (2002-2006)
ADMINISTRATION
ACTION PLAN

Goal 1: Seventh-day Adventist Church in Canada, Conferences and school educational personnel will work together with the North American Division Office of Education to improve all aspects of the education program.

PERSON/ENTITY RESPONSIBLE	ACTIVITY	DEADLINE DATE
SDACC Educ. Director	1.1 Develop and administer the union-approved budget for K-12 education.	Every Nov. preliminary budget is developed and adopted in Feb.
SDACC Educ. Director Superintendents Principals	1.2 Provide leadership in acquainting the constituency with the imperatives of Seventh-day Adventist Christian Education.	Ongoing
SDACC Educ. Director Superintendents Principals	1.3 Maintain a membership data management program in conjunction with SDACC/Conferences	Immediately
SDACC Educ. Director	1.4 Establish and maintain regularly scheduled education Councils.	Educ. Council end of Feb. Educ. Council Exec., Nov. & Jan.
SDACC Educ. Director	1.5 Provide leadership in the development, maintenance, communication and implementation of the SDACC Education Code.	Ongoing
SDACC Educ. Director	1.6 Advise the SDACC Board of Education on educational policies, standards, practices and problems.	Twice a year Nov. & Feb.
SDACC Educ. Director	1.7 Submit copies of the minutes of the SDACC K-12 Board of Education and other major councils to the North American Division Office of Education.	Ongoing

SDACC Educ. Director	1.8 Prepare and submit statistical and financial reports as required by the North American Division Office of Education.	Ongoing
SDACC Educ. Director One Superintendent Designated Teachers	1.9 Cooperate with the NADOE in developing and coordinating the curriculum in K-12 schools	Ongoing various meetings
SDACC Educ. Director Superintendents Teachers	1.10 Participate in on-site school evaluations.	As per Education Code policy
SDACC Educ. Director	1.11 Apply North American Division standards as guidelines in processing certification requirements.	As outlined in the policy
SDACC Educ. Director	1.12 Act as denominational certification agent for educational personnel.	Ongoing
SDACC Educ. Director	1.13 Process applications for the establishment of new junior and senior academies.	As per Education Code policy
SDACC Educ. Director in cooperation with the members concerned	1.14 Develop job descriptions for each member of the SDACC office of education staff and conduct on-going evaluations.	Reviewed annually
SDACC Educ. Director Superintendents	1.15 Provide assistance in supervision and evaluation of administration and instruction personnel.	As requested
SDACC Educ. Director Superintendents	1.16 Participate with the conference offices of education and academies in providing educational in-service programs, including emphasis on wellness programs.	As needed
SDACC Educ. Director	1.17 Assume responsibility for the development and annual publication of a list of approved textbooks and other curriculum materials.	On-going
SDACC & Conference Offices of Education	1.18 Annual senior academy curriculum review.	Begin annually in 2002
SDACC, Conference Offices of Education and Schools	1.19 Incentive grants	Available since 1998/99
SDACC Educ. Director Superintendents	1.20 Coordinate the efforts of all departments, in particular the Ministerial and Education offices, to advance the growth of Christian Education.	Immediately

<p>SDACC , Conferences and School Boards</p> <p>SDACC, Conference Offices of Education, Elementary & Secondary boards and Schools</p> <p>Conference Offices of Education, Schools</p> <p>Conference Board of Directors, K-12 Board</p> <p>Schools and Church</p> <p>School and Church</p> <p>School and Church</p> <p>School and Church</p>	<p>1.21 Commitment to Excellence through:</p> <p>1) Follow-up and staff development</p> <ul style="list-style-type: none"> • Commitment to excellence through the “Total Commitment to God” document implementation. • development of a spiritual master plan • employing committed, competent SDA teachers • working with parents and local congregation • transmitting to students the mission of the church and involving them in fulfilling the mission of the church • involving staff and students in outreach • participate in a division developed spiritual assessment process with a review of results <p>N.B.: NAD Office of Education has contracted La Sierra University’s Hancock’s Center at the request of NAD Union Directors of Education and developed spiritual growth and master plan assessment models, the “Potentials”, which was made available to all schools across Canada in 2000. (See Appendix A)</p>	<p>CUC, LSU Summer School; In-service year round</p> <p>SDACC Office of Education Master Plan (‘97-’01 & ‘02-’06) adopted in Feb. 1998.</p> <p>Begun 1998-’99</p> <p>Ongoing</p> <p>Establishment of School Parental Councils begun 1998-’99 with voted guidelines in the SDACC Education Code</p> <p>Ongoing</p> <p>Ongoing</p> <p>When the NAD develops the spiritual development assessment process.</p>
<p>SDACC Educ. Director Superintendents</p> <p>All Conference Personnel</p> <p>Pastors</p>	<p>1.22 Emphasize and highlight the role and mission of Adventist teachers/education.</p>	<p>Immediately/ on-going</p>

SDACC Educ. Director Superintendents Conference Presidents	1.23 Promote the commissioning of Adventist teachers and awarding of the SDACC Excellence in Teaching Award.	On-going
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Goal 2 - Spirituality: Educational personnel, churches, and families will provide an environment conducive to the spiritual development of students.

2.1 Develop and Implement a Spiritual Master Plan that will Include a Model for Spiritual Growth, Development and Assessment

Our slogan is “Educating Children/Youth for Time and Eternity” and our mission is to build committed Christians and responsible citizens through strong academics, family living, social interaction, work experiences, Christian growth and service. The fulfillment of our mission is made easier if there exists a working plan—a master plan that outlines our intent. Since we value spiritual growth and development, we need to plan for it, implement it in a purposeful way and discover the most effective manner to evaluate the results, not in order to judge others, but to improve our manner of work for the future.

La Sierra University’s Hancock Center was contracted by the North American Division Office of Education, at the request of NAD union directors of education, to develop models for spiritual growth, development and assessment for use by K-12 schools. A sample of these models is enclosed in Appendix A.

2.2 Create a Spiritual Environment

Seventh-day Adventist schools in Canada reflect the diversity of the multi-cultural social fabric that constitutes our country. In order to flourish and develop a spiritual commitment, teachers will recognize the different backgrounds of Canadian students. Schools are challenged to accommodate the different expressions of spirituality and to recognize that this does not compromise our beliefs but enhances the power of the Gospel to unify all people in Christ.

Spiritual growth is intimately related to the sharing of faith and beliefs. Therefore school

has the potential to be a milieu where the students are the connectors to home, church and community.

A school that fosters the student’s spiritual commitment to God will see a rich harvest that reaches beyond the school’s walls, creating a sensitive environment where spirituality transcends culture. The role of teachers, parents, churches, pastors and community is important to help to make these spiritual goals a reality.

A truly, spiritually motivated student body will open doors in the community for outreach. This involvement will help to create a spiritual environment conducive to spiritual growth in the students and will enhance their relationship with fellow students and the community.

Such an atmosphere and environment will be fostered by the spiritual influence of all concerned:

2.2.1 Spiritually motivated teachers will:

- Integrate faith and learning;
- Model a Christian lifestyle on a day- by- day basis;
- Provide a school ambience that will draw students to Christ;
- Make service to God and others an integral part of their spiritual experience;
- Respect the nuances in the expression of faith and capitalize on it, fostering a spirit of tolerance, conducive to good race relations.
- Foster the children’s altruism and the valuing the spirit of community, by encouraging activities such as:

- Visiting nursing homes
- Doing yard work for the elderly or disabled neighbors
- Adopting a highway
- Collecting cans for needy families
- Demonstrate a caring, compassionate and supportive attitude.

2.2.2 Spiritually motivated families will:

- Believe in the Seventh-day Adventist philosophy of Christian Education;
- Support the school and its teachers;
- Promote and participate in school activities;
- Create projects for the good of the community, in which the children can be involved.
- Communicate concerns to the school in a positive manner;
- Support and encourage students' participation in school programs.

2.2.3 Spiritually Vibrant Churches will:

- Support the school morally, financially, and verbally;
- Encourage and welcome students' participation in its programs;
- Promote and supports the school's programs;
- Integrate the teacher(s) in its life and family.

2.2.4 Spirit-filled Pastors will:

- Believe in and support Christian Education;
- Include students and teachers in church programs;
- Get involved with the school's program by:
 - Conducting worship;
 - Interacting with students;
 - Being a friend to

- teachers and students;
- Encouraging and participating in school outreach programs;
- Participating on school boards.

2.3 Foster positive relationships between students and school staff members

Students enrolled in Seventh-day Adventist schools in Canada will see staff members as caring, compassionate, and supportive individuals who treat each one with respect, consideration and dignity. Students and staff will exhibit mutual respect and acceptance, as a demonstration of the spiritual values they hold, interacting in a milieu of genuine happiness.

2.4 Foster positive relationships between students and others by:

- Providing opportunities for staff/student interaction;
- Soliciting parental input;
- Sending home assignments to be done with the help of the parents;
- Inviting church members to help in school activities.

2.4.1 Encourage the home church to be a positive influence by giving:

- Time,
- Financial support,
- Moral support,
- Verbal encouragement.

2.4.2 Plan other activities that would enhance the student's spiritual life:

- Weeks of Prayer,
- Pathfinder clubs,
- Bands,
- Choirs,
- Sabbath School and Church programs,
- Outreach programs.

2.5 Provide the challenge of service/outreach activities within and without the school

One must recognize that our schools in Canada often have a percentage of students that do not share our beliefs. Therefore, it must be a concern to use every opportunity to lead them to Jesus. In this area, the Seventh-day Adventist curriculum plays an important part.

Service/outreach opportunities and coordination can create vibrant communities that:

- Work together in projects for the well being of all;
- Respect, and are open to, cultural differences;
- Recognize that spiritually motivated Christians are an asset to the community.
- Will encourage students to participate/lead out in evangelistic activities.

SDACC K-12 Master Plan (2002-2006) SPIRITUALITY ACTION PLAN		
<p>Goal 2: Educational personnel, churches, and families will provide an environment conducive to the spiritual development of students.</p>		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DEADLINE DATE
Conference Offices of Education, Schools	2.1 Develop and Implement a Spiritual Master Plan That will Include a Model for Spiritual Growth, Development and Assessment	Begun in 1998-1999
Teachers, Families, Churches, Pastors	2.2 Create a Spiritual Environment <ul style="list-style-type: none"> ▪ Integrate faith and learning ▪ Model a Christian lifestyle ▪ Develop prayer warriors chapter ▪ Provide spiritual climate that draws students to God ▪ Supportive families ▪ Supportive churches and pastors ▪ Encourage personal devotions and commitment to Bible study 	1998-1999 Ongoing
Students and School Staff	2.3 Foster positive relationships between students and school staff members <ul style="list-style-type: none"> ▪ Relationship building activities, such as camp outs with students, staff and parents. 	Ongoing
Students/Pastors/Staff	2.4 Foster positive relationships between students and others <ul style="list-style-type: none"> ▪ Video hand out by youth to neighbourhood 	Ongoing
Students/Pastors	<ul style="list-style-type: none"> ▪ Service projects-Clowns at sick children’s hospital, rest home—singing group. 	Ongoing

Goal 3 - Curriculum and Instruction: Educational personnel will integrate North American Division and provincial Ministry of Education curricula in order to provide a solid base of educational development for students.

