2001 Seventh-day Adventist Church in Canada Education Session Report

Supporting Documents
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Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX A

Education Summit 1999 Program
Education Summit '99
Hosted by the SDACC
Office of Education

Reality Today
Vision Tomorrow

August 22 – 25, 1999
Canadian University College
College Heights, Alberta
Christian education is, without question, one of the major priorities of the Seventh-day Adventist Church in Canada. It is because of this fact that the Board of Directors of the Seventh-day Adventist Church in Canada decided to conduct an education summit to focus on some of the challenges that are facing K-16 education today. It is anticipated that the summit delegates will be able to make recommendations that will enhance the quality of education in Canada.

It is our hope that the summit will be of inestimable value as we reevaluate the Church’s mission and commitment to Christian education. The major presentations for the summit include topics relating to K-12 as well as postsecondary education. The delegates will explore ways of increasing enrolment, seek avenues to increase funding and determine the best ways to have a larger percentage of the Church’s membership share the commitment to Christian education.

It is our prayer that SDA education in Canada will be significantly enhanced because you were here and made a difference.

Orville Parchment, President

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### Summit '99 At A Glance – CUC Chapel

#### SUNDAY, AUGUST 22

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<tr>
<td>3:00 pm</td>
<td>Registration – CUC Administration Building Lobby</td>
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<td>7:00 pm</td>
<td>Opening Keynote: “Reality Today” with Richard Osborn</td>
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<td>Breakout Sessions with Charles T Smith</td>
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#### MONDAY, AUGUST 23

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<td>8:00 am</td>
<td>Worship: “Spirituality in the Classroom” with Cindy Tutsch</td>
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<td>8:45 am</td>
<td>Plenary Presentation: “SDA Education – Challenges and Quality” with Mike Lekic</td>
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<td>9:45 am</td>
<td>Breakout Sessions with Charles T Smith</td>
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<td>11:15 am</td>
<td>Reporting with Don Weatherall</td>
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<td>Plenary Presentation: “Financing SDA Education” with Gerald Northam</td>
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<td>7:00 pm</td>
<td>Plenary Presentation – “SDA Education – Support and Infrastructure” with Richard Osborn</td>
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<td>8:45 am</td>
<td>Plenary Presentation: “Boarding Academies - Pros &amp; Cons” with David Branum</td>
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<td>Plenary Presentation: “Canadian University College – A Vision for the 21st Century” with Randal Wisbey</td>
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<td>Breakout Sessions with Charles T Smith</td>
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<td>4:00 pm</td>
<td>Reporting with Don Weatherall</td>
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<td>7:00 pm</td>
<td>Canadian University College Tour with Randal Wisbey and Staff</td>
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<td>Recreation</td>
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<td>8:45 am</td>
<td>Plenary Presentation: “The Transforming Triangle - Church, Home, &amp; School” with Warren Minder and Gilbert Plubell</td>
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<td>9:30 am</td>
<td>Breakout Sessions with Charles T Smith</td>
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<td>10:45 am</td>
<td>Review and Report with Don Weatherall</td>
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<td>11:15 am</td>
<td>“Vision Tomorrow” with Orville Parchment</td>
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PROGRAM

SUNDAY, AUGUST 22

3:00 pm – 5:30 pm
REGISTRATION: CUC Administration Building Lobby

7:00 pm – 8:30 pm
OPENING KEYNOTE: Reality Today
Richard (Dick) Osborn – Vice President for Education, North American Division of Seventh-day Adventists

As Director of Education for the North American Division, Dick has seen the real world of Adventist education. As we look from the past to today, what is the reality in the SDA classroom? Is there hope for tomorrow as we experience today? How does education fit into the mission of today’s Church?

Chair: Mike Lekic – Director of Education, SDACC

8:30 pm – 9:30 pm
BREAKOUT SESSION
Charles T Smith – Associate Vice President for Enrolment Services, La Sierra University

MONDAY, AUGUST 23

8:00 am – 8:45 am
WORSHIP: Spirituality in the Classroom
Cindy Tutsch – Youth Director, Washington Conference of Seventh-day Adventists

Seventh-day Adventist education is perceived by many to be a spiritual haven where outside influences should never have a presence. Spirituality can be seen through the study of scripture and science, but is it a reality in prose, poetry, and mathematics? Can we completely control the influence of public communication and the community? Is the classroom a hedge or a crossroad?

Chair: Hector Jurado – Secretary, Quebec Conference

8:45 am – 9:30 am
PLENARY PRESENTATION: SDA Education – Challenges and Quality
Mike Lekic – Director of Education, Seventh-day Adventist Church in Canada

Seventh-day Adventist education in Canada is currently growing at a rate of less than one-half of the growth of the Church. Are parents perceiving that the quality of education in the classroom is inferior? Are they finding the small classrooms, non-public transportation and familiarity of the staff as obstacles? Or are schools, in an attempt to survive, admitting greater numbers of community students? Is there decreasing support from pastors and church leaders?

Chair: Dave Higgins – Director of Education, Ontario Conference
9:45 am – 11:15 am
BREAKOUT SESSION
Charles T Smith – La Sierra University

11:15 am – 12:00 pm
REPORTING
Don Weatherall – Office of Education, North American Division

1:30 pm – 2:15 pm
PLENARY PRESENTATION: Financing SDA Education
Gerald Northam – Treasurer, Seventh-day Adventist Church in Canada

Funding Adventist education seems to be more difficult each year. Is it more than the Church can afford? Is there too much dependence on government assistance? Is there adequate funding for K-12 education, day academies, boarding academies and colleges and universities provided by the SDACC or the division? Has education tapped all current sources of funding?

Chair: David Jamieson – President, Newfoundland Conference

2:15 pm – 3:45 pm
BREAKOUT SESSION
Charles T Smith – La Sierra University

4:00 pm – 5:00 pm
REPORTING
Don Weatherall – Office of Education, North American Division

7:00 pm – 7:45 pm
PLENARY PRESENTATION: SDA Education—Support and Infrastructure
Richard (Dick) Osborn – Vice President for Education, North American Division of Seventh-day Adventists

The infrastructure of Adventist education includes the Offices of Education at the North American Division, the Seventh-day Adventist Church in Canada and its conferences, and the local school boards. Does the current infrastructure provide adequate support for excellence in education or is there sufficient evidence to suggest a change is evident and/or necessary? What strategies can improve the current relationships between these entities?

Chair: Juanita Neal – Vice President for Education, British Columbia Conference

7:45 pm – 9:30 pm
BREAKOUT SESSION
Charles T Smith – La Sierra University

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TUESDAY, AUGUST 24

8:00 am – 8:45 am

WORSHIP: Evangelism/Education Outreach
Cindy Tutsch – Youth Director, Washington Conference of Seventh-day Adventists

Seventh-day Adventist education is perceived by many to be a place where Adventist teachers construct a “hedge” around the students and the school thus shielding them from the forces of evil. However, is it possible that education is the centre of evangelistic outreach not only for constituent students but also for our “community friends” students? Can this outreach extend beyond the classroom? Can it reach into far distant places?

Chair: Ken Corkum – President, Maritime Conference

8:45 am – 9:30 am

PLENARY PRESENTATION: Boarding Academies—Pros & Cons
David Branum – Principal, Kingsway College

Boarding academies have long served the Church as religious education centres whereby parents entrust the education and spiritual development of their children to academy personnel. Is this trust present today? Do the strengths of boarding academies promote confidence? Are the weaknesses so profound that this trust has been lost? What is the future of boarding academies in Canada?

Chair: Lloyd Robinson – Associate Director of Education, British Columbia Conference

9:45 am – 11:15 am

BREAKOUT SESSION
Charles T Smith – La Sierra University

11:15 am – 12:00 pm

REPORTING
Don Weatherall – Office of Education, North American Division

1:30 pm – 2:15 pm

PLENARY PRESENTATION: Canadian University College—A Vision For The 21st Century
Randal Wisbey – President, Canadian University College

Canadian University College (CUC) has served Canada faithfully for nearly a century. It has faced times of strength and times of prosperity. Today CUC faces a new century with new opportunities: public accreditation, quality faculty; balanced against reoccurring challenges: stable enrollments, rising costs and deteriorating facilities. Does the new century hold a new vision?

Chair: Isaac Zayachkowski – Director of Education, Alberta Conference

2:15 pm – 3:45 pm

BREAKOUT SESSION
Charles T Smith – La Sierra University

4:00 pm – 5:00 pm

REPORTING
Don Weatherall – Office of Education, North American Division
Wednesday, August 25

8:00 am - 8:45 am  WORSHIP: Reaching the Non-member Student
                   Cindy Tutsch – Youth Director, Washington Conference of
                   Seventh-day Adventists

Is Seventh-day Adventist education perceived as a spiritual haven or a
hedge? Is there room for an evangelistic goal? Is the only outreach that
of confirming the faith of the Church’s children? Can the non-member
student serve as a training source whereby member students can be
trained to share the gospel of Jesus Christ? Does the school need to
refocus its mission when it admits the non-member student?

Chair: Derrick Nichols – President, Ontario Conference

8:45 am - 9:30 am  PLENARY PRESENTATION: The Transforming Triangle – Church,
                   Home and School
                   Gilbert Plubell – Retired Director of Education, North American
                   Division of Seventh-day Adventists
                   Warren Minder – Retired Dean, School of Education, Andrews
                   University

Adventist education may be perceived as a “parent and
teacher” school. Is the traditional connection between the
church, home and school still the essential
triangle it was once believed to be? Has the
support from the Church weakened to the place
where the viability of Adventist education is no
longer present? Is there still an advantage for
Adventist parents to send their children to
Adventist schools? Are parents being heard today? Can we
rebuild the interlocking triangle?

Chair: Victor Fitch – Director of Education, Man/Sask Conference

9:30 am - 10:30 am  BREAKOUT SESSION
                    Charles T Smith – La Sierra University

10:45 am - 11:15 am  REVIEW AND REPORT
                     Don Weatherall – Office of Education, North American Division of
                     Seventh-day Adventists
PLENARY PRESENTATION: Vision Tomorrow
Orville Parchment – President, Seventh-day Adventist Church in Canada

As the Education Summit '99 comes to a close, will it make a difference for Adventist education in Canada? Will each of us go from this Summit with a new vision, a new promise, a new strategy and a new goal for Adventist education in our local areas? As we look to the 21st century, can the young people know that their education is connected to the hands of God?

Chair: Reo Ganson – President, British Columbia Conference

Supporting Personnel

Charles T Smith is currently the Associate Vice President for Enrolment Services at La Sierra University. Dr Smith, Jr served for three years as the Director of Project Affirmation for the North American Division Office of Education and for twelve years as the North American Division Associate Director of Higher Education. During his 30 years of service in Adventist education, Dr. Smith has facilitated vision-to-action planning sessions for elementary, secondary and tertiary educational institutions as well as several unions in North America and abroad.

Cindy Tutsch is currently the Youth Director for the Washington Conference. She also coordinates Western Youth Challenge, an eight-week summer program of evangelism through door-to-door colporteuring and Revelation Seminars. Pastor Tutsch received her undergraduate degree in religion from Andrews University and is currently completing a Master of Arts in Pastoral Ministry from Indiana Wesleyan University. She is the recipient of the North American Division Zapara Award for excellence in teaching, the Alma McKibbin Sabbatical Award and an honoured Alumni of Andrews University in 1992.

