

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

**MASTER PLAN
(1997 - 2001)**

**Oshawa, Ontario
February 1998
(Sixth Draft)**

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Executive Summary

This page provides a concise summary for the future direction of the Seventh-day Adventist Church in Canada K-12 Educational System as proposed in this Master Plan (1997-2001).

Vision

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

Goals:

Goal 1 - Administration

SDA Church In Canada, Conferences and school educational personnel will work together with the North American Division Office of Education to improve all aspects of the education program.

Goal 2 - Spirituality

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

Goal 3 - Marketing & Enrollment

A well- developed marketing plan will provide constituents with information for decision- making, positive experiences, increased enrollment and financial assistance.

Goal 4 - Curriculum and Instruction

Integrating North American Division and provincial Ministry of Education curricula will provide a solid base of educational development for students.

Goal 5 - School Facilities

Adequately funded and developed facilities will help to provide an environment conducive to effective teaching and learning.

Goal 6 - Finances

A sound financial plan will assist school operation, capital development, and professional growth.

Goal 7 - Evaluation and Revision

An ongoing monitoring of the document will maintain it as a current, useful and valuable asset to the educational system.

Introduction

Philosophy for K-12 Educational System

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

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

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

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

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

Mission Slogan

Educating children and youth for time and eternity.

Mission

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

- **STRONG ACADEMICS**
guided by competent and caring staff who strive for excellence;
- **FAMILY LIVING**
nurtured in an environment where life-long friendships are formed;
- **SOCIAL INTERACTION**
that develops grace and poise;
- **WORK EXPERIENCES**
where students develop appreciation for the dignity and blessing of work;
- **CHRISTIAN GROWTH**

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

- CHRISTIAN SERVICE
in which selfless service to others becomes a way of life

Fulfilling the Mission

To fulfil "our mission" the SDA Church in Canada Office of Education will serve as a co-ordinator and facilitator to conferences and schools by providing leadership:

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

Master Planning Development Process

- Ad Hoc committee appointed by the SDACC K-12 Board in November, 1996. Committee Members were Dave Higgins, Ralph Janes, Mike Lekic, Janice Maitland. and Janet Sukumaran.
- December 1996- Initial draft formulated
- January 1997- Superintendents and PAA and KC Principals reviewed the draft.
- March 1997-2nd draft produced and presented to the SDACC Educational Council and the K-12 Board.
- May 1997-Messenger article introduced the project to the Canadian membership and requested input.
- November 1997- Third draft was presented to the Education Council Executive and the K-12 Board and requested further input.
- January 1998- Action Plans for each of the seven goals were developed by the Education Council Executive members and incorporated into the fourth draft.

- February 1997- A fifth draft was presented to the Education Council and requested further input.
- February 1998- A sixth draft was produced as a result of extensive feedback from the Education Council, and further editing by the small committee of Janet Brock, Bob Crux, Karen Landry and Mike Lekic, appointed by the Education Council, to fine tune it for presentation to the SDACC K-12 Board.
- February 28, 1998 (evening) - voted by the SDACC K-12 Board of Education.

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

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

Goals of the Master Plan

Goal 1 - Administration:

Develop and maintain a cohesive program of K-12 education in Canada involving conference and school education personnel.

Goal 2 - Spirituality:

Develop and implement a master plan that will include a model for spiritual growth, development and assessment, spiritual commitment through the environment, teachers, families, churches, pastors; through positive relationships between students and others, as well as through active missionary service activities within and without the school.

Goal 3 - Marketing and Enrolment:

SDACC K-12 schools in Canada should be able to operate an effective marketing program enabling them to project future enrolment.

Goal 4 - Curriculum and Instruction:

Develop and teach a curriculum that covers the provincial requirements, integrates faith and learning and takes into consideration preferred teaching practices.

Goal 5 - School Facilities:

Build and maintain educational facilities that provide a conducive environment for learning, and set aside funds to that effect.

Goal 6 - Finances and Development:

Develop a plan with provisions for capital improvement, technology integration support, professional growth for teachers, and guidelines for debt free operation of K-12 Adventist schools in Canada.

Goal 7 - Ongoing Evaluation and Revision

Critically evaluate and update the Master Plan to reflect the accomplishments and new developments.

Goal 1 - Administration: Development and Maintenance of a Cohesive Program of SDACC K-12 Education in Canada, Involving Conference and School Education Personnel.

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

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

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

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

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

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

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

1.3 Establish and maintain regularly scheduled Education Councils.

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

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

Major revisions of the SDACC Education Code are under way. Further revisions will be made as needed.

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

The SDACC K-12 school system is now an active equal partner with other unions in the North American Division in curriculum development. Teacher representatives attend the elementary and secondary curriculum committees, summer workshops, and North American Division Curriculum Committee (NADCC). SDACC and Conference Curriculum Committees are working to integrate provincial and NAD Curricula, creating guides appropriate for each province. The SDACC K-12 school system and the CUC education department will cooperate to bring innovation and change.