3.1 To integrate the NAD curricula with the various Ministries of Education curricula requirements.

Efforts will be made to integrate Ministry of Education and North American Division Curriculum Guides as well as the essential elements and preferred practices for curriculum in Seventh-day Adventist schools. (see Appendix B)

3.2 To consider individual learning styles of students and develop teaching methods suited to the needs of students from different cultures and backgrounds.

Ethnicity and the cultural mix of classes must be considered along with students' learning styles to make course content relevant.

3.3 To ensure that schools' curriculum offerings are relevant and in sync with the times in which we live.

Curriculum offerings must be current and relevant.

3.4 To emphasize community service activities as a vital part of school curriculum.

Our mission to take the gospel message to all the world should not get lost in the schools' "busy" program. Community outreach, especially in the immediate school vicinity, must be visible and effective.

3.5 To encourage the use of technology as a support for learning and reinforcement of concepts, and to assist in making proposals for acquiring computers.

Computers and quality educational software will be acquired and utilized. (See Appendix C)

3.6 To make DOS and Windows applications available to education personnel.

Principals and teachers need to be encouraged to explore the technological world of computers.

3.7 To endeavor to develop a database as well as a video library with teaching and learning videos.

Many educational videos are available through professional organizations such as Phi Delta Kappa and Association for Supervision and Curriculum Development. Since such videos are expensive, the conference should maintain a video library, along with a data base, for in-service development, in its offices.

3.8 To implement a plan to assist schools in acquiring adequate laboratory supplies and equipment for effective application of course material in science and mathematics labs.

Budget constraints at the school level often delay the acquisition of certain science and math equipment. Conferences could prepare a financial plan in which schools will assume a percentage of the total cost for materials (equipment).

3.9 To review textbooks regularly.

Textbooks should be regularly reviewed for their relevance and effectiveness.

3.10 To encourage school principals and head teachers to solicit input from parents in the area of elective curriculum wherever possible.

3.11 To require schools to review program offerings annually, to determine whether the needs of the students are being met, and to either expand, delete, or replace course offerings as necessary.

Small schools have limited curriculum offerings. Continuous review of these offerings is necessary to determine what to offer and when.

3.12 To study alternative educational formats in order to meet the Christian Education needs of “isolated” students.

Every Seventh-day Adventist student should have the opportunity for a Christian Education (i.e. Home Study International).

3.13 To give serious consideration to the training and education of teachers in the areas of English as a Second Language (ESL) and Special Education.

More students with learning disabilities and English as a second language are enrolling in our school. Because these students are being integrated into regular classrooms teachers need

the expertise to effectively assist their students.

3.14 To encourage schools to expand curriculum offerings to include more practical arts and technological courses.

The demands of the work world today include computer knowledge and careers needing hands-on expertise. Practical courses need to be reinstated in our schools.

3.15 To develop appropriate student report forms for Grades K-8 that accurately and efficiently reflect students’ attainment of skills in each subject area.

**SDACC K-12 Master Plan (2002-2006)
CURRICULUM AND INSTRUCTION
ACTION PLAN**

Goal 3: Educational personnel will integrate North American Division and provincial Ministry of Education curricula in order to provide a solid base of educational development for students.

PERSON/ENTITY RESPONSIBLE	ACTIVITY	DEADLINE DATE
Superintendents Curriculum Committee Principals, Teachers	3.1 Integrate the NAD curricula with the various Ministries of Education curricula requirements.	Ongoing
Superintendents	3.2 Consider individual learning styles of students and develop teaching methods suited to the needs of students from different cultures and backgrounds.	Ongoing
Superintendents	3.3 Ensure that schools' curriculum offerings are relevant and in sync with the times in which we live.	Ongoing
Superintendents	3.4 Emphasize the community service activities as a vital part of school curriculum.	Ongoing
Superintendents/ Principals	3.5 Encourage the use of technology as a support for learning and reinforcement of concepts, and assist in making proposals for acquiring computers. (See Appendix C)	Ongoing
K-12 Board School Boards	3.6 Make available DOS and Windows applications to education personnel.	Ongoing
Superintendents	3.7 Endeavor to develop a database as well as a video library with teaching and learning videos.	1997 Ongoing
Superintendents	3.8 Implement a plan to assist schools in acquiring adequate laboratory supplies and equipment for effective application of course material in science and mathematics labs.	1998 Ongoing
Superintendents	3.9 Review textbooks regularly.	1998 Ongoing

Superintendents	3.10 Encourage school principals and head teachers to solicit input from parents in the area of elective curriculum and instruction wherever possible.	1998 Ongoing
Superintendents	3.11 Require schools to review program offerings annually, to determine whether the needs of the students are being met, and to either expand, delete, or replace course offerings as necessary.	Annually
Superintendents	3.12 Study alternative educational formats in order to meet the Christian Education needs of “isolated” students.	Ongoing
Superintendents SDACC Education Director CUC School of Education	3.13 Give serious consideration to the training and education of teachers in the areas of English as a Second Language (ESL) and Special Education.	Ongoing
Superintendents	3.14 Encourage schools to expand curriculum offerings to include more practical arts and technological courses.	Ongoing
SDACC Education Director Educational Council	3.15 Develop appropriate student report forms for Grades K-8 that accurately and efficiently reflect students’ attainment of skills in each subject area.	Reviewed annually

Goal 4 - School Facilities: Educational personnel will understand that adequately funded and developed facilities help provide an environment conducive to effective teaching and learning.

4.1 New construction and remodeling projects should involve representation from all stakeholders.

In order to have support from as many members as possible it is important that they feel involved in the project as early as possible.

4.2 Planning of new construction and remodeling projects should be for the long term, taking into account such things as future needs, possible advances in technology, developing teaching techniques, etc.

Long term planning may cost more initially but will be more cost effective in the long term.

4.3 All local building codes will be strictly adhered to.

The local building department will be contacted early in the planning process to determine the code requirements and possibly avoid costly changes later. Maintaining code requirements may also help avoid legal issues.

4.4 North American Division building policies, that do not conflict with local building codes, should be adhered to

NAD building policies may be helpful but must not replace local building codes.

4.5 Follow all Conferences, SDACC, and NAD financial policies.

Experience has shown that adherence to the above policies will prevent problems that can delay new construction or remodeling projects.

4.6 Safety and convenience will be considered when planning traffic flow involving pedestrians, private automobiles, and

school busses.

Safety of all concerned, especially the students, must be considered vital at all times. Consultation with the police department may be helpful.

4.7 Building costs should be as economical as possible without jeopardizing long term use.

Economy is always an important issue but may sometimes be shortsighted. Some slightly more expensive building material may last much longer and extend the useful life of the building.

4.8 Develop and maintain a balanced operating budget including costs such as maintenance, utilities, insurance, etc.

The total cost, not just building cost, must be considered when planning a budget.

4.9 Develop a sound financial plan, with time lines for phase completion. Regular updates will reflect the ongoing and final cost of the project.

It is not unusual for building costs to increase as the project develops.

4.10 Maintain and/or increase the current Capital Improvement Appropriation for school facilities from the SDACC Office of Education.

4.11 Update insurance coverage annually to adequately reflect the replacement costs in case of loss.

4.12 In keeping with local codes the facility/grounds should be inspected on a regular basis regarding fire, safety, and health.

**SDACC K-12 Master Plan (2002-2006)
SCHOOL FACILITIES
ACTION PLAN**

Goal 4: Educational personnel will understand that adequately funded and developed facilities help provide an environment conducive to effective teaching and learning.

PERSON/ENTITY RESPONSIBLE	ACTIVITY	DEADLINE DATE
Principal School Boards Building Committee	4.1 New construction and remodelling projects should involve representation from all stakeholders.	As required
Building Committee	4.2 Planning of new construction and remodelling projects should be for the long term, taking into account such things as future needs, possible advances in technology, developing teaching techniques, etc.	As required
Building Committee	4.3 All local building codes will be strictly adhered to.	Ongoing
Building Committee	4.4 North American Division building policies, that do not conflict with local building codes, should be adhered to.	Ongoing
School Boards	4.5 Follow all Conferences, SDACC, and NAD financial policies.	Ongoing
School Boards	4.6 Safety and convenience will be considered when planning traffic flow involving pedestrians, private automobiles, and school busses.	Ongoing
School Boards Building Committee	4.7 Building costs should be as economical as possible without jeopardizing long term use.	Ongoing
School Boards	4.8 Develop and maintain a balanced operating budget including costs such as maintenance, utilities, insurance, etc.	Ongoing
School Boards	4.9 Develop a sound financial plan, with time lines for phase completion. Regular updates will reflect the ongoing and final cost of the project.	Ongoing
SDACC Board	4.10 Maintain and/or increase the current Capital Improvement appropriation for school facilities from the SDACC Office of Education.	2002 Ongoing

School Boards	4.11 Update insurance coverage annually to adequately reflect the replacement costs in case of loss.	Ongoing
School Boards Administration	4.12 In keeping with local codes the facility/grounds should be inspected on a regular basis regarding fire, safety, and health.	Ongoing

Goal 5 - Marketing and Enrolment: Educational personnel will provide to constituents a well- developed marketing plan with information for decision- making, positive experiences, increased enrolment, and financial assistance.

5.1 Marketing Plan

School boards will take leadership responsibility for the development, implementation, and ongoing operation of a marketing plan. This plan should be in written form, including rationale, identifying intended strategies, delegating specific responsibilities, and making provision for its regular operation and review/revision.

5.1.1 Rationale

School boards will give the reasons for the development and use of the marketing plan, and identify those stake holders who share in the overall responsibility of marketing the school:

5.1.2 By Promoting the Mission of Their School:

- Why they exist;
- Their major goals;
- What makes their school unique and different from public schools and from other Christian schools.

5.1.3 By Promoting the Personnel of Their School.

- Who they and their families are;
- What their academic qualifications are;
- What their spiritual qualifications are;
- What their track record is;

5.1.4 By Promoting the Curriculum of Their School.

- What you teach;
- Textbooks they use;
- How well they teach it;
- How their alumni are doing;
- How they are perceived by the Adventist community;
- How they are perceived by the public community;

- The non-academic curriculum – such as participating in tutorial assistance for slow learners, drug free counseling, special challenging programming for “rapid learners”, teaching the value of work, community service activities, sports program, music program, school lunch program, parent-teacher organization, etc.

5.1.5 By Promoting the Students of Their School.

- Where they come from;
- What they are like socially;
- What they are like spiritually;
- How they are doing academically;

5.1.6. By Informing Constituents Regarding the Finances of Their School

- Yearly costs;
- Payment plans – family plans, student assistance;
- Scholarships available;
- General financial health of the school.