Don Weatherall currently serves as Curriculum Advisor for the North American Division Office of Education. Dr Weatherall has served as teacher, academy principal, conference superintendent, and Associate Director of Education for the Southern Union. His many years of experience as curriculum coordinator and author provides an excellent background to serve as Summit Editor. Dr Weatherall was actively involved in Valugegenesis and has participated in many accreditation evaluations at both the secondary and tertiary levels.
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<td>Ike Zlakr</td>
<td>Student</td>
<td>British Columbia</td>
</tr>
<tr>
<td>Andre Langelin</td>
<td>Other</td>
<td>Ontario</td>
<td>Dirk Zinner</td>
<td>Parent</td>
<td>Ontario</td>
</tr>
<tr>
<td>Brian Leavitt</td>
<td>Administrator</td>
<td>CUC</td>
<td>Harald Zinner</td>
<td>Educator</td>
<td>Alberta</td>
</tr>
</tbody>
</table>
Breakout Session Groups (August 27, 1999)

Group 1
Facilitator: Daphne Changoo
Belle, Candace
Flowers, Blair
Gill, David
Hunter, Carmen
Irvin, John
Leavitt, Brian
Majakwara, Jonathan
Masson, Charlene
Muehlhauser, Dennis
Nelson, Dave
Reeves, Anthony
Ziakris, Ike
Zinner, Dirk

Group 2
Facilitator: Jim Jeffrey
Branum, David
Carrasco, Nancy
Doss, Carolyn
Fenton, Krystle
Geddes, Gary
Hoyt, John
Janes, John
Josiah, Michael
Lee, Carrie
Ritchey, Jerold
Schaefer, Judy
Sell, Angela
Trepanier, Claude

Group 3
Facilitator: Juanita Neal
Bell, Stan
Berdan, Mike
Brooks, Angela
Fiorito, June
Harford, Janice
Maitland, Janice
Mowat, Janet
Novlesky, Anita Rae
Page, Heather
Robinson, Lloyd
Scott, Brad
Solomon, Janet
Woods, Natasha

Group 4
Facilitator: Norman Yergen
Bottomley, Karen
Fitch, J D Victor
Ganson, Leo
Jamieson, David
Jones, Paul
Leavitt, Keith
Marceau, Caroline
Nichols, Derrick
Roeske, Heather
Squires, Les
Theodore, Marvin
Tilstra, Doug
Townsend, Brian

Group 5
Facilitator: Sonja Buchanan
Butler, Bruce
Couty, Roger
Cove, Patricia
Eyiah, Joseph
Furne, Ervin
Higgins, Dave
Kapniak, Joan
Langevin, Andre
Norman, Dena
Weich, Linda
Wesley, John
Wisbey, Randal
Zayachkowski, Isaac

Group 6
Facilitator: Ralph Janes
Bujak, Adam
Clarke, Marie
Gertzen, Jan
Gonzales, Rolly
Hall, Larry
Moreno, Julia
Osmond, Carolyn
Rogers, Gina
Simanton, Keith
Swarmidass, Abraham
Trefz, Dale
Wilson, Hymers
Zinner, Harald

Group 7
Facilitator: Heather Fankhauser
Adams, Gary
Assman, Michael
Cadet, Robespierre
Grissler, Ernst
Jurado, Hector
McDowell, John
Nischuk, Glenda
Noble, Daphne
Parchment, Orville
Polishuk, Curtis
Sargeant, Theodore
Van Schelik, Bill
Zama, Gelu

Group 8
Facilitator: Ken Corkum
Atherton, Alistar
Avelar, Carlos
Dupuis, Chris
Fillier, Allison
Ganson, Reo
Hawes, Brian
Heitsman, David
Hetland, Patty
Holder, Neil
McQuinn, Ruth
Northam, Gerald
Payne, Stephen
Schander, Ken
Terms of Reference

1. Evaluate the place of education within the mission of the Seventh-day Adventist Church in Canada.

2. Determine the challenges to the growth (i.e., methods for increasing enrolment, increasing support by the Seventh-day Adventist parents and pastors) of education in Canada.

3. Re-examine the funding sources for Christian education in Canada: a) denominational: division, union, conference and local church, b) government.

4. Examine the quality of Canadian K-12 and post-secondary education.

5. Review the relationship which exists among the North American Division, Seventh-day Adventist Church in Canada, Conference Offices of Education and local school boards.

6. Examine the stability, role, need and financial support of Parkview Adventist Academy (PAA) and Kingsway College (KC).

7. Examine the stability, role, need and financial support of Canadian University College (CUC).

Seventh-day Adventist Church in Canada Board of Trustees
Education Ad Hoc Committee

Dan Jackson, Chairman
Janet Brock
Reo Ganson
Burkhart Hieman
Dale Kongorski
Doug McArthur
Wayne McClain
Randal Wisbey

President, Manitoba/Saskatchewan Conference
Lay Member, Alberta/British Columbia
President, British Columbia Conference
Lay Member, British Columbia
President, Alberta Conference
Lay Member, Newfoundland
Lay Member, Ontario
President, Canadian University College

Steering Committee

Mike Lekic, Chairman
Daphne Changoo
Dave Higgins
Jim Jeffrey
Juanita Neal
Dirk Zinner
Darren George, Statistician
Reo Ganson, Advisor
Ralph Janes, Advisor
John Welch, Advisor

Director of Education, SDA Church in Canada
Educator, Ontario
Director of Education, Ontario Conference
Educator, CUC/AU
Administrator, British Columbia Conference
Administrator, Ontario Conference
Educator, CUC
Administrator, British Columbia Conference
Administrator, SDA Church in Canada
Educator, Manitoba/British Columbia
Announcement

Cafeteria Meal Times

Breakfast  7:00 am - 7:30 am
Dinner     12:00 pm - 12:45 pm
Supper     5:30 pm - 6:00 pm

Announcement

Morning Exercise Program

Weight room, racquetball, and gym open at 5:30 am daily.

Swimming pool opens at 6:00 am daily.
Thank you!!
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX B

Education Summit 1999 Report
REALITY TODAY

1. Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates. Deuteronomy 6:4-9 (NIV)

2. This is the work to be done in America, … wherever companies are brought into the truth. The companies that are raised need a place to worship. Schools are needed where Bible instruction may be given to the children. The school room is needed just as much as is the church building. In localities where believers are few, let two or three churches
unite in erecting a humble building for a church school. Let all share the expense. (6T, p.109)

3. The mission of Adventist education in Canada is to model and mentor the children and youth of the Church so that they will be equipped to be boldly Adventist, to provide service within the Church and in their communities, to bring unity and strength within the Adventist community, to share truth both in personal and mission service, to provide vision leadership and resources to the Church, to share these values with the community at large and to commit their lives to a personal relationship with Jesus, our loving Saviour.

4. Adventist Education is a Christ-centered, Bible-based environment that teaches students to be boldly Adventist, to think in preparation for lifelong learning, to be professionally competent, and to develop the whole person and to prepare them for eternal life.

SEVENTH-DAY ADVENTIST EDUCATION-CHALLENGES; PERCEPTION OR REALITY

1. Decline of spirituality – personal commitment, identity, service, Biblical understanding and standards
   **Solutions**
   - Develop ways to recognize spiritual interest and commitment while implementing spirituality-building activities.
   - Provide experiences whereby each student is encouraged to personally accept Christ as his/her personal Saviour.
   - National conversation led by teams across Canada leading to consensus and commitment.

2. Lack of academic excellence and limited resources (facilities and equipment)
   **Solutions**
   - Attract and retain good teachers through recognition and staff development.
   - Plan a program to develop constituency confidence in the system.
   - Develop and implement a long-range plan for upgrading and refurbishing resources.

3. Weakness in administration
   **Solutions**
   - Conference education superintendents need to clearly define conference policies and procedures and communicate annually with local school board chair and members preferably in person. Review and monitor the qualifications and effectiveness of board members.
   - Personnel issues should not be discussed in the absence of the conference superintendent or other conference administrator. No discipline or termination action should be taken without review by legal counsel re: labor laws and fairness.
   - All board members should be in-serviced regularly and prior to being placed on boards.
Superintendents need to have administrative and learning training (Masters degree)
Conference superintendents should be involved in leadership at local board level
Superintendents need training in interpersonal relationships
Establish a mentoring program with budgetary provisions
Assistance should be provided for teachers in their dealings with parents
Confidentiality—an issue that needs a solution. Administrators should respect confidences of staff

4. The high cost of Adventist Education
   **Solutions**
   - Portray educational value consistently
   - Fund according to priority of Education to Church with accountability
   - Establish a Conference development office to raise an education endowment fund
   - Develop broad-based financial support from the whole church

5. Decline of enrollment, support by constituency, lack of cooperation of home, church and school
   **Solutions**
   - Use peers for recruiting, welcoming, and promoting
   - Implement a specific plan for educating the constituency on the value and long-term impact and benefit of Adventist education
   - Have regular communication with constituency
   - Focus on Seventh-day Adventist graduates from public high school (for CUC)

6. Limited number of educational offerings and opportunities (special needs, trades varsity sports)
   **Solutions**
   - Determine constituency and student needs
   - Network with constituency and community resources
   - Provide opportunity for the constituency to see the school in action

7. Excessive bureaucracy
   **Solutions**
   - Evaluate the issue at hand and delegate to proper level so it can be dealt with efficiently

8. Lack of pastoral support for schools
   **Solutions**
   - Conference administrators should hold pastors accountable
   - Support for school should be part of the pastor’s job description
   - Christian education preached from the pulpit
   - Pastors should attend school board meetings

9. Untrained local school boards
**Solutions**
- Define that school board members can only serve for a maximum of two years.
- Give guidance to local churches in the selection of school board members.
- The conference K-12 Board become the board for each of the schools in the Conference. Each school could have a parent council.
- Provide training sessions for local school boards.
- Parents need to understand the role of the school board and the process to resolve issues.
- Clarify the roles and responsibilities of the school board with regard to hiring, evaluation, documentation, support, and discipline of staff.
- Suspension and expulsion of students.
- Fund-raising for schools.
- Maintenance of plant facilities.
- At least one teacher should be on the school board.

**SEVENTH-DAY ADVENTIST EDUCATION – QUALITIES**

1. **A Christ-Centered Program**
   **Develop**
   - Curriculum influenced by biblical principles and Christian ethics.
   - Teachers, as models, should reflect and implement these principles.
   - Active outreach programs including Bible Studies and Bible based seminars conducted by students.

2. **Academic Excellence**
   **Develop**
   - Should equal or be better than secular education.
   - Should be transferable or interchangeable with any learning institution.

3. **Openness (other cultures, people, etc.) and Safe (physically/psychologically and safe to express ideas and concerns)**
   **Develop**
   - Model diversity in students/staff.
   - Model Christ-centeredness.

4. **Program that emphasizes character development by being Christ-centered and bible-based**
   **Develop**
   - Dedicated teachers, students, administrators, churches, and parents to spirituality and professionalism.
   - Loving/accepting each other-listening to each other.
   - Worshipping God together-serving the community (Adventist and non-Adventist in a tangible way).
   - Teachers model Seventh-day Adventist doctrines and standards.

5. **Strong academic program**
Develop
- Attracting and keeping a strong staff
- Loving/accepting each other-listening to each other
- Normal work loads
- Professional development
- Competitive salaries
- Current technology in training
- Teachers competent in subject matter
- Qualified and trained administrators

6. Accessible (financially and geographically) to all students
   Develop
   - Education of church members as well as pastors to the importance of Adventist education
   - Educators being fiscally responsible and set up an Seventh-day Adventist Canada-wide endowment fund for education

7. Christ-centered spiritual environment
   Develop
   - Spiritual boards that understand Adventist education, hire spiritually-minded teachers and administrators, involve home, church and school in leading students to Christ, provide Bible-based all-subject curriculum
   - Board members model Seventh-day Adventist doctrines and standards
   - Involve students in personal Bible reading and study

8. Academic Excellence in program and teachers
   Develop
   - Academic excellence through accreditation and teacher certification that equal/excel public system and integrate high quality curriculum in loving, accepting, orderly classroom atmosphere in all subjects and at all levels

9. Consistent service to the community
   Develop
   - Stress service in the home, church, and school in community activities through practical outreach and marketing our distinctive Adventist church programs as a service to the community

FINANCING SEVENTH-DAY ADVENTIST EDUCATION

1. Financial responsibility – primary education
   - The costs should be negotiated and shared between the parents, church and conference
   - The primary responsibility is the parent
   - The funding of an individual school/system is unique and each funding strategy may need to be creative

2. Financial responsibility – secondary education
- The Church should provide financial planning seminars
- Every student needs to be treated equally
- The percentage paid by students/parents needs to be reduced
- Teachers salaries should be more fully paid from tithe

3. Financial responsibility – college/university
   - Amount paid should be aligned to family income
   - Increase student work opportunities
   - Wider range of matching scholarships between church and conference
   - Increase support from corporate and alumni sources
   - Build marketing on educational value so as to increase enrollment

4. Financing primary education
   - Conference development officer for education endowments
   - Expand creative use of plant resources
   - Expand church family resources – estate planning, financial adoption, education tithe
   - Redistribution of evangelism funds
   - “Worthy-student” box on tithe envelope

5. Financing secondary education
   - Work/study “co-op” programs
   - Continuing/distance education programs
   - Increase work opportunities through industry development
   - Conference and/or school development officers
   - Redistribute tithe funds for education
   - “Worthy student” box on tithe envelope
   - Stronger pastoral support for education
   - Consider a broader support base for day academies which could be patterned after that of boarding academies

6. Financing CUC
   - Conference development officer for education to cooperate with the CUC development officer
   - Develop a revolving fund for student loans
   - Develop corporate gifts and partnerships
   - ASI-sponsored industry vs. institution-sponsored industry
   - Every church “sponsor a student” across Canada
   - Establish renewable endowments for specific professions

7. Financial accountability
   - Institutions will use financial resources efficiently and effectively (including boarding academies and CUC)

SEVENTH-DAY ADVENTIST EDUCATION – SUPPORT AND INFRASTRUCTURE
1. Aspects of the infrastructure which please us
   - Unity in philosophy, policy, administration and personnel
   - There is evidence of an increased awareness of Canadian needs at the North American Division Office of Education
   - The development of Seventh-day Adventist curriculum in sensitive areas
   - Accreditation and certification standards for schools and teachers
   - A sense of belonging to the family of God
   - Teacher involvement in curriculum planning and development
   - Uniform SDACC support regardless of Conference size

2. Aspects of the infrastructure which troubled us
   - Lack of departmental coordination at the Conference level – ministerial and education
   - Need for greater direction and clarification of the roles of the Conference K-12 Board and the local school board
   - Strengthen the dissemination of the values of the Seventh-day Adventist education
   - There seems to be a need to retrofit the professional aspects of practical training, support, nurture and empowerment of the teachers and the administrators
   - The local school boards often grow too strong and act outside of policies and guidelines
   - A more effective program of professional development and enhancement for practicing teachers
   - Greater professionalism in the employment, mentoring and placement of staff

BOARDING ACADEMIES – PROS & CONS

1. Purpose of the Seventh-day Adventist Boarding Academies
   - To make provision for the Seventh-day Adventist students who don’t have access to a day school
   - To provide a safe environment that enhances spiritual growth for students
   - To prepare youth to be good leaders with strong Seventh-day Adventist principles and beliefs and while receiving excellent academic/vocational training
   - An escape from troubling home situations
   - To provide a safe haven for the youth from worldly influences

2. Needs filled by Boarding Schools
   - Helps the youth to develop personal independence
   - Safe place for youth to develop lifelong friendships in a healthy social environment
   - Binds students to Adventism in a community where personal spiritual commitments can be enhanced through group activities not possible in a small church or school
   - Provides an education in a stable Christian environment while developing life skills
   - Provides the youth with technological training and resources
- Multi-cultural experience
- Stepping stone to college life

3. Criteria for determining the need of starting/operating a boarding school
   - Local needs are not met by other schools
   - Sufficient number of available students to offer well-rounded program-study of demographics and distance
   - Sufficient membership to be able to operate a school-economic viability-willingness to support
   - Regular review of “what serves the constituency”
   - Geographic accessibility
   - More boarding students than day students
   - The successful operation of K-8 “feeder” schools
   - Potential of non-Adventist students
   - Availability of work opportunities

CANADIAN UNIVERSITY COLLEGE – A VISION FOR THE 21ST CENTURY

1. The elements which are seen as positive
   - Spiritual development of students
   - Qualification of faculty
   - Spiritually caring staff
   - Openness of administration to change
   - Leadership with a vision for positive growth, a commitment to improve the quality of the educational experience including the development of academic and financial partnerships and a willingness to face the issues and establish financial guidelines
   - Leadership affirms a growing academic status
   - Positive teacher/student relationships
   - Adventist University College for Canada
   - Strong recruitment program
   - Location/physical setting
   - A diverse and cross-cultural staff and student body

2. The elements which need to be addressed and/or improved
   - Canadian parents and students are not making CUC the school of choice
   - Lack of funds for maintenance and building renewal
   - Lack of enrollment
   - Limited number of course offerings
   - High costs to attend
   - Perception in field regarding teachers who are not supportive of Seventh-day Adventist values and beliefs with facts, change or dialog

3. Understand that CUC’s vitality is related to the Seventh-day Adventist Church in Canada’s vitality
   - Conduct a public relation blitz across Canada
• University/College witnessing teams to churches
• Other student groups visiting churches and home
• Weekend seminars
• Visits from the “gum man”
- Development, publishing and distribution of data related to contributions of graduates to the church and society
- Coop/apprenticeships with Adventist professionals and businesses across Canada
- Bring pastors/head elders on campus for 2-3 days on a regular basis (3-5 years)
- Get the constituency involved
- Enthusiastically share the vision

4. Make CUC the school of choice for the youth of Canada
   - Extend the CUC campus to 9 Ontario, starting with offering freshman programs
   - Long distance education
   - Develop a satellite campus

5. Develop additional programs to accomplish mission/vision
- Develop and in-still positive attributes that inspire students to be more active in home communities in sharing the positive merits of CUC
- Hold a forum about CUC at local conferences involving pastors, Church leaders, administrators, parents, educators and youth
- Possible incentives for recruitment program: free Mexico vacation, free Jordan location dig, Hall of Fame, Alumni Hall of Fame in Messenger, Sidewalk of Righteous Canadians, 100 students – a tree planted, Wall of Fame, Cash $$$, etc.
- Recruit beyond camp meetings
- Host events--provide speakers
- Host town hall meetings--respond to concerns
- Strengthen standards and Seventh-day Adventist beliefs
- Understanding faculty/staff
- Make videos of school program and distribute

6. Programs/partnerships to develop
   - Partnerships with industry in computer technology
   - Provide business co-op experiences
   - Organize scholarships with emphases on community service

**VOTED:** To have the union do a survey of students across the country to determine where they are attending school and what it would take to get them in an Adventist school

**THE TRANSFORMING TRIANGLE**

1. School support for churches and homes
   - Proactive role in giving varied seminars
   - Host seminars in child development, Value Genesis, parenting
   - Local education summits
   - Revitalize communication between school, home and school
- Teacher visitation in church/churches and homes
- Student participation in church services

2. Pastoral support for education
   - Pastors be real: play games, teach classes, Weeks of Prayer, home visits with teachers, etc.
   - Pastor/teacher/board togetherness activities (retreats, seminars, etc.)
   - CUC to provide a “fifth-year” for pastors with emphasis on Christian education

3. Elementary school support for secondary and tertiary education
   - Local Church/School
     - Financing planning
     - Strong promotion and marketing
     - Good student data base
     - Tutoring and home schools support
   - System initiatives
     - Academies and CUC visible in the local schools
   - Full Scholarship for all kindergarten and/or grade one students
   - Adventist education as part of indoctrination of new members
   - Total church financial support

4. Church support for families and youth
   - Educate church members to not be afraid of outward appearance
     - Involving youth without prejudice
     - Right to make mistakes
     - Treat as valued and important
   - Youth able to observe Christian care in action
     - Provide opportunities for family involvement in service
     - Day-care support for single parents
     - Training for youth leadership
     - Care and counseling for family crisis
   - Provide resources for training
     - Family life seminars
     - Library media – worships
     - Pathfinder Sabbath School
   - Town hall meetings for pastors and youth

VISION TOMORROW

The Seventh-day Adventist Church in Canada needs an education system, K-16 that is characterized by excellence. Nothing else will do. A commitment to reach this goal is the key to success. The determination to stay with it is what brings out the quality of excellence. As Canada moves into the 21st century, excellence in education will be reached.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX C

Education Summit 1999
Recommendations—Action Plans
REALITY TODAY

VISION TOMORROW

Seventh-day Adventist Church in Canada (SDACC)
Education Summit 1999

Recommendations Action Plans
Education Summit 99 Recommendations Action Plans:

Role of Education in the Mission of the Church

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boards: SDACC, Conferences and Institutions</td>
<td>Compare the local mission statements with the following mission statement voted by the Summit: The mission of Adventist Education in Canada is to model and mentor the children and youth of the Church so that they will be equipped to be boldly Adventist, to provide service within the Church and in their communities, to bring unity and strength within the Adventist community, to share truth both in personal and mission service, to provide vision leadership and resources to the Church, to share these values with the community at large and to commit their lives to a personal relationship with Jesus, our loving Saviour.</td>
<td>March 2001</td>
</tr>
</tbody>
</table>
### Challenges

#### ACTION PLAN

**Goal:** To face the challenges in Adventist Education

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 12 Classroom Teachers</td>
<td>Improve spirituality by integrating <em>Potentials</em> into the curriculum</td>
<td>September, 2000 Ongoing</td>
</tr>
<tr>
<td>Conference Superintendents of Education</td>
<td>Promote academic excellence by requiring teachers to engage in an annual Professional Growth Plan</td>
<td>October, 2001 Ongoing</td>
</tr>
<tr>
<td>Conference Administration</td>
<td>Encourage pastoral support by expecting pastors to demonstrate public and personal leadership in promoting/supporting Adventist Education</td>
<td>September, 2000 Ongoing</td>
</tr>
<tr>
<td>SDACC Director of Education</td>
<td>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 Adventist Education</td>
<td>March, 2001</td>
</tr>
<tr>
<td>Local Operating Committees</td>
<td>Reverse declining Adventist enrolments by designing incentive programs for church/peer promotion and recruitment</td>
<td>June, 2001</td>
</tr>
<tr>
<td>SDACC Director of Education</td>
<td>Guide developing administrators by providing ongoing training for conference Superintendents of Education re ethics, human-relations, and administrative expertise</td>
<td>March, 2000 Ongoing</td>
</tr>
<tr>
<td>Conference Administration</td>
<td>Support growing administrators by providing funds for continuing education for Superintendents of Education.</td>
<td>January, 2001 Ongoing</td>
</tr>
<tr>
<td>Conference Superintendents of Education</td>
<td>Improve irregular administrative practices by adhering to SDACC and/or Conference policies communicating Conference policies, practices, and procedures to local Operating Committees in-servicing operating committee members on a regular basis</td>
<td>September, 2000 Ongoing</td>
</tr>
<tr>
<td>Conference Superintendents of Education</td>
<td>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</td>
<td>March, 2001</td>
</tr>
<tr>
<td>SDACC Treasurer</td>
<td>Encourage financial creativity by giving study to the feasibility of endowment funding for education and/or other creative alternatives for supplementing the funding of Adventist Education</td>
<td>March, 2001</td>
</tr>
</tbody>
</table>
*Potentials* is a spiritual growth assessment kit developed by the NAD.
Qualities