5.1.7 By Promoting the Parents of Their School.

- How much they are involved in the school;
- When and where they are welcome;
- School expectations of parents
- What they may expect of the school.

5.2 Responsibilities/Promotion Strategies

5.2.1 Of boards:

- Create a Parent Advisory to involve parents in an advisory role in school operation, promotion, focus groups, and integration into spiritual programming;
- In the case of boarding schools, send formal invitations to visit the campus to

- pastors and elementary school and junior academy teachers – with guest passes, food and lodging for up to two school days each school year;
- In the case of boarding schools, plan campus visitation Sabbaths for students, teachers, and pastors from each district;
 - Give parents free room and board vouchers to be used twice a year by arranging their visits through the recruitment office;
 - Institute an annual Vision-to Action Progress Report;
 - In the case of larger schools, create departmental area scholarships to attract students;
 - Request that the conference youth department hold Youth Rallies and activities in the school facilities with preplanning involving elementary teachers, pastors, and the school;
 - Request that the Advancement Office coordinate with pastors to bring together the youth of each district once a year to meet with the school's staff and student groups at a local church;
 - Develop a student telemarketing team;
 - Implement a strong summer recruitment program using student and staff teams for church and home visitation, paying student scholarships and staff expenses;
 - Systematically track enrolment, and make realistic projections;
 - In the case of grade schools, send congratulatory letters and small gifts to parents upon the birth of a baby, and birthday cards to pre-school children;
 - Become familiar with the document "Recruitment: Enrolling and Retaining More Students" available from the SDACC Office of Education.
 - Administer satisfaction surveys in cooperation with the conference education office.

5.2.2 Of school principal and staff:

- Have a Parental Resource Pool Survey at school opening;
- Send school's newsletter to all teachers and pastors (in addition to parents);
- Hold (or host) a Science Fair at the school;
- Conduct a regular letter-writing program – general news letters, "search" letters, and personal letters to parents acknowledging achievements and special occasions;
- Prepare programs for the public – Christmas, music, open-house etc.

5.2.3 Of local church pastor(s):

- Schedule Christian Education emphasis every 6-9 weeks in church programs;
- Assist in school sponsored community service/outreach programs;
- Provide names of Sabbath School and/or VBS students as prospective students;
- Participate in focus groups for the promotion of Christian Education;
- Participate in assemblies, worships and other school activities.

5.2.4 Of parents:

- Participate in focus groups, K-12 Board and other committees;
- Host an informal dinner (or other gathering) at your home, inviting a teacher and another family whose children are prospects for the school.

5.3 Students (Projected Enrolment) (see Appendix D)

5.3.1 Student Retention

Schools should never take even their most ardent supporters for granted. Mechanisms should be devised to express appreciation to those who are already in the school, to be sure that they understand and feel that they continue to be wanted. Many of the strategies identified in the previous section could be adapted and/or directed to present students. In addition, the following suggestions will serve as examples.

5.3.2 Celebrate Student Achievement:

- In school assemblies;
- In school newsletter (or the *Messenger*);
- In personal congratulations or letters to parents;
- By presenting awards for academic success, citizenship, improvement etc.

5.3.3 Celebrate Parental Contributions

- Special recognition at graduation/school programs.
- Letter of appreciation from school board.
- Volunteer luncheons.

**SDACC K-12 Master Plan (2002-2006)
MARKETING AND ENROLMENT
ACTION PLAN**

Goal 5: Educational personnel will provide to constituents a well-developed marketing plan with information for decision-making, positive experiences, increased enrolment, and financial assistance.

PERSON/ENTITY RESPONSIBLE	ACTIVITY	DEADLINE DATE
Principal Marketing Team	5.1 Marketing Plan <ul style="list-style-type: none"> • Organize Marketing Team • Determine Target Market • Develop Marketing Goals • Develop Plan for Implementation Strategies • Analysis of Marketing Plan 	Yearly Review
PR person/Marketing Team	5.2 Responsibilities/Promotion Strategies <ul style="list-style-type: none"> • Develop Network of Support People • Create Promotional Materials For Distribution • Personal Visitations • School Promotional Day • Financial Incentives • Mapping of Target Area 	Implement and revise every year as the market dictates
PR person/Marketing Team Principal/Teachers	5.3 Students (Projected Enrolment) (See Appendix D) <ul style="list-style-type: none"> • Initiate surveys • Analysis of births in constituent churches, number of students in lower grades, number of students in public school and home school. • Monitor and track students • Celebrate student achievement • Celebrate parental involvement 	Initial year 1998-'99 Following years Ongoing

Goal 6 - Finances and Development: Educational Personnel will understand that a financial and development plan with provisions for capital improvement, technology integration support, professional growth for teachers, and guidelines for debt free operation of K-12 Adventist Schools in Canada.

6.1 Boarding School Subsidies

The SDACC should fund similar subsidies to Kingsway College and Parkview Adventist Academy.

6.2 Financial Management

The SDACC Office of Education will continue to bring forth balanced annual budgets that will include an appropriate level of funds in reserve.

6.3 Capital Development Funds

The SDACC Office of Education will continue to support Capital Development through the rotating subsidy program currently in effect.

6.4 Technology in Education

Continue to encourage and support the use of technology in all classrooms by providing funding through matching grants on an equitable basis.

6.5 Professional Continuing Education

The SDACC Office of Education will continue to support and enhance professional continuing education by:

- maintaining the block grant for graduate and undergraduate classes in summer school at CUC.
- developing matching fund grants for conferences to support new seminars and workshops for teachers and administrators.

6.6 Development Funds for Education

The SDACC Office of Education will give study to designing and implementing a comprehensive development program including mentoring and peer-coaching as

professional growth alternatives that can be initiated and supported at all levels of the education system in Canada.

6.7 Financial Future of Adventist Education

The SDACC Office of Education will initiate the appointment of an ad hoc committee to study the cost of Adventist education, formulating recommendations for cost savings, debt free operation, and alternative approaches to Adventist education funding, making it possible for all of our children/youth to attend our schools. (See Appendix E)

6.8 Guidelines for Debt Free Operation

See SDACC Education Code Section 5400-Accounting and Operating Budgets and 5500-General Finance Policies.

**SDACC K-12 Master Plan (2002-2006)
FINANCES AND DEVELOPMENT
ACTION PLAN**

Goal 6: Educational Personnel will understand that a financial and development plan with provisions for capital improvement, technology integration support, professional growth for teachers, and guidelines for debt free operation of K-12 Adventist Schools in Canada.

PERSON/ENTITY RESPONSIBLE	ACTIVITY	DEADLINE DATE
SDACC	<p>6.1 Boarding School Subsidies</p> <p>Recommend that study be given to the operation and subsidy formula for the two boarding schools in light of several conferences operating senior academies.</p>	1998 Ongoing
Superintendents	<p>6.2 Financial Management</p>	Ongoing
SDACC/Conference/ School	<p>6.3 Capital Development Funds</p> <p>The SDACC Office of Education will continue to support Capital Development through the rotating subsidy program currently in effect. Conferences and Schools are also encouraged to provide funds for Capital Development.</p>	Ongoing
SDACC K-12 Board Conference Committee	<p>6.4 Technology in Education</p> <p>Implement <i>Technology Integration Plan</i> already in place. (See Appendix C)</p>	2002-2005
SDACC Board Education Council School Boards	<p>6.5 Professional Continuing Education</p> <p>6.5.1 Continue with CUC Summer Programs. 6.5.2 Institute/continue a program where teachers/administration develop individual professional growth plans. 6.5.3 Continue conference/union/division conventions and other professional growth activities. 6.5.4 Make funds available for teachers/administrators to attend publicly sponsored programs/consortia dealing with educational issues.</p>	Ongoing
Principals/School Boards	<p>6.6 Development Funds for Education</p> <p>6.6.1 Strengthen the alumni Association of each school</p>	Ongoing

<p>Conference Offices/CUC/SDACC</p>	<p>6.6.2 Create a greater awareness of educational needs via Trust Services</p> <p>6.6.3 Gain greater support from the pastoral ministry for the philosophy of Adventist Education and support thereof.</p>	
<p>SDACC Education Director Superintendents</p>	<p>6.7 Financial Future of Adventist Education</p> <p>6.7.1 Greater Partnering with Adventist business persons.</p> <p>6.7.2 Consider consolidation for efficiency: for example purchase video and software licenses.</p> <p>6.7.3 Develop and maintain an up-to-date data base of potential students.</p>	<p>Ongoing</p>
<p>Principals School Boards Superintendents</p>	<p>6.8 Guidelines for Debt Free Operation</p> <p>See SDACC Education Code Section 5400-Accounting and Operating Budgets and 5500-General Finance Policies.</p>	<p>Ongoing</p>

Goal 7 - Ongoing Evaluation and Revision: Educational personnel will critically evaluate and update the Master Plan to reflect accomplishments and new developments.

Evaluation Plan

Evaluation of the progress and effectiveness of the SDACC K-12 Educational System Master Plan (2002-2006) will be a responsibility shared by all members of the SDACC Education Council, SDACC Council Executive and the SDACC K-12 Board.

Measurable objectives with completion time-lines will be identified. Each development and implementation step will be evaluated. Project evaluation will be a continuous process.

Continuous Evaluation

Evaluation will be a continuous yearly process throughout the (2002-2006) Master Plan period. Evaluation of each of the seven goals will follow their particular time-lines for development and implementation.

The evaluation of each step within these broad areas will be documented in a yearly report submitted to the SDACC Education Council and then on to the yearly K-12 Board in February. Evaluation results will shape the Master Plan by redirecting resources to accomplish the desired outcomes.

- Users of the plan (superintendents, principals, teachers, school boards) will continue to evaluate the effectiveness of the master plan compared to the conference and school education master plans.
- Depending on the nature of the individual action plan, the evaluation format will vary. For example, some superintendents, principals, teachers, and school boards will either be interviewed, asked to complete surveys, or, when appropriate, convened as focus groups to provide feedback on the effectiveness of the Master Plan.

- As implementation proceeds, surveys will be conducted regularly. Superintendents, principals, teachers and school boards will be encouraged to register their suggestions and evaluations.
- The SDACC Education Council Executive will analyze responses and redirect efforts accordingly. This evaluation process will be continuously evaluated to determine the relevance and usability of each of the components of the 7 action plans.

Development and Communications

Development will be evaluated based on the following criteria:

- producing/providing training programs that will reach a significant number of stakeholders (superintendents, principals, teachers, school boards, and parents).

Training effectiveness will be evaluated with on-line or paper surveys, depending on the training program format.

Final Evaluation

The final evaluation of the 5-Year Master Plan (to be presented to the K-12 Board in March, 2006) will determine if the goals and needs of superintendents, principals, teachers, and school boards have been met through the Master Plan.