ACTION PLAN

Goal: To improve the quality of Seventh-day Adventist Education in Canada

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Office of Education K-12 Committee CUC Administrators Teachers</td>
<td>Develop a strong Christ-centred academic program by ensuring the curriculum is influenced by biblical principles and Christian ethics. teachers modelling Christian principles and doctrines. including active outreach programs and Bible based seminars that are conducted by students into the Bible curriculum. striving for academic excellence that is equal to or better than secular education. paying attention to detail so that student results can be transferable to any other learning institution. encouraging openness towards other cultures, ideas and concerns through modelling diversity in staff/students. emphasising character development of dedicated teachers, students, administrators, churches and parents to spirituality and professionalism. serving the community in a tangible way. attracting and keeping strong staff. insisting on professional development for personnel. providing competitive salaries. training staff to use current technology. expecting certification of all teaching staff.</td>
<td>September, 2001 Ongoing</td>
</tr>
<tr>
<td>Conference</td>
<td>Instilling financial responsibility by encouraging each church that does not operate a Christian education program to become financially involved in furthering Christ-centred learning by adopting a sister school within their respective conference. educating church members and pastors regarding the importance of Adventist Education. asking educators to be fiscally responsible and set up a Canada-wide endowment fund for Seventh-day Adventist Education.</td>
<td>September, 2000 Ongoing</td>
</tr>
</tbody>
</table>
| SDACC Conference Office of Education | Enhance morale by  
| $ improving working conditions.  
| $ addressing each individual’s need for acceptance and letting them know their concerns have been heard.  
| $ providing opportunity for advancement.  
| $ developing a questionnaire on staff satisfaction.  
| Promote professional development by  
| $ training and mentoring of new administration and teaching staff.  
| $ providing in-service in specific subject areas.  
| $ having faculty serve as mentors for student directed in/out reach programs.  
| $ emphasizing wellness programs  
|  $ Physical  
|  $ Spiritual  
| - prayer ministries  
| - small group ministry  
| - witnessing teams  
| - volunteer programs to help with community projects.  
| | September, 2000  
| | Ongoing  
| School Boards | Encourage service by  
| $ 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.  
| This must include a monitoring process to ensure success.  
| | Initiate by September, 2000  
| |  
# Finances - K-12

## ACTION PLAN

**Goal:** To improve the financing of K-12 Adventist Christian Education across Canada

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences, Churches and Parents</td>
<td>Negotiate the sharing of educational costs between the parents, church and conference.</td>
<td>Initiate by January 2001</td>
</tr>
<tr>
<td>Conference Trust Services, School Development Officers or Treasurers</td>
<td>Conduct financial planning seminars.</td>
<td>By March 2001 Ongoing</td>
</tr>
<tr>
<td>Conferences</td>
<td>Designate someone at the conference level to be responsible for education endowments and development.</td>
<td>For 2001 Budget</td>
</tr>
<tr>
<td>Schools</td>
<td>Expand creative use of school plant resources.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Conferences</td>
<td>Consider adding A Worthy Student box on tithe envelope at the next envelopes printing.</td>
<td>Various dates</td>
</tr>
<tr>
<td>Conferences</td>
<td>Consider redistributing evangelism funds to increase educational subsidy.</td>
<td>For 2001 Budget</td>
</tr>
<tr>
<td>Conferences, SDACC</td>
<td>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.</td>
<td>Initiate by January 2001</td>
</tr>
<tr>
<td>SDACC</td>
<td>Initiate a discussion between conference and union administrations concerning the viability of an education development person at some level.</td>
<td>November 2000</td>
</tr>
<tr>
<td>Conferences, churches</td>
<td>Study ways to increase the pastoral support for Christian education.</td>
<td>By January</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2001</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Conference / SDACC</td>
<td>Study ways to access continuing/distance education.</td>
<td>Initiate by January 2001</td>
</tr>
<tr>
<td>Offices of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>Develop work/study co-op programs where feasible.</td>
<td>By June 2001</td>
</tr>
<tr>
<td>SDACC/Conference</td>
<td>Promote and develop where necessary continuing/distance education programs.</td>
<td>Initiate by 2000-2001</td>
</tr>
<tr>
<td>Offices of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td>Increase work opportunities through the development of industries.</td>
<td>Initiate in 2001</td>
</tr>
<tr>
<td>Conferences</td>
<td>Study ways to provide broader support base for day academies similar to boarding academies.</td>
<td>2001-2002 School Year</td>
</tr>
</tbody>
</table>
### Finances B College

**ACTION PLAN**

**Goal:** To improve the financing of Canadian University College (CUC)

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences CUC</td>
<td>The appointed development officer at the conference level to cooperate with the CUC development officer.</td>
<td>2001 and Ongoing</td>
</tr>
<tr>
<td>SDACC</td>
<td>Give study to the development of a revolving fund for student loans.</td>
<td>By March, 2001</td>
</tr>
<tr>
<td>CUC</td>
<td>Develop opportunities for corporate gifts and partnerships.</td>
<td>Begin in 200 Ongoing</td>
</tr>
<tr>
<td>SDACC ASI Officer CUC Development Officer</td>
<td>Give study to developing ASI-sponsored industries.</td>
<td>Initiate by 2001</td>
</tr>
<tr>
<td>Conferences Churches</td>
<td>Promote church sponsorship of CUC worthy students across Canada.</td>
<td>Initiate by 2001</td>
</tr>
<tr>
<td>CUC and Conference Development Officers</td>
<td>Establish renewable endowments for specific professions.</td>
<td>2001 and Ongoing</td>
</tr>
<tr>
<td>SDACC/CUC/Conference Treasuries</td>
<td>Develop a system of financial accountability to ensure that resources are used efficiently and effectively.</td>
<td>2001</td>
</tr>
</tbody>
</table>
## Support and Infrastructure

### ACTION PLAN

**Goal:** Improve the existing relationship among the North American Division, Seventh-day Adventist Church in Canada, Conference Offices of Education and local school boards.

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferences</td>
<td>Address departmental coordination at the Conference level to enhance the cooperation between ministerial and education departments.</td>
<td>2001</td>
</tr>
<tr>
<td>Conference Office of Education</td>
<td>Establish greater direction and clarification of the roles of the Conference K-12 Board and the local school board.</td>
<td>2001</td>
</tr>
<tr>
<td>SDACC, Conferences, Churches, and Institutions</td>
<td>Strengthen the dissemination of the values of Adventist Education.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>SDACC/Conference Offices of Education</td>
<td>Re-emphasize the professional aspects of practical training, support, nurture and empowerment of teachers and administrators.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>Conference Offices of Education</td>
<td>In-service local school boards to act within the educational policies and guidelines.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>SDACC/Conference Offices of Education</td>
<td>Provide more effective program of professional development and enhancement for practicing teachers.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>Conference Offices of Education</td>
<td>Foster professionalism in the employment, mentoring and placement of staff.</td>
<td>2000 and Ongoing</td>
</tr>
</tbody>
</table>
# Boarding Academies

## ACTION PLAN

**GOAL:** Developing support for Adventist Education at the grass roots level.

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDACC &amp; Conference K-12 Boards</td>
<td>Develop survey instrument to determine current support of Adventist Education amongst constituency.</td>
<td>2000</td>
</tr>
<tr>
<td>SDACC &amp; Conference K-12 Boards/Local Pastors</td>
<td>Survey the constituency to determine student populations, including all pertinent demographic information. (i.e. age, geography, current school enrollment-Adventist/public)</td>
<td>2000 with yearly updates</td>
</tr>
<tr>
<td>Conference Administration</td>
<td>Incorporate into annual pastoral reviews a measurement to determine a pastor=s support of Adventist Education.</td>
<td>2000</td>
</tr>
<tr>
<td>Conference K-12 Boards/Conference President</td>
<td>Formulate and initiate a pastoral training program in the need for and benefits of Adventist Christian Education.</td>
<td>2001</td>
</tr>
<tr>
<td>Conference K-12 Boards/Local Pastors</td>
<td>Develop a Conference-wide K-8 support program that 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 an education program through proper supplies, texts and quality instructors.</td>
<td>2001 &amp; Ongoing</td>
</tr>
<tr>
<td>SDACC &amp; Conference K-12 Boards</td>
<td>Initiate a follow-up survey to determine effects of the above initiatives.</td>
<td>2003-04</td>
</tr>
<tr>
<td>SDACC &amp; Conference K-12 Boards</td>
<td>Based on the follow-up survey, determine the 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</td>
<td>By 2004</td>
</tr>
</tbody>
</table>
# BOARDING ACADEMIES

## ACTION PLAN

**GOAL:** To ensure successful and continual operation of boarding academies.

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE/DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding Academy Administration</td>
<td>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)</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>Boarding Academy Administration/Staff</td>
<td>Develop, commit, and support a program that provides: $ 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 counseling program which addresses the needs of today’s teens. $ a safe and encouraging environment that minimizes worldly influences. $ - a world community environment.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>School Board/Administration</td>
<td>Development of profitable industries that provide student employment and consistent sources of revenues for the school.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>School Board/Administration</td>
<td>Determine a proper ratio of Adventists to non-Adventists so as not to diminish the overall mission of the school.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td>School Board/Administration/Staff</td>
<td>Make absolutely certain that the uniqueness of Seventh-day Adventist Education is not jeopardized due to financial pressures.</td>
<td>2000 and Ongoing</td>
</tr>
</tbody>
</table>
## Action Plan

### Goal: To extend course offerings at CUC.

<table>
<thead>
<tr>
<th>Person/Entity Responsible</th>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for Academic Administration</td>
<td>Conduct Internet-based and distance-education courses. (16)</td>
<td>Summer 2001</td>
</tr>
<tr>
<td>VP for Academic Administration</td>
<td>Review the feasibility of establishing satellite sites for program delivery. (16)</td>
<td>Ongoing Fall 2000</td>
</tr>
<tr>
<td>VP for Academic Administration</td>
<td>Establish an articulation with Red Deer College as a basis for cooperation from course through program completion levels. (17)</td>
<td>Done with details Ongoing</td>
</tr>
<tr>
<td>VP for Academic Administration</td>
<td>Explore the establishment of cooperative work-study programs. (17)</td>
<td>Summer 2001</td>
</tr>
<tr>
<td>VP for Academic Administration</td>
<td>Explore partnership agreements with other institutions. (17)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>VP for Academic Administration</td>
<td>Consistently review and enhance all existing programs and courses. (16)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>VP for Academic Administration</td>
<td>Establish programs that address computer technology education. (16)</td>
<td>Fall 2001</td>
</tr>
</tbody>
</table>

### Goal: To increase enrollment and reduce tuition at CUC.

<table>
<thead>
<tr>
<th>Person/Entity Responsible</th>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for Academic Administration</td>
<td>Ensure academic programs and customer care processes are in place to support continued growth. (11)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Benchmark similar and different institutions for tuition history results of tuition reductions and results of tuition increases. (11)</td>
<td>April 2000</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Build enrollment and tuition revenue for one or two years at current tuition price through more professional marketing. (11)</td>
<td>Being done now</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Obtain Board of Trustee approval for reduction of tuition by showing a balanced budget on schedule (11)</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Administration</td>
<td>Goal: To increase funding for building maintenance and campus renewal at CUC.</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Access a fundraising database, which will allow CUC to become aware of foundations and donors outside our constituency base. (13)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>President VP for Financial Administration and Development</td>
<td>Establish a development board/college foundation responsible for advising the fund-raising efforts of the college. (13)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Conduct capital campaigns for the college as objectives and priorities for</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration</th>
<th>Goal: To increase funding for building maintenance and campus renewal at CUC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Measure the results of the tuition reduction (11)</td>
</tr>
<tr>
<td>VP for Academic Administration</td>
<td>Consistently review and enhance all existing programs and courses (16)</td>
</tr>
<tr>
<td>Director of Student Finance</td>
<td>Continue to upgrade the job bank at CUC to provide student employment on and off campus (12)</td>
</tr>
<tr>
<td>VP for Marketing and Enrolment Services</td>
<td>Develop a five-year growth plan that will increase current student body from just under 350 students to 600 students (6)</td>
</tr>
<tr>
<td>VP for Marketing and Enrolment Services</td>
<td>Use newly upgraded web site and publications to highlight CUC programs that match potential student interest (7)</td>
</tr>
<tr>
<td>VP for Marketing and Enrolment Services</td>
<td>Develop a targeted school visitation plan which provides regular exposure to CUC in area schools (7)</td>
</tr>
<tr>
<td>President</td>
<td>Develop a community advisory board to bring active citizens and thought leaders from the community to evaluate and guide CUC efforts in reaching out to its community</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Develop plans for a summer sports camp program that would attract high-school age students from Central Alberta</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Study the opportunity to offer reduced or phased-in reduced tuition in the second or third year to continue the enrollment momentum (10)</td>
</tr>
<tr>
<td>Department</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administration and Development</td>
<td>capital projects are defined. (13)</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Develop special fundraising projects that will focus attention and awareness on the university college in addition to raising funds. (13)</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>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)</td>
</tr>
<tr>
<td>VP for Financial Administration and Development</td>
<td>Continue to require signing authorities to be responsible for departmental budgets. (11)</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Provide enhanced service opportunities for students. (9)</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Promote physical health through incentives for students to use the PE complex. (9)</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Provide leadership seminars to train Christian leaders for service to their communities. (9)</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Introduce students to service opportunities during the annual Community Service Days program. (9)</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Promote total health as a life-style choice through classes, seminars, and scheduled activities. (9)</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Offer a wider array of cultural events on campus to compliment the annual International Week featuring cultural diversity. (10)</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>VP for Financial Administration and Development</th>
<th>Study the feasibility of and creation of various joint ventures, which may include but not be limited to the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for Academic Administration</td>
<td>$ Wellness Centre</td>
</tr>
<tr>
<td></td>
<td>$ Assisted Living Facility</td>
</tr>
<tr>
<td></td>
<td>$ Senior Condominiums</td>
</tr>
<tr>
<td></td>
<td>$ Commercial/Light Industry Land lease, or Sale</td>
</tr>
<tr>
<td></td>
<td>2000-2005</td>
</tr>
</tbody>
</table>

### Goal: To change the perception among some constituents that CUC teachers are not supportive of Seventh-day Adventist values and beliefs.

<table>
<thead>
<tr>
<th>President VP for Academic Administration</th>
<th>Continue Success Stories and Mission Stories.</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for Academic Administration</td>
<td>Hold in-service workshops for teachers at CUC.</td>
<td>Summer 2001</td>
</tr>
<tr>
<td>President VP for Academic Administration</td>
<td>Continue articles in the <em>Messenger</em>.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>President VP for Academic Administration</td>
<td>Teachers to visit churches and campmeetings.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### Goal: To make CUC the school of choice for Canadian parents and students

<table>
<thead>
<tr>
<th>VP for Marketing and Enrolment Services</th>
<th>Recruit Seventh-day Adventist students currently studying in public secondary schools colleges or universities. (6)</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP for Marketing and Enrolment Services</td>
<td>Provide opportunities for Seventh-day Adventist Church in Canada pastors to visit their student members on campus.</td>
<td>2000-2001</td>
</tr>
<tr>
<td>VP for Student Services</td>
<td>Further develop the Parents Weekend Program to give opportunities for parents of students to see campus life firsthand. (10)</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
**Home, Church and School**

**ACTION PLANS**

Goal: To foster cooperation between the home, church and school for the advancement of Christian Education.

<table>
<thead>
<tr>
<th>PERSON/ENTITY RESPONSIBLE</th>
<th>ACTIVITY</th>
<th>DATE DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools</strong></td>
<td>Render support to churches and homes by $ holding seminars in child development, parenting etc. $ organizing local educational summits. $ active teacher visitation in churches and homes. $ active participation of students in church services.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td><strong>Pastors</strong></td>
<td>Furnish support for Adventist Education by $ school visitations. $ home visits with teachers. $ conducting/participating in schools = Weeks of Prayer. $ conducting/participating in retreats/seminars organized for pastors, teachers and school board members.</td>
<td>2000 and Ongoing</td>
</tr>
<tr>
<td><strong>CUC</strong></td>
<td>CUC to give study to provide a fifth-year program with emphasis on Christian education for pastors.</td>
<td>2001</td>
</tr>
<tr>
<td><strong>Elementary Schools Local Churches</strong></td>
<td>Provide continued support for secondary and tertiary education by $ actively promoting and marketing these levels of Seventh-day Adventist 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.</td>
<td>September, 2000 Ongoing</td>
</tr>
<tr>
<td><strong>Local Churches</strong></td>
<td>Provide support to families and youth by • accepting individual differences in people. • involving youth without prejudice. • allowing youth to make mistakes.</td>
<td>September, 2001 Ongoing</td>
</tr>
</tbody>
</table>
- treating them as valued and important.
- providing models of Christian care in action.
- by creating opportunities for family involvement in service.
- offering daycare support for single parents.
- training for youth leadership.
- providing care and counseling for family crisis.

| Local Conferences and Churches | Provide resources for training in
|                               | • family life seminars.
|                               | $ preparation of worship materials.
|                               | $ conducting Pathfinder Sabbath Schools. | Ongoing |

| Local Conferences | Hold town-hall meetings for pastors and youth to advance the cause of Christian education. | September, 2000
|                   |                                               | Ongoing |
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada
Education Session Report

APPENDIX D

Education Summit 1999 Recommendations
2000-2001 School Year Implementation of Action
Plans Report
Education Summit 1999
Recommendations

2000-2001 School Year
Implementation of Action Plans

Report

June 10, 2001
Alberta Conference

November 2000

- 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.
- 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.
- 1% increase in funds to CUC
- Technology/distance education pilot project sponsored by the Alberta Government.
- Coordinated workers meetings with teachers and pastors.
- In-servicing of school boards.

February 2001

The Alberta Conference is looking forward towards April 1, 2001 where a Provincial Education Summit will give study to the progress that has already taken place. By inviting a large cross-section of the Alberta constituency we look forward to a strong positive direction for Adventist Christian Education.

June 2001

We have not addressed any of the Action Plans relating to the Summit Report of ’99. However we have had an Alberta Education Summit where we addressed many of the same issues as what the Action Plans from the Union Report did. We developed Vision and Mission Statements and then took them and developed Goals from the suggestions that were made in each working group. These have been sent out to the participants who will critique what was written and send back suggestions. When this happens we will then compile the document and move toward implementation.

British Columbia Conference

November 2000

- Improving spirituality by integrating Potentials into the curriculum
- In progress:
  - Expand creative use of school plant resources
  - Develop work/study co-op programs
  - Active participation of students in church services
  - Offering scholarships to Kindergarten and Grade 1 students
  - Promote annual professional growth plan
  - Encourage pastoral support in promoting Seventh-day Adventist Education
  - Negotiating sharing educational costs between parents, church, and conference
  - Promoting potentials of Seventh-day Adventist education
- Support growing for admin. by providing funds for continuing education for supts.
- Improved irregular admin. practices
- Addressed financial concerns
- Developed a strong Christ-centered academic program
- Continuing/distance education
- Appointment of development officer to work with CUC development
- Developed financial accountability
- In serviced local school boards
• Developed K-8 support program
• Conference management committee and K-12 board to work on detail implementation of Education Summit ’99 rec. action plans

**February 2001**

• Compare the local mission statements with the following mission statement voted by the Summit…
• Emphasizing character development of dedicated teachers, students, administrators, churches and parents to spirituality and professionalism.
• Serving the community in a tangible way.
• Attracting and keeping strong staff.
• Establishing greater direction and clarification of the roles of the Conference K-12 Board and the local school board.
• Re-emphasize the professional aspects of practical training, support, nurture and empowerment of teachers and administrators.
• Provide more effective program of professional development and enhancement for practicing teachers.
• Foster professionalism in the employment, mentoring and placement of staff.
• Survey the constituency to determine student populations.

**June 2001**

• We are having challenges with the teachers using *Potentials*, some teachers are using them with good results; we will in-service them again. All agreed to go back, locate and alert their teachers to the possibilities.
• Expanding K-12 creative use of school plant.
• Negotiating the sharing cost of education.
• Conducting financial planning seminars with our Ministries Conventions which are conducted around the conference.
• A joint teacher/pastor convention is being held and planned for October 2001.
• We have studied the mission statement and agree that we need to revise it to include the concept of “outreach” schools.
• We have provided services for training (Home, Church, School) through the Ministries Conventions throughout the conference. They have 4 per year; 2 per area during the quadrennium).
• BC has held 17 town hall meetings this year, of which Christian Education is a part. This is integral to our vision in BC.

**Manitoba/Saskatchewan Conference**

**November 2000**

The Man-Sask Conference has not addressed the summit recommendations as yet. The conference had its triennial session in April of last year. In the education breakout session a number of issues were raised. These are currently being addressed by the various school boards. I am hoping that this will be completed by the end of February. At that point the summit recommendations will be studied.

**February 2001**

I have no update on Education Summit Action Plans. We will complete the work on our Constituency issues by the end of March. We will then address the Summit Action Plans.
June 2001

We are just finishing up our constituency items and will work on the Education Summit Action Plans this fall.

Maritime Conference

November 2000

- Education Superintendent hired
- Teacher supervision program for professional growth
- Pastors inserviced on importance of Christian Education (Jan 2001)
- Computer upgrade allowance
- Campmeeting 2001, Dick Osborne focus on education
- Systematic implementation of action plans to follow

February 2001

- In-servicing local school boards as to their role and responsibilities
- Promoting Christian Education in each of the churches throughout the Conference
- The Conference providing a budget to promote our senior academy and help with recruitment
- Working with the Youth Department to plan a Youth Rally weekend in conjunction with an Academy Day
- Developing a tuition assistance plan for students from financially disadvantaged families
- Presentation at our January Workers’ Meeting to promote Christian Education and to interact with our pastor’s regarding their role
- Planning a special weekend during Campmeeting while Dick Osborne is with us highlighting Christian Education
- Providing monthly reports to the Conference Board of Directors regarding the Education
- Providing an Education centered column for the quarterly Conference newsletter

June 2001

- Sandy Lake Academy has just had their first academy day in many years - 36 potential students from around the Maritimes attended
- The superintendent has visited 70% of the conference churches promoting Christian Education.
- The school in Moncton, NB is re-opening this September and a new school is being established in Oak Park, NS.
- A broader base of support for Christian Education will be promoted by encouraging all churches to contribute to the support of local church schools.
- All churches in the Maritime Conference have been contacted for names and addresses of children in their churches which will be compiled into a database which can track the youth of the Conference and help us remain in contact with them to help promote Christian Education.
Newfoundland Mission

November 2000

- To promote academic excellence by requiring teachers to engage in an annual Professional Growth Plan.
- To encourage pastoral support by expecting pastors to demonstrate public and personal leadership in promoting/supporting Seventh-day Adventist education.
- To encourage service by motivating constituent volunteerism, creating an interest survey to determine involvement by parents, developing spirituality driven boards that understand Adventist Education.
- To improve irregular administration practices by adhering to the Seventh day Adventist Church (SDACC) and/or Conference Policies, communicating Conference Policies, practices, and procedures.
- To instill financial responsibility by educating churches, church members, and pastors.
- To expand creative use of school plant resources.
- To encourage active teacher visitation in churches and homes, active participation of students in church services.

February 2001

The Seventh-day Adventist Church in Newfoundland and Labrador is continuing to implement the action plans of the SDACC. We are certainly making significant progress in areas of marketing and enrollment.

June 2001

The Newfoundland Conference has not made any further progress since March with the implementation of the Action Plans.