The final evaluation instrument will include on-line surveys, focus group discussions, and individual interviews.

Evaluation results will be available to the SDACC Education Council Executive, the SDACC Education Council and finally to the SDACC K-12 Board of Education.

APPENDICES

APPENDIX A

Potentials

(Please check the Circle web-site –
<http://circle.adventist.org/browse/resource.phtml?leaf=166>**)**

APPENDIX B
Focus on Adventist Curriculum for the 21st Century
(K-12 FACT-21)

(Please check the NAD Education web-site –
<http://www.nadeducation.adventist.org/futures/futures.html>)

APPENDIX C

Technology Integration Plan

<http://catnet.sdacc.org/resources/tip/>

APPENDIX D
Sample of a Marketing Plan
Projected Enrolment 2001-2006

Appendix E
Funding of K-12 Adventist Schools in Canada
(Still to be developed)

APPENDIX F
Reality Today Vision Tomorrow
SDACC Education Summit'99
Recommendations – Action Plans

<http://catnet.sdacc.org/resources/2001report/>

APPENDIX G
The Master Plan Development Process
(1997-2001 & 2002-2006)

The Master Plan Development Process

November 1996

Ad Hoc committee appointed by the SDACC K-12 Board. Committee Members were Dave Higgins, Ralph Janes, Mike Lekic, Janice Maitland, and Janet Sukumaran.

December 1996

Initial draft formulated

January 1997

Superintendents and PAA and KC Principals reviewed the draft.

March 1997

2nd draft produced and presented to the SDACC Educational Council and the K-12 Board.

May 1997

Messenger article introduced the project to the Canadian membership and requested input.

November 1997

Third draft was presented to the Education Council Executive and the K-12 Board and requested further input.

January 1998

Action Plans for each of the seven goals were developed by the Education Council Executive members and incorporated into the fourth draft.

February 1998

- Fifth draft was presented to the Education Council and requested further input.
- Sixth draft was produced as a result of extensive feedback from the Education Council. A small committee consisting of Janet Brock, Bob Crux, Karen Landry and Mike Lekic was appointed by the Education

Council. This committee edited it further, prior to presentation to the SDACC K-12 Board.

November 2001

- VOTED to keep the goals of the SDACC Education Master Plan 1997-2001 for the new quinquennium 2001-2006. (SDACC K-12 Board)
- VOTED to empower the Director of Education to find a person to update the Master Plan document, with superintendents and interested parties input and feedback, and to submit a first draft for the SDACC Education Council Executive consideration on February 7, 2002. (SDACC Education Council Executive)

January 2002

In accordance with the above votes Juanita Neal, former V.P. for Education for British Columbia Conference was chosen and prepared the initial draft.

February 2002

- February 7, 2002 - Education Council Executive (Superintendents/PAA & KC principals/CUC representative) gave input on the first draft of the 2002-2006 Master Plan.
- February 28, 2002 – Education Council reviewed a second draft of the 2002-2006 Master Plan.
- March 3, 2002 – SDACC K-12 Board reviews the third draft of the 2002-2006 Master Plan and accepts the draft proposal as presented and amended.

This plan is seen as a dynamic document which will be evaluated and updated yearly.

A word of gratitude is expressed to all who have been part of this process.

APPENDIX H
SDACC EDUCATION SUMMIT '99
RECOMMENDATIONS IMPLEMENTATIONS FINAL
REPORT

*Reality
Today*

*Vision
Tomorrow*

SDACC Education Summit '99

Recommendations—Action Plans

Main Document

	<p><u>a Seventh-day Adventist environment that (2) encourages personal spiritual commitment and that fosters academic excellence, physical fitness, (3) sensitive service, and (4) growth in employment and social skills.</u></p> <p><u>SDACC Mission Statement</u> <u>“The mission of SDA Education in Canada is to (1) model and mentor the children and youth of the Church so that they will be (2) equipped to be boldly Adventist, to provide service within the Church and in their communities, to bring unity and strength within the Adventist community, (3) to share truth both in personal and mission service, to (4) provide vision leadership and resources to the Church, to share these values with the community at large and to (1) commit their lives to a personal relationship with Jesus, our loving Saviour.”</u></p> <p>PAA - Our current mission statement was re-visited in our planning days for the current school year and we found that it matched up with the overall mission of the SDA Education in Canada.</p> <p>CUC - The mission statement of the summit is embedded in the mission statement and core values adopted by CUC. It is also linked to the Board ends, approved April 2002, and the strategic planning initiatives of CUC.</p> <p>SDACC - The SDACC Education Master Plan (2001-2006) contains the elements of this suggested mission statement by the Education Summit '99. Compared in November 2000 & January 2002.</p> <p>AB - The Alberta Conference mission statement has been edited so it represents the true the vision of Adventist Education during the Alberta Conference Education Summit held two years ago.</p> <p>Ad Hoc committee to work ahead of Summit addressing various education issues including harmonizing the mission statements of the Conference Office of Education with one adopted by the Education Summit '99.</p>	<p>June 2002</p> <p>Completed</p>
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<p>Conference Administration</p>	<p>Encourage pastoral support by expecting pastors to demonstrate public and personal leadership in promoting/supporting SDA Education</p> <p>BC - Ongoing. Education presentation at Pastors' meetings.</p> <p>Man-Sask – Generally well-supported and ongoing. Done from the pulpit and school visits.</p> <p>NF – Yes</p> <p>ON - Developing a plan to meet with the pastors to better promote Christian Education in their communities. Ottawa pastors met in October and November, 2002. Toronto East pastors met in October and November, 2002.</p>	<p>September, 2000 Ongoing</p>
<p>SDACC Director of Education</p>	<p>Challenge constituent non-support by initiating a comprehensive, long-term plan to educate the constituency (parents, members, and community) on the value, benefits, and necessity of SDA Education</p> <p>SDACC - Promotion of Adventist Education: “Safe & Sound “Video made available to all pastors, schools, teachers; “Baby Dedication Education Pack” developed and adopted in February 2001; promotional posters sent yearly to all schools/conferences; “Treasure Box” promotional pamphlet for elementary schools made available to all churches across Canada, especially to the constituent churches of Adventist schools (August 2001).</p> <p>Long-term plan to educate constituency on the value and need of Adventist Christian Education (adopted in Feb. 2001):</p> <ol style="list-style-type: none"> 1. Incorporate education in regional meetings – team approach from conference. 2. Joint ordination/commissioning of pastors and teachers. 3. In-servicing of all boards – joint school and church boards – even for those churches who don’t have schools. 4. Development of brochure to be placed in conference newsletters, given out at Ed. Sabbaths/weekend. 5. Equipping Church Educational Secretaries with materials to keep Education in front of their church. 6. Produce videos of Education in Conferences. 	<p>March, 2001</p>
<p>Local Operating Committees</p>	<p>Reverse declining SDA enrolments by designing incentive programs for church/peer promotion and recruitment</p> <p>BC - Designed a Christian education package to be distributed with baby dedication certificates in local churches</p> <p>Man-Sask – The schools and conferences have joined forces in</p>	<p>June, 2001</p> <p>September 2001</p>

	<p>promoting education. This has included funding for radio ads, TV and printing and distributing brochures. Booths at fairs and articles in the conference news and promotion in church.</p> <p>MA - Schools have altered fee structures, offered tuition incentives to current students; and promoted their schools locally. School boards and head teachers/principals have met to discuss local concerns and to design strategies</p> <p>NF – Established advertising committee.</p> <p>ON - Schools are working on marketing. Some have brochures. <u>Superintendent encouraged schools to develop a brochure and marketing plan at the October Principal’s meeting. Marketing seminar at the 2000 Worker’s Meeting. Superintendent is making presentations to pastors regarding regular promotion. This is promoted from time to time. Graduates are regularly recognized in their churches.</u> <u>Education Day is a regular appointment on the yearly calendar.</u></p> <p>AB - Over the last three years schools and church have either maintained their student population or increased in numbers in the Alberta Conference. Schools have offered free tuition to new kindergarten students entering in September. Some schools have offered free tuition for one year to parents who have been influential in bringing new student to the school Schools have chosen their new staff carefully so as to complement their programming.</p>	<p>and ongoing</p> <p>June 2002</p>
<p>SDACC Director of Education</p>	<p>Guide developing administrators by providing ongoing training for conference Superintendents of Education re ethics, human-relations, and administrative expertise</p> <p>SDACC - Ongoing training for Superintendents and Principals (adopted in November 2000)</p> <ol style="list-style-type: none"> 1. The new NAD Principals Handbook black-line master made available to all conferences/KC/PAA/CUC. 2. Community Plus In-service, March 2, 2001. 3. Marketing Christian Education, March 1, 2002 4. Future in-service ideas: <ol style="list-style-type: none"> a. Pastors/Teachers working together for Christian Education (Gayle Crosby, Jim Roy). b. Conciliation (Charlie Brown, Bill Spangler). c. Bible Labs – practical. d. Educational Technology (Marilyn Eggers). e. Dealing with special needs students in the regular classroom f. Legal issues with students. 	<p>March, 2000 Ongoing</p>

<p>Conference Administration</p>	<p>Support growing administrators by providing funds for continuing education for Superintendents of Education. BC - Funds available but superintendents too busy to take advantage at this time</p> <p>Man-Sask – Available I’m sure if asked. The conference very strongly supports the educational program of the conference.</p> <p>MA - Funds are budgeted for continuing education</p> <p>NF - Yes</p> <p>ON - Ongoing support is available.</p>	<p>January, 2001 Ongoing</p>
<p>Conference Superintendents of Education</p>	<p>Improve irregular administrative practices by \$ adhering to SDACC and/or Conference policies. \$ communicating Conference policies, practices, and procedures to local Operating Committees.</p> <ul style="list-style-type: none"> • in-servicing operating committee members on a regular basis. <p>BC - Regular practice</p> <p>Man-Sask – These are done on an ongoing basis. Formal board orientations will be completed by February 2003. This is done during board visits as needed.</p> <p>NF - Yes</p> <p>ON – Ongoing improvements.</p>	<p>September, 2000 Ongoing</p>
<p>Conference Superintendents of Education</p>	<p>Address financial concerns by \$ establishing an ad hoc committee to study and make recommendations re financial/funding issues. \$ working with schools in re to broad-based financial support, adequate funding, and prioritization of assessed needs.</p> <p>BC - Regular practice</p> <p>Man-Sask – No ad hoc committee has been established, however, boards on a regular basis give attention to funding issues and challenges.</p> <p>NF – Yes</p> <p>ON – Worthy Student Fund Committee established. Endowment Fund in place. Tithe envelope has been revamped to include an item for the endowment fund.</p>	<p>March, 2001</p> <p>September 2000 and ongoing</p> <p>2001</p> <p>Summer 2002</p> <p>2003</p>

	An Education Task Force is being put in place currently to address these types of issues.	
SDACC Treasurer	<p>Encourage financial creativity by giving study to the feasibility of endowment funding for education and/or other creative alternatives for supplementing the funding of SDA Education</p> <p>SDACC - SDACC is not involved in raising funds – this is a Conference responsibility. SDACC does support the concept and entities are currently involved. The SDACC supports the concept of endowment funding. CUC is involved in this. KC is beginning to get more involved. The SDACC Treasurer will raise this with Conference Treasurers. (Considered in February 2001)</p>	March, 2001

**Potentials* is a spiritual growth assessment kit developed by the NAD.

AB - Administrators Professional Development for Principals:

- CAP Conference, Winnipeg, May, 2001 as well as future annual workshops.
- New Principal’s Workshop, Andrews University, July, 2001 as well as future workshops.

Ad Hoc committee to work ahead of Summit addressing various education issues including harmonizing the mission statements of the Conference Office of Education with one adopted by the Education Summit '99.

Coordinated Worker’s Meetings with pastors and teachers to take place on an annual basis.

Annual Professional Growth Plans in place by all teachers and administrators. SDACC dollars to be spent toward professional growth for teachers and administrators. Hired an Assistant Superintendent.

In-servicing of school boards. Expecting students to achieve the acceptable standard or a standard of excellence on provincial achievement/diploma exams.

ON - These items are monitored on a regular basis.
Hired an Assistant Superintendent of Education to specifically look at curriculum issues. Significant raise in salaries this year.
Planning a technology workshop for summer 2003. Laptop leasing plan (3 way matching) continues- 2001 (28 teachers), 2002 (13 teachers). Refer to page 3, first section re: continuing education.
All teachers have been notified that they must keep their certification in good standing. Salaries are frozen if certification lapses- 2002.
Superintendent is ensuring this through school visits.

KC -

- **Biblical principles and Christian ethics are not only taught in Religion classes, but are injected into all subject areas through the use of various comparative relationships.**
- **An important aspect of the hiring of faculty and staff for Kingsway College is their spiritual commitment and how they can convey that commitment to the students. Kingsway has had success in hiring such individuals.**
- **We have a number of outreach activities that are standard events on campus. They include soup kitchen, 30-hour famine, SA Christmas party for underprivileged children, mission trips, and assistance with the annual Ground Water Festival.**
- **Kingsway College was recently ranked the number one school in the Durham Region by the Fraser Institute confirming that Adventist education can compete with any public school program.**
- **Kingsway offers the same curriculum that is required by the Province of Ontario.**
- **As staffing positions become available, cultural diversification is considered when hiring new staff. Current ratios are:**

<u>Race</u>	<u>Staff</u>	<u>Students</u>
Caucasian	76%	51%
Black	8	30
Philipino	11	3
Hispanic	0	9
Other	5	8

- **Monies are allocated every year for professional development of staff. Materials are also made available internally for both spiritual and professional development. We have changed the role of our Discipline Committee to include guidance as well as discipline. Our committee is now referred to as a Guidance Committee. A student may be required to meet with the committee to receive counsel and direction versus just discipline.**
- **Kingsway serves the community through various ways that**

	<p>were mentioned earlier. As well, there are some staff that are involved in community organizations (i.e. Principal-Rotary, Chaplain-M.A.D.D.)</p> <ul style="list-style-type: none"> • Attracting and keeping strong staff is a challenge with what we as an educational institution can offer tangibly. Kingsway offers a strong professional development program, staff receive strong support from administration, and we attempt to keep staff workloads at a “normal” level (difficult at best on a boarding campus). Staff work for Kingsway because of their dedication to Christian education. Although the tangible benefits are not the primary reason, they need to be considered. Administration is in the process of encouraging appropriate levels of the church the need for a salary structure that recognizes the additional workload required of boarding school personnel compared to that of day school personnel. • Kingsway has an active technology program that includes a laptop purchase program for staff. As well, we offer training in the use of the equipment and software once or twice a year. It is expected, encouraged, and provided to staff to maintain and/or receive necessary certification. <p>CUC - CUC has targeted resources for faculty professional development both individually and institutionally. It has recently applied for and received a donation of nearly \$40,000 for initiatives in this area. Each summer CUC offers courses in Technology in Education and Internet in the Classroom for teachers wishing to upgrade their technology skills. These courses are also a part of our pre-service BEd program. Both courses focus on cutting-edge applications of technology. CUC is working with Union College and Nebraska certification to clarify certification requirements for previous graduates. Some communication should be forthcoming in the next few months on how this can be accomplished. <i>Note: CUC is committed to all of the above activities, and responds to them in its ongoing strategic planning processes. Specific initiatives have been noted above</i></p> <p>AB - Teachers have enrolled in summer school classes at CUC to upgrade their understanding and improve their abilities for classroom integration of technology skills. The Office of Education has made certification a priority and notifies and monitors teachers as to their need to fulfill requirements for certification.</p> <p>Administrators Professional Development for Principals: CAP Conference, Winnipeg, May, 2001 as well as future annual seminars. New Principal’s Workshop, Andrews University, July, 2001 as well as future workshops. Initiating workshops in the discipline of children for teachers and in the evening for parents.</p>	<p>Ongoing</p>
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	<p>staff. \$ providing in-service in specific subject areas. \$ having faculty serve as mentors for student directed in/out reach programs. \$ emphasizing wellness programs</p> <ul style="list-style-type: none"> ▶ Physical ▶ Spiritual <ul style="list-style-type: none"> - prayer ministries - small group ministry - witnessing teams - volunteer programs to help with community projects. <p>SDACC - Professional development: mentoring and peer coaching policies adopted and now implemented at the conference level, professional development guidelines adopted, principals workshops: LSU/AU –every two years. Developed and maintaining the Canadian Adventist Teachers Network (CAT~net) – a resource support to our teachers. Distance Education (on-line courses, TAGnet, Home Study Int./Griggs University).</p>	
<p>School Boards</p>	<p>Encourage service by</p> <ul style="list-style-type: none"> \$ motivating constituent member volunteerism. \$ creating an interest survey to determine how individuals can become involved in the program of the school. \$ developing spiritually-driven boards that understand Adventist Education and who involve home, school and church in leading students to Christ. <p>This must include a monitoring process to ensure success.</p> <p>BC - School board in-service programs. Reworking school constitutions regarding board membership. Honoured volunteerism at 2001 camp meeting.</p> <p>Man-Sask – There has been an increase in volunteerism in the schools. This includes teachers aids, assisting with supervision and secretarial assistance. Board orientation will be complete by February 2003.</p> <p>ON - A great effort is made in this area by the school boards.</p> <p>AB - Coordinated Worker’s Meetings with pastors and teachers to take place on an annual basis. In-servicing of school boards and within that in-service including an evaluation instrument, which could give them a standard to strive for.</p>	<p>Initiate by September, 2000</p> <p>September 2001 and ongoing</p>

	<p>BC - Not yet</p> <p>Man-Sask – Not yet implemented.</p> <p>ON – In the Superintendents portfolio.</p>	
Schools	<p>Expand creative use of school plant resources.</p> <p>BC - Some schools are using portions of schools for daycare programs</p> <p>Man-Sask – There has been some additional use of school facilities to increase school revenue. For example, gym rental, use of school for elections.</p> <p>MA - Possibilities for our larger facility have been explored to make it available for rental to other groups</p> <p>ON - The larger schools rent out their gyms etc. to the community for various activities.</p> <p>AB - A number of schools plants work in conjunction with community recreation programs.</p>	<p>Ongoing</p> <p>September 2001 and ongoing</p>
Conferences	<p>Consider adding “Worthy Student” box on tithe envelope at the next envelopes printing.</p> <p>BC - Not yet</p> <p>Man-Sask – This has not been done in this fashion but generally funds are provided for those students with need.</p> <p>ON – Added “Endowment Fund” to tithe envelope.</p>	<p>Various dates</p> <p>Ongoing</p> <p>Summer 2002</p>
Conferences	<p>Consider redistributing evangelism funds to increase educational subsidy.</p> <p>BC - Conference has made evangelism funds available for special school projects.</p> <p>Man-Sask – This has not been considered as yet.</p> <p>MA - Over the past 5 years the conference has consistently increased it’s subsidy to Christian Education through the redistribution of funds</p>	<p>For 2001 Budget</p>
Conferences, SDACC	<p>That each level of church administration give study to and recommend as appropriate to the next level the percentage of tithe to be allocated to the subsidy of teachers’ salary.</p>	<p>Initiate by January 2001</p>

	<p>Man-Sask – This has not been studied as yet.</p> <p>SDACC - Current NAD educational financial policy (P 85, p.590) appears to be appropriate.</p>	
SDACC	<p>Initiate a discussion between conference and union administrations concerning the viability of an education development person at some level.</p> <p>SDACC - KC, CUC, Crawford Academy, as well as Fraser Valley Academy have a development person. This is Conference... to be combined with trust services.</p>	November 2000
Conferences, churches	<p>Study ways to increase the pastoral support for Christian education.</p> <p>Man-Sask – Generally good support, however, there is a joint pastor-teacher convention in January 2003.</p> <p>ON - This is a priority in the education department in the future. Meetings with pastors begun October 2002.</p> <p>AB - Coordinated Worker’s Meetings with pastors and teachers to take place on an annual basis.</p>	<p>By January 2001</p> <p>October 2002</p>
Conference / SDACC Offices of Education	<p>Study ways to access continuing/distance education.</p> <p>BC - Working on ways to share resources between schools via distance education.</p> <p>Man-Sask – This has not been implemented as yet.</p> <p>NF – Yes</p> <p>ON - We encourage participation in on-line courses and provide subsidy support as requested. Advertise in newsletter.</p> <p>SDACC - Distance Education (on-line courses, TAGnet, Home Study Int./Griggs University, AVLN – Adventist Virtual Learning Network) is available and continually improving.</p> <p>AB - Using the provincial, Griggs University programs.</p>	<p>Initiate by January 2001</p> <p>Ongoing</p>
Schools	<p>Develop work/study co-op programs where feasible.</p> <p>BC - No substantial involvement at this time</p>	By June 2001

	<p>Man-Sask – Not feasible in our schools.</p> <p>MA - Sandy Lake Academy has started Lake Trades – students are involved in making cedar planters</p>	
SDACC/Conference Offices of Education	<p>Promote and develop where necessary continuing/distance education programs.</p> <p>BC - See above</p> <p>Man-Sask – Not implemented as yet. Need not yet established with how it would be provided.</p> <p>NF – Yes</p> <p>ON – Encourage staff to pursue on-line courses as alternatives.</p> <p>SDACC - Initiated in 2000 and adopted in December of 2001 guidelines governing online education programs</p>	Initiate by 2000-2001
Schools	<p>Increase work opportunities through the development of industries.</p> <p>BC - No industries developed at this time</p> <p>Man-Sask – Not feasible in our schools.</p> <p>MA - Sandy Lake Academy has started Lake Trades – students are involved in making cedar planters</p>	Initiate in 2001
Conferences	<p>Study ways to provide broader support base for day academies similar to boarding academies.</p> <p>BC – Ongoing</p> <p>Man-Sask – Not done as yet. Not yet feasible in our conference.</p>	2001-2002 School Year

NF - We are renting out various facilities with the school property. We are renting out the Gym to 2 different groups on a weekly basis. We are renting out the kitchen for banquets. We are renting our seminar room for groups who wish to hold seminars in our community. We are in the process of negotiating with the government of Newfoundland the use of our computer room for evening computer classes.