Ontario Conference

November 2000

- Workshop “Marketing Adventist Christian Education” for principals and selected pastors
- Journal issue on School Boards Issue to each board member
- To date, 12 schools have been in-serviced
- Stewardship and financial planning seminars in churches to include education
- Increased tithe income from churches
- Fund for worthy students
- Students and teachers involved in church services
- Town Hall meetings including discussions on Christian education
- Matching funds from K-12 budget for computers in classrooms
- Qualifying teachers laptops on three-way matching plan
- Promotion video for Christian Education
- Provided principals and teachers with resource book
- Conference by the Education Summit planned to study unique educational challenges in Ontario and implement Education Summit ’99 recommendations action plans

February 2001

The Ontario Conference has not fully addressed all the Education Summit ’99 recommendations as yet. The Action Plans were presented to the K-12 Board on October 10, 2000 and the recorded vote reads “to accept the ’99 Education Summit recommendations and empower the K-12 Executive to act on the them.”
Some of the financial initiatives that were voted which have a direct bearing on the ’99 Education Summit recommendations are:

- $7,000 for a local education summit to address the unique needs of education in Ontario. The Summit will take place in the spring of 2002.
- $10,000 for the production of a video promoting Christian education in Ontario. The target date to have this ready is August, 2001
- $10,000 K-8 Worthy Students budgeted for 2000-2001 school year
- $20,000 budgeted to help teachers acquire laptop computers in a three-way matching grant (conference, school board and teacher). This is implemented this year. (2000-2001)

At our recent Worker’s Meeting held February 11, 2001 the educators in our conference were involved in a visioning exercise. The secretary of the conference is currently compiling the reports.

On Monday, February 12, 2001 our teachers attended a Professional Development Workshop given by Hindsdale Bernard, PhD. The title of the workshop:

Diligence, Ability, Expectancy Theory and Student Development:
Supporting Climate Systems in the Home, School, Church and Community

**June 2001**

We have not done anything further on the Education Summit Action Plans. A copy of the Plan was passed on to the Ontario Conference Lay Advisory for their perusal.

**Quebec Conference**

**November 2000**

- Mission statement 2001
- Promote teachers in annual professional growth (needs to be reinforced)
- Promote Christian Education with Pastors planned for Dec 4, 2000
- Operating committees done regularly through School Board
- Teachers modeling Christian principles and doctrines done on continual basis.
- Educating members and pastors importance of Adventist Education planned for 2001
- Joint board with conference K-12 and local school board on Dec 3, 2000
- Local school board acting with educational policies and guidelines
- Incentive to reach excellence in professionalism in the employment, mentoring and placement of staff

**February 2001**

Since last November, no further progress has been made in the action plans for the Quebec Conference. We had the joint meeting (Greaves Academy board and Conference board), some points were clarified and a better understanding (I believe) was reached. However, no specific actions affecting the plan were taken.

**June 2001**

In view of future accreditation, Greaves has decided to have a library and to improve considerably the science and computer lab. In view of this, they have:
• Rented a new facility to accommodate part of the school and free space in the present location to relocate the lab and to create a space for the library. The rented property will provide space for many classrooms.
• To request to the Quebec Conference to make a one time appropriation of $30,000 that will be added to $25,000 that Greaves already has for lab improvement and to start the library. The Quebec Conference has voted to allocate the money for this project. There is also a point that I do not believe that is in the action plans but that have been established: to hire an ESL teacher because the majority of the students that come to Greaves are foreigners whose language is not English.

Kingsway College

November 2000

• Mission statement good with Ed. Summit’s mission
• Initiated various programs to improve spiritual atmosphere
• Implemented a writing team to stay ahead of Ontario Curriculum reform
• Staff/Student forum where we analyzed ourselves
• Working with K-8 schools
• Hired full-time chaplain to aid in spiritual atmosphere on campus
• Researching other options for additional industries
• Monitoring of non-Adventist applications (15% non-Adventist ratio)

February 2001

We are still on course for achieving these recommendations. As well, we have blending the Ed. Summit recommendations with our NAD evaluation recommendations and are in the process of timelining each one.

June 2001

GOAL: To ensure successful and continual operation of boarding academies.

Item 1:
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.

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 the area of teacher support programs, our focus has been primarily at the secondary level. We recently brought in a speaker on grading methods and invited the Crawford teachers to join us. As well, we continue to hold a summer workshop that focuses on implementing the new Ontario curriculum.

Item 2:
Spiritual Environment: We continue to develop new ideas that will reach teens where they are at spiritually. We are currently working with the College Park Church in developing a spiritual weekend that will be geared specifically to teens and young adults. 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.
**Academic Program:** 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 its staff and provides funds for that purpose.

**Social Environment:** We continue to promote a healthy lifestyle through regular channels (i.e. dorm worships, assemblies, classroom, etc.).

**Counseling Program:** We have implemented a full-time chaplain this year that has aided in this area. However, our goal is to 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.

**Safe Environment:** 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.

**World Community:** 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.

**Item 3:**
College Woodwork continues to be a good source of employment for our students as well as an excellent source of income. An initiative that we will be implementing this summer is a Real Estate Committee that will analyze existing Kingsway property and develop a 5-year master plan for land development. This will include new industries, the expansion of College Woodwork, and the expansion of Kingsway College.

**Item 4:**
We are taking the initiative to strengthen our application process by requiring interviews for the majority of applicants. The ratio is a concern that Kingsway attempts to maintain at an 85-15% ratio. However, we have found that more important than the ratio is why do students wish to come to Kingsway. It is our goal through more stringent application processes that only those students who truly wish to be here for the right reasons are here, Adventist and non-Adventist alike.

**Item 5:**
We as an institution are committed to maintaining the uniqueness of a Seventh-day Adventist environment, no matter what pressures we may have to endure. Failure to uphold that philosophy means that it is time for us to close our doors and work for the public system for that is what we will become.

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**Parkview Adventist Academy**

**November 2000**

- Alberta Conference study educational program
- Outreach program visits various churches
- Bi-monthly newsletters of school happenings to all students
- Positive spiritual environment, bible studies, peer counseling, interactive Sabbath School
- Higher provincial average in academic program
- Positive social environment
February 2001

We have accomplished little in this area since our last board meeting because we have been involved with the completion of the first semester and the commencement of second semester. We will resume work on our Action Plans at the first opportunity.

June 2001

We have not been able to implement any of the Education Summit Action Plans since our meeting in November 2000.

Canadian University College

November 2000

- Two internet classes to be offered in the Summer 2001
- Established an articulation with Red Deer College as a basis for cooperation from course through program completion levels
- Consistently reviewing and enhancing all existing programs and courses
- Building enrollment and tuition revenue for one or two years at current tuition price through more professional marketing
- Continuing to require signing authorities to be responsible for departmental budgets
- Providing leadership seminars to train Christian leaders for service in the communities in which they live with weekly and bi-weekly meetings
- Introducing students to service opportunities
- In-service for teachers and pastors at CUC in discussion for Summer 2001 and later

February 2001

No new implementations gathered as of March 2, 2001.

June 2001


Seventh-day Adventist Church in Canada (SDACC)

November 2000

- Elements of mission statement in current SDACC Education Mission
- Ongoing training for Superintendents and Principals
- Long-term plan to educate constituency: March 2001
- Endowment funding/SDACC Treasurer: March 2001
- Professional development: mentoring and peer coaching policies, Professional development guidelines, new principals workshop: LSU/AU
- Distance Education (on-line courses, TAGnet, Home Study Int./Griggs University)
- Development person at any level to include education: March 2001
- Revolving fund for student loans to be studied: March 2001
- Values of Seventh-day Adventist Education: Safe & Sound Video, Baby Dedication Education Pack, Promo posters, Treasure Box – Local Adv. Schools
- Surveys on current support of Adventist Education completed 1999.
- Student population in churches (SDACC Membership Database: September 2001)
February 2001

- **Ongoing training for Superintendents and Principals.**
  1. The new NAD Principals Handbook blackline master made available to all conferences/KC/PAA/CUC
  2. Community Plus In-service, March 2, 2001
  3. Future in-service ideas:
     a. Pastors/Teachers working together for Christian Education (Gayle Crosby, Jim Roy)
     b. Conciliation (Charile Brown, Bill Spangler)
     c. Bible Labs – practical
     d. Educational Technology (Marilyn Eggers)
     e. Marketing Christian Education
     f. Dealing with special needs students in the regular classroom/how to prepare IEP’s
     g. Legal issues with students (Eleanor Doctor)

- **How to temporarily** (awaiting SDACC membership database management program), **determine the potential for school enrollment in Seventh-day Adventist churches across Canada.**
  1. Go to the most recent evaluation report in which school aged children of constituent churches are reported.
  2. Education Secretaries/Church Clerk to do a survey in their churches.
  3. The enrollment potential information gathered to serve as the basis for the enrollment projection for the Marketing and Enrollment part of the revised SDACC 5 Year Plan. This information will be asked from superintendents in October of this year.

- **Long-term plan to educate constituency on the value and need of Adventist Christian Education** (in development):
  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.

- **Endowment funding for education.**

  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.

- **Development person at any level to include education.**

  KC, CUC, Crawford Academy, as well as Fraser Valley Academy have a development person. This is Conference responsibility – will raise it with Conference Treasurers. To be combined with trust services?
• **Revolving fund for student loans.**

Outside of the “Red Book” – NAD policy and out of the purpose for which the revolving fund was developed. Too high risk for church to be involved in. Loans made to Conference churches and institutions.

• **Success stories of schools/systems that have made a significant recent turnaround are being gathered.**

**June 2001**

• 9000 copies of the promotional pamphlet called *Treasure Box* were sent to all schools across Canada to be used during Education Sabbaths/Days.

• Union wide participation planned in education marketing seminar/workshop via satellite by Dick Duerksen sponsored by the NAD and all unions. We are also planning a special in-service in marketing of Christian Education for the Education Council in March 2002.

• As soon as the SDACC establishes the membership data management program, we will send a survey to parents who have school age children not attending our schools to find out why their children are not in our schools and what would it take for them to attend an Seventh-day Adventist school.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX E

Educators Hold Technology Summit
(Originally published in the Canadian Adventist Messenger, October 1997)
Educators Hold Technology Summit
by Jim Jeffery, Dean Div Prof Studies/Asst Prof Ed
Originally published in the Canadian Adventist Messenger, October 1997.

As Adventist schools across Canada approach the twenty-first century, technology—especially information and communication technology—challenges Adventist educators to consider how these tools may be used most effectively for instruction.

In July, a group of 14 Adventist educators from all conferences across Canada gathered at Canadian University College to chart a course for the use of technology across the curriculum. The summit was mandated by the Seventh-day Adventist Church in Canada (SDACC) K-12 board and financed by the Seventh-day Adventist Church in Canada office of education and the conferences.

Led by Jim Jeffery, chair of CUC’s education department, the group developed a detailed and comprehensive technology plan. This plan addressed technology, integration, teacher professional development and technology training, hardware and software issues, funding, implementation, and ongoing evaluation.

As a recommendation to the Canada-wide K-12 board meeting in November, this technology plan seeks to empower students, teachers, parents, and other constituent members with necessary technological and information literacy skills. These skills will enable learners to become responsible, contributing, and ethical members of an ever-changing global society, within an Adventist framework.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX F

First Seventh-day Adventist Church in Canada Excellence in Teaching Awards Presented
(Originally published in the Canadian Adventist Messenger, November 1999)
Parents want the very best for their children. It's a big sacrifice of their time and financial resources to send their children to a Christian school, hoping that they will get the very best education available. The Seventh-day Adventist Church in Canada (SDACC) wishes to recognize excellence among its teaching staff at both the elementary and the secondary level. Through the SDACC office of education, awards of $500, along with appropriate certificates and plaques, will be presented annually to up to six elementary and two secondary teachers.

In the first year of this program, the recipients were: Peter Bayer, Kingsway College; Milagros Norte Azares and Roy Piearce, Greaves Academy, Quebec; Doriene Shakes and Brian Sinclaire, Crawford Academy, Ontario; Kelly-Ann Smith, Peace River Adventist Junior Academy, Alberta; and Don Straub, Okanagan Adventist Academy, British Columbia. Nominations were made by the local conference office of education with the cooperation of the schools' principals.

The awards were given out at various school and conference functions.

The following criteria are used in making the awards:

- Spiritual credibility
- Concern for students
- Exceptional competence in teaching and classroom management
- Commitment to highest quality education
- Excellent classroom environment
- Superior observable and measurable student outcomes
- Professional development and participation
- Respect for and positive working relationship with peers and administration
- Involvement in church and community
- Current denominational certification at the standard or professional level
- Regular or professional status
- Minimum of one full year teaching experience in the SDACC school system
- Full-time employee with a minimum of half time actual classroom teaching

The parents who send their children to the schools where honored teachers work and many people who are connected to those schools must be very proud to have one of the very best provide education for their children. Congratulations, recipients, and may you continue to excel in your teaching profession, bringing honor and glory to God.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada
Education Session Report

APPENDIX G

Second Year of Seventh-day Adventist Church in Canada Excellence in Teaching Awards
(Originally published in the Canadian Adventist Messenger, December 2000)
Second Year of Seventh-day Adventist Church in Canada Excellence in Teaching Awards
By Mike Lekic, The Seventh-day Adventist Church in Canada Education Director
Originally published in the Canadian Adventist Messenger, December 2000.

Congratulations to this year’s recipients of the Seventh-day Adventist Church in Canada Excellence in Teaching Award. They are: Erika Skula from Kingsway College; Gisela Hoelzel from Grand Valley Adventist School, Ontario Conference; Janet Appudoray from Westbank Adventist School, Lawrence McMullen from Okanagan Adventist Academy, Stephen Lee from Cariboo Adventist Academy, British Columbia Conference; Lorraine Popik from Parkview Adventist Academy; Myrne Koronko from Chinook Winds Adventist Academy, and Ronda Ziakris from Coralwood Adventist Jr. Academy, Alberta Conference. Nominations were made by the local conferences offices of education with the co-operation of the school’s principal/board. The awards were presented at various important school and/or conference functions or meetings.

“I want to affirm the value of giving awards of recognition to teachers,” says Dr. Richard Osborn, North American Division Vice President for Education. He continues, “We had several years of experience with the Zapara Teaching in Excellence Awards which had a major positive impact, not only on teachers but the broader constituency. One of the most under-recognized careers in terms of compensation and status in our culture is the role played by teachers. Teacher awards help these individuals feel more appreciated for what they do. They serve as an incentive to other teachers in a tangible manner. In addition, when the awards are given, the opportunity is available to highlight the teacher’s role in the public presentation and the written reports published in union papers. We appreciate what the Seventh-day Adventist Church in Canada is doing by giving these awards to outstanding teachers in your union.”

The following comments by recipients confirm Dick Osborn’s standpoint. “Thank you so much for the teaching award,” says Lorraine Popik, “I love my job and it is a tremendous lift to know that my work is appreciated.” Gisela Hoelzel wrote on her thank you card, “I wish to extend my sincere thanks for the honour of receiving the Excellence in Teaching Award. This has been a truly humbling experience for me. Teaching has brought me such joy, and yet holds such an awesome responsibility that I could not attempt it without God’s leading.” We praise God for our teachers who are true ministers of education.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada
Education Session Report

APPENDIX H

Major Findings of the Seventh-day Adventist
Church in Canada Education Survey
(Originally published in the Canadian Adventist Messenger, June 1999)
MAJOR FINDINGS OF THE SEVENTH-DAY ADVENTIST CHURCH IN CANADA EDUCATION SURVEY
Originally published in the Canadian Adventist Messenger, June 1999.

Under the leadership of Dr. Roy Naden, former professor and chairman of the religious education department at Andrews University, and with cooperation and coordination of the Seventh-day Adventist Church in Canada (SDACC) Office of Education, an education survey was developed, tested for reliability and validity, and sent to 5000 members in 40 churches across Canada. In an effort to gain a representative sample of all the members of the church in Canada, some of the selected churches were urban, some rural, some large, some small, including English-, French-, and Spanish-speaking congregations.

Pastors were contacted in the selected churches and asked to distribute the instruments to their entire congregations on a Sabbath morning, and to allow time to complete the surveys during the service hour. While all indicated they would cooperate, some pastors distributed the surveys and asked the members to take them home and bring them back the following Sabbath. Congregations in which members took the surveys home had a very low return rate, which may be one of the causes of a lower than anticipated representation. The following are the major findings based on nearly 900 responses.

1. Approximately half of the respondents declined or were not able to answer many basic questions about local education indicating widespread lack of knowledge of the system.

2. Less than 50% of teens rate the schools as having a strong spiritual atmosphere.

3. The vast majority of respondents believe it is important for children to go to school where peers share their values (86%).

4. Adventist education is too expensive it is a serious barrier to enrollment.

5. The higher the income bracket the lower the affirmation on almost all items.

6. Respondents say teachers must be professional, spiritual, caring, impartial, and committed to Adventism.

7. Most respondents are long-time Adventists, indicating an aging church 58% have been members for more than 20 years.

8. We must implement a far better home/church/school combined effort.

9. 40% of respondents want a school that tends towards conservatism (dress, health, sports, entertainment) only 22% believe they have that now.

10. There is significant support for increasing the number of non-Adventist students in our schools on the basis of its evangelistic potential (55%).

11. School libraries are perceived to be either poor or at best only fair (70%) the worst rating comes from teens.

12. There is powerful conviction that parents do not have an important role in teacher evaluation (99%).

13. Teens give tough responses to most questions, while older respondents give idealistic responses.
14. Rural respondents have a higher evaluation of the quality of Christian education than urban and they are more convinced of its value for life outside the church.

15. Single-teacher schools have wide support (64%).

Many thanks to all who participated in this education survey. These and other findings will be the basis for future plans to improve our education system. This information will also be very useful as we prepare for the Education Summit that will take place from August 22 to 25, 1999 on the campus of Canadian University College.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX I

North American Division and Union Education Directors and Associates Hold Important Meetings in Canada

(Originally published in the Canadian Adventist Messenger, August 1999)
"If you don’t like the weather in Calgary,” a radio announcer kept repeating, “wait for 10 minutes.” One of the union directors at our series of education meetings suggested that it was a bad joke. Although this seems to be quite true of Alberta’s weather most of the time, especially in the spring, during our meetings in Alberta in May, we experienced all four Canadian seasons, especially the winter-like one.

“Even though we didn’t have great weather, the group enjoyed themselves, and we got a lot done,” said Richard Osborn, North American Division (NAD) vice-president for education.

Various meetings took place in Calgary and Red Deer and at Canadian University College (CUC). During our meeting at CUC, we took the group picture shown here. The three NAD education officers, most of the union directors of education, and all union associate directors of education are in the picture. After receiving a copy of the photo, Doug Walker, Southwestern Union education director, said, “We all look a little cool, but happy!”
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada
Education Session Report

APPENDIX J

Principals Develop Evaluation Skills
(Originally published in the Canadian Adventist Messenger, July/August 1997)
In May, 18 principals, vice principals, and superintendents from across Canada gathered at Canadian Union College for a three-and-a-half day intensive seminar on teacher evaluation.

The purpose of the seminar was to enable principals to do the important work of building and supporting teachers within the larger school complexes.

Superintendents would have more time to assist and develop teaching in the scores of one- to three-room schools in Canada.

Mike Lekic, director of education for the Seventh-day Adventist Church in Canada, arranged for Dr. Norman Powell, from La Sierra University, to conduct the informative and productive seminar.

Marjorie Fortney, principal of Fraser Valley Adventist Academy, said, “This is one of the best things that has happened in Canada. This coaching and support for the principals is what we need in our Adventist schools.”
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX K

Seventh-day Adventist Church in Canada and Conference Offices of Education: Roles and Resources

(Originally published in the Canadian Adventist Messenger, February 1999)
The Seventh-day Adventist Church in Canada (SDACC) operates a school system to ensure that its youth may receive a balanced physical, mental, spiritual, social, and practical education in harmony with denominational standards and ideals. The stated interest of the church is to develop the whole child for this life and the life hereafter.

Through its 7 conference offices of education the SDACC operates 64 schools: 2 boarding academies, 7 day academies (high schools), and 55 elementary schools and junior academies with over 4000 students and 300 teachers. Canadian University College trains new teachers and provides continuing education for active teachers. The Adventist educational administrators across Canada believe that our teachers are servants of God, and their students, children of God.

The SDACC Office of Education operates under the authority of the SDACC Board of Directors and K-12 Board of Education, and in close cooperation with conference superintendents and Canadian University College educational administration. Among other administrative details it ensures that the education code is current, teacher certification is up to date, the curriculum is coordinated with both North American Division (NAD) policies and provincial requirements, schools are accredited, and professional needs are met.

The role of Conference Offices of Education includes administrative items such as teacher contracts, certification issues, budgets, supervision and evaluation of teaching personnel. In addition, they provide counsel to school boards in areas such as budgeting and financial practices, and curriculum. They also coordinate testing procedures and results for the Canadian Test of Basic Skills or similar tests. Each office of education makes available resources such as professional books, journals, videotapes, cassette tapes, CD-ROMs, and computer software.

The Canadian Adventist Teachers network (http://catnet.sdacc.org) is designed to serve teachers and constituency as an information and communication tool. It contains sections on news, links, information on teachers and schools, as well as Wanda Wonders, Curriculum Resources, and Technology in the Classroom. Major documents such as Technology Integration Plan in Seventh-day Adventist Schools Across Canada and The SDACC K-12 Educational System Master Plan (1997-2001) are also posted.

Fostering the systems approach to Christian education by broadening its scope to include all aspects of the church that touch the lives of its youth, educational leaders are involved in church activities such as Sabbath School, Pathfinders, Youth, Junior Youth, summer camps, and other programs. They are available for preaching appointments, workshops and seminars dealing with the school, church and family in order to encourage partnership among the three.

The North American Division Office of Education has identified challenges such as: a declining support for boarding academies, increasing pressure for small day-academies; the aging of small churches with resulting impact on their ability to run a school; churches and conferences where operating a church school or boarding academy almost becomes the sole mission; the need for repair and maintenance of aging buildings at all levels of education; keeping the cost of tuition low enough for an increasing number of members; and marketing Adventist education.
In order to better define these and perhaps identify unique Canadian challenges an SDACC Education Survey has been sent to 40 selected churches across Canada. A report on the findings from that survey will be available. In addition, an SDACC Education Summit is being planned to take place on the campus of the Canadian University College this year. Identified challenges will be discussed and plans to address them will be considered.

You are encouraged to share with us your dreams, expectations and concerns for the educational system of the Seventh-day Adventist Church in Canada. We want to listen to each other as we strive to promote excellence in Adventist Christian education.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX L

Seventh-day Adventist Church in Canada Educational Administrators Receive Training in Teacher Perceiver Interview
(Originally published in the Canadian Adventist Messenger, March 2000)
Seventh-day Adventist Church in Canada Educational Administrators Receive Training in Teacher Perceiver Interview

By Mike M. Lekic, The Seventh-day Adventist Church in Canada Education Director

As a continual support to educational administrators and in fulfilment of the action plan to implement an Education Summit 99 recommendation in the area of support and infrastructure, the Seventh-day Adventist Church in Canada (SDACC) office of education organized a training in the Teacher Perceiver Interview by Gallup Organization.

It is Gallup’s belief that different jobs require different talents and these talents can be identified if people are asked appropriate questions. Based on this belief, researchers at Gallup have developed the Teacher Perceiver Interview (TPI). The purpose of TPI is twofold: (1) to provide individuals who are responsible for employing teachers with information concerning the job-related characteristics of the applicant; (2) to provide administrators responsible for managing teachers with information concerning each teacher’s talents.

The talents and potentialities that a person brings to the field of teaching are critical elements in achieving excellence in teaching. Right selection of each new teacher is critical to the future positive operation of the school. We believe that the TPI training will equip our educational administrators in identifying the most suited teachers for the needed positions and thus help enhance teaching excellence in our schools.