We have greatly expanded our fundraising capacity. This was done by adding fund raising activities to other areas besides the Citrus program. We are selling vegetarian foods from school and calling it academy foods. The profits are used to fund our school. In addition we are having an annual flea market at the school and rent tables to other community groups. This is going over very well and we raised \$2000 in one day. We are having cold plate dinners which raise between \$1000 and \$2000 in one event. We have had vegetables

supplied by our local farmers and we sold them for thanksgiving. This was great success. There are many other ideas that are being implemented this year and we expect our total fundraising to bring in \$45,000 - not bad for a small school.

	CUC Development Officer.	
Conferences Churches	<p>Promote church sponsorship of CUC worthy students across Canada.</p> <p>Man-Sask – The conference supports the matching fund program for needy students.</p> <p>NF – Announce in churches.</p> <p>ON - This is being looked into.</p> <p>AB - A 1% increase in funds to CUC.</p>	<p>Initiate by 2001</p> <p>Ongoing</p> <p>June 2002</p>
CUC and Conference Development Officers	<p>Establish renewable endowments for specific professions.</p> <p>Man-Sask – Not done yet.</p> <p>CUC - The VP for Development will be considering the potential in this area, along with other initiatives in the Development Master Plan</p>	<p>2001 and Ongoing</p> <p>Ongoing</p>
SDACC/CUC/ Conference Treasuries	<p>Develop a system of financial accountability to ensure that resources are used efficiently and effectively.</p> <p>BC - Done</p> <p>Man-Sask – With our limited funds our schools must be vigilant to be able to finance their school.</p> <p>NF - Yes</p> <p>CUC - Ongoing financial accountability occurs at both institutional and board level. SDACC has also provided additionally funding for CUC both through special appropriations and increased base grant.</p> <p>SDACC - Current auditing service appears to be adequate.</p>	<p>2001</p> <p>Ongoing</p> <p>Ongoing</p> <p>2001, 2002</p>

	responsibilities and mandate of K-12	
<p>SDACC, Conferences, Churches, and Institutions</p>	<p>Strengthen the dissemination of the values of SDA Education.</p> <p>BC – Ongoing</p> <p>Man-Sask – This has been ongoing with added emphasis through newspaper ads, radio announcements and education days.</p> <p>MA - Schools have taken a more active role in their local church programs with student involvement</p> <p>NF – Sermon on SDA Education.</p> <p>ON – Sermons, Education Day, and Conference Newsletter is now being made available to parents, church members etc. Preaching appointments by Superintendent. Newsletter to parents, promoting Ontario Adventist Education. Inservicing of Education Secretaries planned in the new year.</p> <p>KC - At Kingsway, we stress the importance of SDA education to everyone we come into contact with. We do this through church visitations, school visitations, home visitations, and through our performance groups. We also attend all eastern Canada camp-meetings promoting SDA education.</p> <p>CUC - CUC seeks to do this on an ongoing basis through its marketing program, through the presence and involvement of staff and faculty at camp-meetings and local churches, and through the quality and commitment of its students and graduates</p> <p>SDACC - We at the Seventh-day Adventist Church in Canada Office of Education endeavour to be quality driven, customer conscious, and continuously seeking to do better. Service is our passion. Our goal is total customer responsiveness. We aim to provide service better than customer expects. We do our best to listen to others as we all strive to disseminate the values of Adventist Education.</p> <p>Made available to all schools free of charge <i>Potentials</i> - the spiritual development and assessment series developed by the North American Division and La Sierra University.</p> <p>Initiated and supported financially <i>Model Academy Philanthropy</i> (MAP) program at Crawford Adventist Academy in Toronto, Ontario (1996-98), and Fraser Valley Adventist Academy, Aldergrove, British Columbia (2000-2002) on a matching basis with the participating conferences and Philanthropic Services for Institutions of the General Conference of Seventh-day Adventists.</p>	<p>2000 and Ongoing</p> <p>Ongoing</p> <p>Dec 2001</p> <p>November 2002</p> <p>Ongoing</p>

	<p>AB - Coordinated workers meeting with teachers and pastors. In-servicing of school boards.</p>	
<p>SDACC/Conference Offices of Education</p>	<p>Re-emphasize the professional aspects of practical training, support, nurture and empowerment of teachers and administrators.</p> <p>BC - Local support over the summer for professional development. Promotion of Antonia Demas and the elementary nutrition program for the small schools.</p> <p>Man-Sask – Teachers have or are completing denominational certification. Summer school opportunities are taken by our teachers. Teachers are encouraged to work in their own harness, that is, they are empowered to use their talents in an acceptable way without interference. New staff have the opportunity of a peer counsellor to support and nurture them.</p> <p>MA - Inservice and professional growth planning are addressed through the superintendent who works with the teachers to meet these needs.</p> <p>ON – See first section re: continuing education.</p> <p>SDACC - The SDACC is well represented in various GC and NAD education committees. Each year a number of teachers participate in the development and revision of the NAD curriculum guides.</p> <p>The SDACC superintendents of education have regular opportunities to interact, exchange ideas, and give support to each other while endeavouring to meet the educational needs in their conference.</p> <p>Given a grant to Canadian University College in 1999 in support of the development of two web-based courses: Technology in Education and Internet in the Classroom.</p> <p>In-Services for the Education Council members (Superintendents, all senior academy principals, and designated junior high/elementary principals) are planned for each meeting. Most recent ones dealt with (1) the use of PowerPoint, (2) administrative and academic records: what school administrators ought to know, (3) Community Plus assistance program in adolescent development, and (4) marketing of Adventist Christian education. The next one (February 28, 2003) will deal with legal issues in education.</p>	<p>2000 and Ongoing</p> <p>September 2002</p>
<p>Conference Offices of Education</p>	<p>In-service local school boards to act within the educational policies and guidelines.</p> <p>BC – Ongoing</p>	<p>2000 and Ongoing</p>

	<p>local consortiums.</p>	
<p>Conference Offices of Education</p>	<p>Foster professionalism in the employment, mentoring and placement of staff.</p> <p>BC - Ongoing efforts to bring professionalism and integrity to the process.</p> <p>Man-Sask – Peer counselling for new staff began September 2002. Staff placed in area of expertise. New Teacher Handbook with pertinent information so teachers are aware of conference policies and treatment.</p> <p>MA - Working through the superintendent boards are assisted with the hiring procedure and once teachers are in place they are provided opportunities for mentorship of experienced teachers</p> <p>NF – Yes</p> <p>ON – Through school visitation program conference officers emphasize the need for professionalism among staff.</p>	<p>2000 and Ongoing</p> <p>May 2002 and ongoing</p>

	<p>local pastors, education secretaries and clerks. Education Secretaries will be asked to keep these lists up to date in the future. SDACC - Since the establishment of the SDACC membership data management program hasn't happened yet, the SDACC Education Council Executive has voted to begin getting the needed demographic information on its own. The vote called for the education secretaries at the conference offices of education to work together with the school principals and their secretaries who in turn would work with the school constituent church education secretaries/clerks/secretaries in getting addresses of the parents with school age children in the school's constituent churches. We hope to complete this compiled list soon so that we can survey all parents in the constituent churches of our schools.</p> <p>AB - SDA K-12 students not attending SDA schools data base set up and information gathering from local church clerks implemented</p>	<p>2002</p>
<p>Conference Administration</p>	<p>Incorporate into annual pastoral reviews a measurement to determine a pastor's support of Adventist Education.</p> <p>Man-Sask – Not yet implemented.</p>	<p>2000</p>
<p>Conference K-12 Boards/Conference President</p>	<p>Formulate and initiate a pastoral training program in the need for and benefits of SDA Christian Education.</p> <p>Man-Sask - Needs greater emphasis.</p> <p>MA - The superintendent meets with the pastors yearly to encourage support of SDA Christian Education; as well the superintendent visits with individual pastors throughout the year</p> <p>ON – Plans are being developed to execute this activity.</p>	<p>2001</p> <p>2003</p>
<p>Conference K-12 Boards/Local Pastors</p>	<p>Develop a Conference-wide K-8 support program that</p> <ul style="list-style-type: none"> \$ creates 100% support for Adventist Education at the grass roots level. \$ analyses and strategically locates K-8 schools throughout the constituency which can service the majority of the Adventist students available. \$ provides adequate funding to these schools, ensuring quality a education program through proper supplies, texts and quality instructors. <p>BC - Ongoing challenges. We are working on a more equitable distribution of funds for the delivery of Adventist Education throughout the province. We are currently building incentives for teachers who work in northern schools.</p> <p>Man-Sask – Needs further study. With small scattered churches it</p>	<p>2001 & Ongoing</p>

	<p>is not possible or practicable to establish schools where the financial base cannot support.</p> <p>NF – Endeavouring to support our K-9 program to put it on solid financial footing.</p> <p>ON - A task force is currently being established to look at these issues. Pastors will be included as members.</p> <p>AB - K-12 local Education Summit scheduled for February 18, 2001, to help determine Alberta Conference own unique education direction in conjunction with the responsibilities that have been laid out in the Reality Today – Vision Tomorrow document. Small steps have been taken by each responsible group and will continue to address the above action plans.</p>	<p>Dec 2002</p> <p>Winter 2002</p>
<p>SDACC & Conference K-12 Boards</p>	<p>Initiate a follow-up survey to determine effects of the above initiatives.</p> <p>Man-Sask – Not yet done.</p> <p>SDACC - Based on the findings of the survey recommendations will be formulated and action plans designed to implement those recommendations.</p>	<p>2003-04</p>
<p>SDACC & Conference K-12 Boards</p>	<p>Based on the follow-up survey, determine the</p> <ul style="list-style-type: none"> \$ need for boarding academies \$ ideal location when a need is determined. \$ ownership of the boarding academy. (Union, Conferences, or joint ownership) \$ funding sources. (tuition, subsidies, industry, etc.) \$ establish similar financial support to both boarding academies <p>Man-Sask – Our conference is not able to proceed in these areas. The student base is not sufficient to support a quality program.</p> <p>SDACC – Still to be considered.</p> <p>AB - Alberta Conference education summit developed directions to address support and ownership of Christian education.</p>	<p>By 2004</p>

Boarding Academies

ACTION PLAN		
GOAL: To ensure successful and continual operation of boarding academies.		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE/ DEADLINE
Boarding Academy Administration	<p>Work in conjunction with local conferences to support the K-8 program through various initiatives. (i.e. school/church visitations, scholarships, worthy student monies, lectures, teacher support programs)</p> <p>KC - We continue to visit schools and churches with our outreach groups, performance groups, 8th Grade graduations, and science demonstrations. As well, our College Days program brings approximately 100 students to our campus every year.</p> <p>We continue to give out scholarships at graduations, discounts at College Days, and we fund our Worthy Student Fund making funds available not only through 3-way matching with the churches, but also additional worthy student monies are given to those students who are in need. In addition, we have begun an Endowment Fund to aid in financing our Worthy Student Fund. After two years, we have approximately \$500,000 towards our \$1 million goal.</p> <p>In the area of teacher support programs, we continue to provide professional development funds to all of our staff. As well, we continue to hold a summer workshop that focuses on implementing the new Ontario curriculum and will continue to do so until the final year of implementation in the 2002-2003 school year.</p>	2000 and Ongoing
PAA Staff	<p>PAA - PAA Staff have put on and will be putting on programs in curriculum for the Alberta Conference Education teachers.</p>	2002-2003 School Year
PAA Recruiter	<p>PAA Recruiter has visited schools throughout the four western provinces</p>	2002 2003
PAA Recruiter	<p>PAA Recruiter has conducted seminars and worships in various school through out Alberta and will be conducting more of them in the current year.</p>	2002 2003
PAA Recruiter and	<p>PAA Recruiter and students have visited Conference</p>	2002

<p>PAA students</p> <p>PAA Recruiter</p> <p>PAA Administration and PAA Recruiter</p> <p>PAA Recruiter</p>	<p>Youth Rallies and will continue to do so.</p> <p>PAA Recruiter visits Conference Pastoral Meetings</p> <p>Gave Scholarships to graduating students from feeder schools through out the four western conferences.</p> <p>Conducted Academy Day Weekend inviting perspective students from western provinces.</p>	<p>2003</p> <p>2002 2003</p> <p>June 2002</p> <p>May 2002</p>
<p>Boarding Academy Administration/Staff</p>	<p>Develop, commit, and support a program that provides</p> <ul style="list-style-type: none"> \$ a positive, spiritual environment that develops and strengthens personal relationships with Jesus Christ. \$ an excellent academic program. \$ a positive social environment that promotes healthy relationships, abstinence, and healthy lifestyles. \$ a strong counselling program which addresses the needs of today’s teens. \$ a safe and encouraging environment that minimizes worldly influences. \$ a world community environment. <p>KC - <u>Spiritual Environment</u>: We continue to develop new ideas that will reach teens where they are at spiritually. We developed a spiritual youth weekend with the College Park Church. We are also looking at developing a second church service that is more contemporary in nature. As well, the students would like to see small study groups and we will be working on implementing those for the 2001-2002 school year. We have also instituted a Christian contemporary concert series this year. We have a total of five musical artists scheduled for this year.</p> <p><u>Academic Program</u>: Our academic program continues to be strong as was evident by the recent Fraser Institute findings. As stated earlier, we are also attempting to stay on top of the new curriculum challenges from the Ontario government by having a summer workshop addressing those issues. In addition, Kingsway actively supports professional development of it’s staff and provides funds for that purpose.</p> <p><u>Social Environment</u>: We continue to promote a healthy lifestyle through regular channels (i.e. dorm worships, assemblies, classroom, Saturday night activities, performance groups, etc.).</p> <p><u>Counseling Program</u>: Having a full-time chaplain has</p>	<p>2000 and Ongoing</p>

<p>PAA Administration and Alberta Conference</p>	<p>helped in this area. Our goal is to still develop a full-time counseling center that will not only include the chaplain, but a full-time counselor that will assist in the development of peer counseling programs and peer mediation.</p> <p><u>Safe Environment:</u> Kingsway is located on 100 acres that does lend itself to a certain level of seclusion. We also monitor the level of “outside” traffic on our campus and deal with issues as they arise.</p> <p><u>World Community:</u> Kingsway has a very diversified campus with a number of different races on campus. For the most part, everyone respects each other. We take a very firm stance against any sort of racism and we promote regularly through various channels the importance of respecting other cultures.</p> <p>PAA - Hired a new chaplain on our campus who has made several changes to our spiritual program</p> <ul style="list-style-type: none"> ❖ A broader Outreach Program where students can be more actively involved in the community helping those in need. This program actively involves the religion teachers and their religious program. ❖ Conducting Bible Study classes with small groups of students in the dorm and village. ❖ An active student led Sabbath School program Helping the religion teachers with their program by coming into their classes and discussing various topics with the students. 	<p>August 2002</p>
<p>PAA Staff and Administration</p>	<p>The Staff set their goals for the new school year for the acceptable standard and the excellence standard at a higher level than last year, for the diploma exams that will be given at the end of each semester.</p>	<p>June 2002</p>
<p>PAA Students</p>	<p>The students continue to score equal to and in many cases greater than the provincial students I the provincial exam results for this past year.</p>	<p>January and June 2002</p>
<p>PAA Students</p>	<p>We were in the top third of the province with our diploma exam results in 2000-2001 out of 220 schools and we were second in our school division.</p>	<p>June 2002</p>
<p>PAA Administration and Staff</p>	<p>Past secondary students have had no problems getting into the schools of their choose if they met the entrance requirements of the school they wished to attend.</p>	<p>Summer 2002</p>
<p>PAA Staff</p>	<p>Each Staff Member is encouraged to take Professional growth for their development. Provincial programs as</p>	<p>Summer 2002</p>

<p>PAA Staff</p> <p>PAA Staff, Administration and Counselling Services</p> <p>PAA Faculty and Staff</p>	<p>well as private programs are being utilized and paid for by administration.</p> <p>The Staff is using computer technology in their classroom teaching through the use of laptops and large screen TV's, which has enabled them to provide power point presentations. It has been well received by students.</p> <p>We have an excellent counselling program that helps students when they need personal counselling but we are also able to screen students who are having learning problems. Many of our students have thanked us for finally figuring out why they have been having troubles and giving them strategies to help them cope.</p> <p>With our rural environment we are able to give our students a safe and caring environment.</p>	<p>2001-2003 School Years</p> <p>2001-2003 School Years</p> <p>2001 – 2002 2002 - 2003</p>
<p>School Board/ Administration</p> <p>CUC Administration</p>	<p>Development of profitable industries that provide student employment and consistent sources of revenues for the school.</p> <p>PAA - CUC Administration is studying this.</p>	<p>2000 and Ongoing</p> <p>2002 and Ongoing</p>
<p>School Board/ Administration</p> <p>PAA Administration</p>	<p>Determine a proper ratio of Adventists to non-Adventists so as not to diminish the overall mission of the school.</p> <p>PAA - We have been maintaining a 22% ratio between non-Adventist to Adventist students. We do not want to beyond a 25% ratio.</p>	<p>2000 and Ongoing</p> <p>2001-2002 2002-2003</p>
<p>School Board/ Administration/Staff</p>	<p>Make absolutely certain that the uniqueness of Seventh-day Adventist Education is not jeopardized due to financial pressures.</p>	<p>2000 and Ongoing</p>

Canadian University College

ACTION PLAN

Goal: To extend course offerings at CUC.

PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE
VP for Academic Administration	<p>Conduct Internet-based and distance-education courses. (16)</p> <p>During the summer of 2002 CUC offered an education course on-line on Reading and Writing in the Content Areas. In addition CUC faculty are being trained themselves in on-line education</p>	<p>Summer 2001</p> <p>Summer 2002</p>
VP for Academic Administration	<p>Review the feasibility of establishing satellite sites for program delivery. (16)</p> <p>This is being reviewed and discussed. This includes CUC’s active involvement with the Adventist Distance Education Consortium, which seeks to make on-line education more available throughout SDA colleges/universities in North America</p>	<p>Ongoing Fall 2000</p> <p>Ongoing</p>
VP for Academic Administration	<p>Establish an articulation with Red Deer College as a basis for cooperation from course through program completion levels. (17)</p> <p>This is in place, and discussions regarding other joint initiatives are underway</p>	<p>Done with details Ongoing</p> <p>Ongoing</p>
VP for Academic Administration	<p>Explore the establishment of cooperative work-study programs. (17)</p> <p>The School of Business is spear-heading this initiative</p>	<p>Summer 2001</p> <p>Ongoing</p>
VP for Academic Administration	<p>Explore partnership agreements with other institutions. (17)</p> <p>CUC has a number of existing articulation arrangements with institutions, particularly in the pre-professional area. Most recently an articulated agreement for a BSW has been agreed with La Sierra University. Another agreement regarding a DPH with Andrews University is also in process</p>	<p>Ongoing</p> <p>Ongoing</p>
VP for Academic Administration	<p>Consistently review and enhance all existing programs and courses. (16)</p> <p>The CUC Academic Master-Plan outlines significant plans in this</p>	<p>Ongoing</p> <p>Ongoing</p>

	area. This has been approved by the Faculty and Board and is updated and reviewed annually.	
VP for Academic Administration	Establish programs that address computer technology education. (16) A Computer Support Specialist One-Year Certificate Program begins the fall of 2002.	Fall 2001 2002
Goal: To increase enrolment and reduce tuition at CUC.		
VP for Academic Administration	Ensure academic programs and customer care processes are in place to support continued growth. (11) These are in place and regularly reviewed.	Ongoing Ongoing
VP for Financial Administration and Development	Benchmark similar and different institutions for tuition history results of tuition reductions and results of tuition increases. (11) CUC compares tuition rates annually to other SDA colleges and universities, as well as other private university colleges in Alberta.	April 2000 Ongoing
VP for Financial Administration and Development	Build enrolment and tuition revenue for one or two years at current tuition price through more professional marketing. (11) CUC is targeting a 5% annual student growth. Tuition has increased over the last two years, in harmony with market indicators	Being done now Goals re-evaluated on an ongoing basis
VP for Financial Administration and Development VP for Academic Administration	Obtain Board of Trustee approval for reduction of tuition by showing a balanced budget on schedule (11) This has not been considered possible at present. Due to the substantial increases in the cost of public education, the gap is now significantly lessened	2002-2003
VP for Financial Administration and Development VP for Academic Administration	Measure the results of the tuition reduction (11) Not applicable	2003-2004
VP for Academic Administration	Consistently review and enhance all existing programs and courses (16) A regular plan is in place for review and enhancement	Ongoing Ongoing
Director of Student	Continue to upgrade the job bank at CUC to provide student	Ongoing