Caption: Dyass Hess of Gallup organization, in white shirt, around the table with SDACC educational administrators during the Teacher Perceiver Interview training in the SDACC Board Room on February 29, 2000.
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada
Education Session Report

APPENDIX M

Technology Integration Plan Survey Results
Summary
**Where do you work/study?**

<table>
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<tr>
<th>Region</th>
<th>Responses</th>
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<td>Kingsway (KC)</td>
<td>55</td>
</tr>
<tr>
<td>Parkview Adventist Academy (PAA)</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>541</strong></td>
</tr>
</tbody>
</table>

**Gender:**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>286</td>
</tr>
<tr>
<td>Male</td>
<td>255</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>541</strong></td>
</tr>
</tbody>
</table>

**Age:**

<table>
<thead>
<tr>
<th>Age</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 15</td>
<td>204</td>
</tr>
<tr>
<td>Under 20</td>
<td>104</td>
</tr>
<tr>
<td>20s</td>
<td>31</td>
</tr>
<tr>
<td>30s</td>
<td>60</td>
</tr>
<tr>
<td>40s</td>
<td>66</td>
</tr>
<tr>
<td>50s</td>
<td>62</td>
</tr>
<tr>
<td>Over 60</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>541</strong></td>
</tr>
</tbody>
</table>

**Occupation:**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Student</td>
<td>49</td>
</tr>
<tr>
<td>Junior High Student</td>
<td>133</td>
</tr>
<tr>
<td>High School Student</td>
<td>127</td>
</tr>
<tr>
<td>Teacher</td>
<td>123</td>
</tr>
<tr>
<td>Principal</td>
<td>30</td>
</tr>
<tr>
<td>Superintendent</td>
<td>7</td>
</tr>
<tr>
<td>Other (Parents, School Bd. Members)</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>541</strong></td>
</tr>
</tbody>
</table>
Goals Validation

1. Students and teachers at all K-12 levels will be using technology to enhance learning across all curriculum areas.

   Not important: 14 responses (2.6%)
   Somewhat important: 35 responses (6.5%)
   Important: 142 responses (26.2%)
   Very important: 162 responses (29.9%)
   Extremely important: 167 responses (30.9%)
   No response: 21 responses (3.9%)

2. All teachers will have access to technology training and support programs.

   Not important: 6 responses (1.1%)
   Somewhat important: 32 responses (5.9%)
   Important: 97 responses (17.9%)
   Very important: 169 responses (31.2%)
   Extremely important: 217 responses (40.1%)
   No response: 20 responses (3.7%)
3. All schools and teachers will be provided technical assistance as they implement current software and hardware.

4. Financial support for technology integration in SDA schools across Canada will be encouraged and implemented at all levels - the Seventh-day Adventist Church in Canada (SDACC) office of education, local conferences, and local school boards/operating committees.
5. A variety of infrastructures will be established to ensure that this Technology Integration Plan is meeting the needs of schools and constituencies.

Not important 12 responses (2.2%)
Somewhat important 41 responses (7.6%)
Important 130 responses (24.0%)
Very important 167 responses (30.9%)
Extremely important 149 responses (27.5%)
No response 42 responses (7.8%)

6. Periodically the Technology Integration Plan will be critically evaluated and updated to reflect current realities in technology.

Not important 4 responses (.7%)
Somewhat important 37 responses (6.8%)
Important 119 responses (22%)
Very important 172 responses (31.8%)
Extremely important 168 responses (31.1%)
No response 41 responses (7.6%)
Goals Attainment

Goal 1: Technology Use Across Curriculum

The use of computers

No skill  5 responses (.9%)
Minimal  86 responses (15.9%)
Adequate 288 responses (53.2)
Excellent 162 responses (29.9%)

The use of the Internet/WWW

No skill  26 responses (4.8%)
Minimal  89 responses (16.5%)
Adequate 248 responses (45.8%)
Excellent 178 responses (32.9%)
The use of e-mail

No skill 44 responses (8.1%)
Minimal 77 responses (14.2%)
Adequate 169 responses (31.2%)
Excellent 251 responses (46.4%)

The place where the computer is used; the comfort of using various software; the purpose of computer use (all that apply).

Please identify where you use a computer at your school

On my desk
No - 443 responses (81.9%)
Yes - 98 (18.1%)

Shared in my office
No - 524 responses (96.9%)
Yes - 17 (3.1%)

In another office
No - 527 responses (97.4.9%)
Yes - 14 (2.6%)

Classroom
No - 299 responses (55.3%)
Yes - 242 (44.7%)

Library
No - 428 responses (79.1%)
Yes - 113 (20.9%)

Other
No - 382 responses (70.6%)
Yes - 159 (29.4%)

Not Applicable
No - 481 responses (88.9%)
Yes - 60 (11.1%)
What software applications do you feel comfortable with?

<table>
<thead>
<tr>
<th>Software</th>
<th>No Responses</th>
<th>Yes Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td>128 responses (23.7%)</td>
<td>413 (76.3%)</td>
</tr>
<tr>
<td>Spreadsheet</td>
<td>377 responses (69.7%)</td>
<td>164 (30.3%)</td>
</tr>
<tr>
<td>Data base</td>
<td>431 responses (79.7%)</td>
<td>110 (20.3%)</td>
</tr>
<tr>
<td>Power Point</td>
<td>334 responses (61.7%)</td>
<td>207 (38.3%)</td>
</tr>
<tr>
<td>Graphics</td>
<td>411 responses (76.0%)</td>
<td>130 (24.0%)</td>
</tr>
<tr>
<td>Other</td>
<td>479 responses (88.5%)</td>
<td>62 (11.5%)</td>
</tr>
</tbody>
</table>

For what purpose(s) do you use a computer at your school?

<table>
<thead>
<tr>
<th>Purpose</th>
<th>No Responses</th>
<th>Yes Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>413 responses (76.3%)</td>
<td>128 (23.7%)</td>
</tr>
<tr>
<td>Office /class/grading</td>
<td>363 responses (67.1%)</td>
<td>178 (32.9%)</td>
</tr>
<tr>
<td>Library research</td>
<td>373 responses (68.9%)</td>
<td>168 (31.1%)</td>
</tr>
<tr>
<td>Class work</td>
<td>232 responses (42.9%)</td>
<td>309 (57.1%)</td>
</tr>
<tr>
<td>Other purposes</td>
<td>434 responses (80.2%)</td>
<td>107 (19.8%)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>488 responses (90.2%)</td>
<td>53 (9.8%)</td>
</tr>
</tbody>
</table>
Goal 2: Technology training and support

1. How adequate is the computer training and support you receive at your school/conference?

![Bar chart showing technology support and training #1]

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No response/Don’t know</td>
<td>94</td>
</tr>
<tr>
<td>Non-existent</td>
<td>55</td>
</tr>
<tr>
<td>Not adequate</td>
<td>77</td>
</tr>
<tr>
<td>Somewhat adequate</td>
<td>121</td>
</tr>
<tr>
<td>Adequate</td>
<td>117</td>
</tr>
<tr>
<td>Very adequate</td>
<td>54</td>
</tr>
<tr>
<td>Extremely adequate</td>
<td>23</td>
</tr>
</tbody>
</table>

2. How would you rate your acquired skills in technology to enhance the learning experiences of your students?

![Bar chart showing technology support and training #2]

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response/Don’t know</td>
<td>165</td>
</tr>
<tr>
<td>Non-existent</td>
<td>14</td>
</tr>
<tr>
<td>Poor</td>
<td>14</td>
</tr>
<tr>
<td>Below Average</td>
<td>50</td>
</tr>
<tr>
<td>Average</td>
<td>167</td>
</tr>
<tr>
<td>Above average</td>
<td>93</td>
</tr>
<tr>
<td>Excellent</td>
<td>38</td>
</tr>
</tbody>
</table>
3. Would you make more use of the computer if you had more computer training?

<table>
<thead>
<tr>
<th></th>
<th>No</th>
<th>102 (19%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>438 (81%)</td>
</tr>
</tbody>
</table>

Goal 3: Technical assistance – Hardware and software

1. How adequate is the computer hardware purchased by your school/institution?

2. How adequate is the computer software purchased by your school/institution?
3. Are the computing facilities currently available to you sufficient for your needs?

- Not applicable: 87 responses (16.1%)
- No: 179 responses (33.1%)
- Yes: 275 responses (50.8%)

4. Does your school/conference have a technology leader responsible for technical assistance?

- Not applicable: 124 responses (22.9%)
- No: 150 responses (27.7%)
- Yes: 267 responses (49.4%)

Goal 4: Financial support for technology integration in SDA schools across Canada

Please rate the financial support for technology integration by:

1. Your school/board

- No response/don’t know: 199 responses (36.8%)
- Minimal: 131 responses (24.2%)
- Sufficient: 150 responses (27.7%)
- Excellent: 61 responses (11.3%)
2. School’s community/parents

- No response/don’t know: 232 responses (42.98%)
- Minimal: 135 responses (25.0%)
- Sufficient: 120 responses (22.2%)
- Excellent: 54 responses (10.0%)

3. Your conference

- No response/don’t know: 254 responses (47%)
- Minimal: 117 responses (21.6%)
- Sufficient: 120 responses (22.2%)
- Excellent: 50 responses (9.2%)
Goal 5: Infrastructure to ensure that this Technology Integration Plan is meeting the needs of schools and constituencies

In your opinion, how efficient is your conference/school technology committee in overseeing and evaluating the progress made towards the implementation of the SDACC Technology Integration Plan at the local level?

- No response/Don’t know: 241 responses (44.5%)
- Not Effective: 57 responses (10.5%)
- Somewhat Effective: 156 responses (28.8%)
- Very Effective: 76 responses (14.0%)
- Extremely Effective: 11 responses (2.2%)
Goal 6: Ongoing critical evaluation and update of the SDA Church in Canada Technology Integration Plan

How often should the SDA Church in Canada Technology Integration Plan be evaluated and updated?

Every year evaluation with yearly update and a revision of the plan after three years 178 responses (32.9%)
Every three years 128 responses (23.7%)
Every year 163 responses (30.1%)
No response 72 responses (13.3%)

Open-ended question (summary of responses):

Please tell us in your own words as briefly and clearly as possible, what we would need to do to help improve technology integration in our schools?

- Increased funding, and matching funds for buying new and upgrading the existing computer hardware and software. 142 responses (46.5%)
- Computer training: regional and/or in school in-service programs, individualized computer training, other than the classroom teacher. 115 responses (37.7%)
- Technical support 32 responses (10.4%)
- Technology integration 12 responses (3.9%)
- No problems 4 responses (1.3%)
Supporting Documents

for the

2001 Seventh-day Adventist Church in Canada Education Session Report

APPENDIX N

Touching Tomorrow Today
(Originally published in the Canadian Adventist Messenger, June 1997)
As a first-time participant, I was privileged to be part of the Canadian delegation at the convention of Adventist Seventh-day Adventist School Administrators (ASDASA), held in March in Daytona Beach, Florida. Approximately 600 Adventist school administrators gathered to explore the theme Touching Tomorrow Today. With speakers, workshops, networking, and socializing, each 14-hour day could have easily been stretched to 24 hours! The whole experience was very inspiring, stimulating, and challenging.

It was inspiring:
- To realize our God-given philosophy is still ahead of its time
- To share with Jose Rojas the dream of an Adventist Youth Service Network
- To sing, pray, and worship together with other educators

It was stimulating:
- To see North American Division leaders in action
- To see state-of-the-art technology being demonstrated for classroom use
- To see cutting-edge research being integrated into present practice

I was challenged:
- To “place strategic ‘stones’ (Joshua 4:7) in students’ lives by telling them stories of God’s miraculous leading.” — Walter L. Pearson, Jr.
- To “see the world with ‘new’ eyes!” — Dewitt Jones
- To “solve ‘impossible’ problems.” – Joel Barker

With the 21st century rapidly approaching, our convention theme stressed the need for Adventist educators to “touch tomorrow today” by being aware of the academic, physical, social, and spiritual needs of children who live in a rapidly-changing world. As Christian educators we must recount God’s guidance, rekindle the vision, and revitalize Adventist Christian education across Canada.