Finance	employment on and off campus (12) This is done on an ongoing basis.	Ongoing
VP for Marketing and Enrolment Services	Develop a five-year growth plan that will increase current student body from just under 350 students to 600 students (6) The student body is now at 430 approximately. The 2002-2007 Strategic Plan targets an enrolment of 700 students	2003-2004 2002-2007
VP for Marketing and Enrolment Services	Use newly upgraded website and publications to highlight CUC programs that match potential student interest (7) The new web-site will be available from September 1, 2002	Ongoing Fall 2002
VP for Marketing and Enrolment Services	Develop a targeted school visitation plan which provides regular exposure to CUC in area schools (7) This has been accomplished and will be done on an ongoing basis.	Ongoing (Done) Ongoing (Done)
President	Develop a community advisory board to bring active citizens and thought leaders from the community to evaluate and guide CUC's efforts in reaching out to its community Considerable community communication is in place. An Advisory Board is not set up	Fall/ Winter 2000-2001
VP for Student Services	Develop plans for a summer sports camp program that would attract high-school age students from Central Alberta Other summer programs have taken priority at CUC, e.g. Science camp	2001
VP for Financial Administration and Development	Study the opportunity to offer reduced or phased-in reduced tuition in the second or third year to continue the enrolment momentum (10) No decision made as yet. However, student scholarship and grant figures for returning (and all) students have increased substantially. In 2002 students received \$97,870 in scholarships/grants on the Annual Awards night—this was an increase of \$17,000 from the previous year	2002-2003
Goal: To increase funding for building maintenance and campus renewal at CUC.		
VP for Financial	Access a fundraising database, which will allow CUC to become	Ongoing

Administration and Development	aware of foundations and donors outside our constituency base. (13) Ongoing	
President VP for Financial Administration and Development	Establish a development board/college foundation responsible for advising the fund-raising efforts of the college. (13) Ongoing	Ongoing
VP for Financial Administration and Development	Conduct capital campaigns for the college as objectives and priorities for capital projects are defined. (13) Ongoing	Ongoing
VP for Financial Administration and Development	Develop special fundraising projects that will focus attention and awareness on the university college in addition to raising funds. (13) Ongoing	Ongoing
VP for Financial Administration and Development	Develop a Facilities Endowment Fund from donor support as part of any capital campaign to provide operating and capital replacement funds for all new facilities. (14) This will be part of any capital campaign planning	2000-2005
VP for Financial Administration and Development	Continue to require signing authorities to be responsible for departmental budgets. (11) Ongoing	Ongoing
VP for Student Services	Provide enhanced service opportunities for students. (9) Ongoing	Ongoing
VP for Student Services	Promote physical health through incentives for students to use the PE complex. (9) Ongoing and promoted through CABL organization	Ongoing and promoted through CABL organization
VP for Student Services	Provide leadership seminars to train Christian leaders for service to their communities. (9) An on-campus student Leadership program (LEAD) will commence Fall 2003	Ongoing 2003

VP for Student Services	<p>Introduce students to service opportunities during the annual Community Service Days program. (9)</p> <p>This program is not in place</p>	Fall 2000
VP for Student Services	<p>Promote total health as a life-style choice through classes, seminars, and scheduled activities. (9)</p> <p>Ongoing</p>	Ongoing
VP for Student Services	<p>Offer a wider array of cultural events on campus to compliment the annual International Week featuring cultural diversity. (10)</p> <p>Ongoing</p>	2001-2001
<p>Goal: To develop corollary initiatives for the institution, seeking signed agreements /proposals for projects that will bring expanded work opportunities for students and community and business oriented activities</p>		
<p>VP for Financial Administration and Development VP for Academic Administration</p>	<p>Study the feasibility of and creation of various joint ventures, which may include but not be limited to the following:</p> <ul style="list-style-type: none"> \$ Wellness Centre \$ Assisted Living Facility \$ Senior Condominiums \$ Commercial/Light Industry Land lease, or Sale <p>The Property Development Committee set up by the college board is responsible for looking at these issues. Some are under consideration, though not necessarily administered by CUC</p>	<p>2000-2005</p> <p>Ongoing</p>
<p>Goal: To change the perception among some constituents that CUC teachers are not supportive of SDA values and beliefs.</p>		
<p>President VP for Academic Administration</p>	<p>Continue Success Stories and Mission Stories.</p> <p>Ongoing</p>	Ongoing
VP for Academic Administration	<p>Hold in-service workshops for teachers at CUC.</p> <p>CUC has now been recognized as a provider for certification upgrading for the province of Ontario. Ways of most effectively providing both workshops and degree level courses for certification will be discussed with Conferences and SDACC</p>	<p>Summer 2001</p> <p>Ongoing</p>
<p>President VP for Academic</p>	<p>Continue articles in the <i>Messenger</i>.</p>	Ongoing

Administration	Ongoing	
President VP for Academic Administration	Teachers to visit churches and campmeetings. Ongoing	Ongoing
Goal: To make CUC the school of choice for Canadian parents and students		
VP for Marketing and Enrolment Services	Recruit Seventh-day Adventist students currently studying in public secondary schools colleges or universities. (6) Ongoing	Ongoing
VP for Marketing and Enrolment Services	Provide opportunities for Seventh-day Adventist Church in Canada pastors to visit their student members on campus. No formal arrangements have been made, but pastors are always welcome to visit. CUC also hosts programs that brings pastors onto campus, such as Western Canada Pastors' meetings, Church Planting seminars and Ignite Canada workshops	2000-2001 Ongoing
VP for Student Services	Further develop the Parents Weekend Program to give opportunities for parents of students to see campus life firsthand. (10) This program is no longer in place, but parents are invited to all College Days programs	Ongoing

	<p>pastors, teachers and school board members .</p> <p>Man-Sask – Pastors do visit the schools, have worship, conduct weeks of prayer. There is a joint pastor-teacher convention January 2003.</p> <p>MA - Local pastors assist in the recruitment of students in their churches and lead out in Weeks of Prayer for their schools; pastors and teachers will be meeting together for this year’s workers meetings in January</p> <p>NF – Ongoing</p> <p>ON - This area of concern will be brought to the pastors attention for action.</p> <p>AB - Coordinated workers meeting with teachers and pastors. In-servicing of school boards. Pastors are also being encouraged by administration to become active the life of the schools in their constituency. The administrative team at the Alberta Conference office has made visiting the schools and the teachers a priority.</p>	<p>2003</p>
<p>CUC</p>	<p>CUC to give study to provide a fifth-year program with emphasis on Christian education for pastors.</p> <p>CUC - This is under discussion with Andrews University and SDACC</p>	<p>2001</p> <p>Ongoing</p>
<p>Elementary Schools Local Churches</p>	<p>Provide continued support for secondary and tertiary education by</p> <ul style="list-style-type: none"> \$ actively promoting and marketing these levels of SDA Christian Education. \$ establishing a student data base. \$ encouraging tutoring and home school support. \$ making academies and CUC visible in the local schools and churches. \$ offering scholarships to Kindergarten and Grade 1 students. \$ introducing Adventist Education to new members. \$ emphasizing church financial support. <p>BC - FVAA offers free tuition to upper level students from outside the area. The conference has developed a gift package to be given to new parents at baby dedications. Working on standardizing church financial commitments across the province.</p> <p>Man-Sask – The church family is very supportive of assisting needy students. Helping in fund raising and worthy student contributions have been strongly supported. Following evangelistic efforts new members are encouraged to have their children enroll in our schools. PAA generally visits our schools. Although we do not have</p>	<p>September, 2000 Ongoing</p> <p>September 2000 and ongoing</p>

	<p>scholarships, worthy student funds are available to those with need. MA - Students are actively involved in their local churches through the school; a database is being worked on; local churches actively promote the financial needs of their school. SDA Christian Education is promoted in each of the local churches; a data base is being developed; Adventist Education is being introduced to new members; the first Sabbath of the 2001 Campmeeting was focused on Christian Education with Dick Osborne as the guest speaker.</p> <p>NF – Ongoing</p> <p>ON - This area will be looked into in the near future. Not all aspects of this area have been dealt with, but they are being looked into.</p> <p>AB - Baby dedication packets planned for implementation in local schools and churches. Visitation by PAA and CUC personnel as well as a presentation of scholarships to graduates from local church schools. Schools have offered free tuition to new kindergarten students entering in September. Some schools have offered free tuition for one year to parents who have been influential in bringing new student to the school</p>	
<p>Local Churches</p>	<p>Provide support to families and youth by</p> <ul style="list-style-type: none"> • accepting individual differences in people. • involving youth without prejudice. <p>\$ allowing youth to make mistakes. \$ treating them as valued and important. \$ providing models of Christian care in action. \$ by creating opportunities for family involvement in service. \$ offering day-care support for single parents. \$ training for youth leadership. \$ providing care and counseling for family crisis.</p> <p>Man-Sask – No formal programs developed, but much of this is occurring. More emphasis needs to be given.</p> <p>MA - Through the school, students are offered opportunities to participate in church programs; churches also avail themselves of the conference wide activities and opportunities to assist in the training of youth</p> <p>NF - Ongoing</p>	<p>September, 2001 Ongoing</p>
<p>Local Conferences and Churches</p>	<p>Provide resources for training in</p> <ul style="list-style-type: none"> • family life seminars. <p>\$ preparation of worship materials. \$ conducting Pathfinder Sabbath Schools.</p> <p>BC – Ongoing</p>	<p>Ongoing</p>

	<p>NF – Yes, Festival of Laity.</p> <p>ON - The Family Life and Pathfinder departments in the conference are very active and regularly put on seminars and special programs in the various churches. They are very supportive to the local church leaders. Excellent resources are available from the Family Life Dept. including an extensive video library. Family Life Director visits churches providing seminars.</p> <p>AB - More local churches are organizing Pathfinder clubs, who are becoming involved in in-reach and outreach activities.</p>	
<p>Local Conferences</p>	<p>Hold town-hall meetings for pastors and youth to advance the cause of Christian education.</p> <p>BC - Education is part of the discussion in our regularly scheduled Town Hall meetings across the province. Non held as of this date</p> <p>Man-Sask – This has not been done formally however this does occur on Education Days and in pastoral visits to the school.</p> <p>MA - The Superintendent reports annually to the local pastors at the Conference worker’s meetings.</p> <p>ON - Town Hall meetings happen on a regular basis throughout the conference. Education is always on the agenda.</p> <p>AB - Developing plans so these stakeholders may contribute to improving the service of Christian Education across Alberta. K-12 Alberta Conference Education Summit took place.</p>	<p>September, 2000 Ongoing</p>

NF - We are working hard to increase awareness in this area. We are accomplishing by having more Constituency meetings - 3 or more per year. The school in hosting special events to which the church is invited and encouraged to attend. Examples of this would be : October; Introduction and Prayer Night; Christmas concerts; open houses, etc. We have at least tripled the number of volunteers from our church that are helping out with the school this year. These volunteers assist in many areas including janitorial, fundraising, special events, classroom assistance, driving for field trips, maintenance, etc.

The Pastor is teaching a class a bible class in our school three days a week. The students are taking Church services in our Church. etc.

There are regular letters going home to parents informing them of the activities and soliciting their help in various areas.

I feel that the school is finally becoming an entity of the school. We have about 90+ % of our eligible students attending our school.