- 1.6 Provide assistance in supervision and evaluation of administration and instruction.**
The SDACC Education Director will evaluate the Parkview Adventist Academy and Kingsway College principals.
- Principals from the above academies may request assistance from the conference superintendents in the evaluation of teachers.
- 1.7 Participate with the conference offices of education and academies in providing in-service education programs.**
The Director of Education will be available for principals' meetings, teacher conventions and conference K-12 board meetings.
- 1.8 Participate in on-site school evaluations.**
The SDACC Director of Education will: evaluate all junior academies, assist superintendents in evaluating elementary schools, and chair at least one senior academy evaluation in another NAD union yearly.
- 1.9 Apply North American Division standards as guidelines in processing certification requirements.**
This policy is being applied.
- 1.10 Act as denominational certification agent for educational personnel.**
The education department secretary is the certification registrar while a certification committee (Education Council Executive) addresses gray areas three times a year. The SDACC Education Director and the NAD Vice-President for Education co-sign teaching certificates.
- 1.11 Process application for the establishment of new junior and senior academies.**
This policy is being applied.
- 1.12 Develop job descriptions for each member of the office of education staff.**
These job descriptions are available.
- 1.13 Provide leadership in the development and maintenance of an education code.**
The Education Code will be revised as required.
- 1.14 Assume responsibility for the development and annual publication of a list of approved textbooks and other curriculum materials.**
Curriculum committee(s) will publish annually a list of approved textbooks and other curriculum materials.
- 1.15 Prepare and submit statistical and financial reports as required by the North American Division Office of Education.**
This policy is followed.
- 1.16 Submit copies of the minutes of the SDACC K-12 board of education and other major councils to the North American Division Office of Education.**
This policy is followed.

1.17 Annual Curriculum Review

Regular periodic reviews will be developed and implemented which will include specific goals related to innovation and change. Communication with local boards will assist them to be supportive of the innovation and change within their school. This will be implemented beginning in the school year 1998-99.

1.18 Certification

Certification requirements will be modified to require teachers seeking certification renewal to include development of a professional growth plan based on the needs of the 21st century classroom.

1.19 Incentive Grants

The SDACC Office of Education as well as each conference and school may offer incentive grants for teachers to experiment with innovation which might include a nominal stipend or equipment. Results will be shared throughout the Union as a way to stimulate change and to learn from each other's successes and failures.

1.20 Commitment to Excellence Through:**1. Follow-up and Staff Development**

Educational administrators will lead the educational team in collaborative selection of educational innovations while recognizing the diverse interests and strengths of each teacher. Sustained professional development will be planned. This may include planning in-service sessions along with extended mentoring and/or peer coaching opportunities to institutionalize the innovations and to ensure accountability.

Boards will recognize that innovative practices will require additional time and resources and will seek ways to make them available.

2. A Total Commitment to God document implementation

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

Excellence in Adventist education will be provided by:

- Developing a comprehensive spiritual master plan and curricula for all subjects that will support the Seventh-day Adventist world view and integrate faith with learning,
- Employing fully committed, professionally competent Seventh-day Adventist teachers, who are actively involved in their local church, and who integrate faith and learning as they nurture their students in being good members and citizens of both church and society.
- Working with parents and local congregations to ensure that each student is presented with the claims of Christ and is given opportunity to decide for Him and be baptized.

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

SDACC K-12 Master Plan (1997-2001)		
ADMINISTRATION ACTION PLAN		
Goal 1: Develop and maintain a cohesive program of K-12 education involving school and conference education personnel.		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE DEADLINE
SDACC Educ. Director	1.1 Develop and administer the union-approved budget for K-12 education.	Every Nov. preliminary budget is developed and adopted in Feb.
SDACC Educ. Director Superintendents Principals	1.2 Provide leadership in acquainting the constituency with the imperatives of Seventh-day Adventist Christian Education.	Ongoing
SDACC Educ. Director	1.3 Establish and maintain regularly scheduled education Councils.	Educ. Council end of Feb. Educ. Council Exec., Nov. & Jan.
SDACC Educ. Director	1.4 Advise the SDACC Board of Education on educational policies, standards, practices and problems.	Twice a year Nov. & Feb.
SDACC Educ. Director One Superintendent Designated Teachers	1.5 Cooperate with the NADOE in developing and coordinating the Curriculum in K-12 schools.	Ongoing various meetings
SDACC Educ. Director Superintendents	1.6 Provide assistance to principals with supervision of instruction.	As requested
SDACC Educ. Director Superintendents	1.7 Participate with the conferences office of education and academies in providing in-service educational programs.	As needed
SDACC Educ. Director Superintendents Teachers	1.8 Participate in the programs of on-site school evaluations.	As per Education Code policy
SDACC Educ. Director	1.9 Apply North American Division standards as guidelines in processing certification applications.	As outlined in the policy

PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE DEADLINE
SDACC Educ. Director	1.10 Act as denominational certification agent for educational personnel.	Ongoing
SDACC Educ. Director	1.11 Process application for the establishment of new junior and senior academies.	As per Education Code policy
SDACC Educ. Director in cooperation with the members concerned	1.12 Develop job descriptions for each member of the office of education staff.	Reviewed annually
SDACC Educ. Director in cooperation with Educ. Council (Exec.)	1.13 Provide leadership in the development and maintenance of an education code.	Ongoing
SDACC Educ. Director in cooperation with the SDACC & local conferences Curr. Committees	1.14 Assume responsibility for the development and annual publication of a list of approved textbooks and other curriculum materials.	Annually to begin in 1998/99
SDACC Education Secretary	1.15 Prepare and submit statistical and financial reports as required by the North American Division Office of Education.	As per established schedule of the NADOE
SDACC Education Secretary	1.16 Submit copies of the minutes of the union conference board of education and other major councils to the North American Division Office of Education.	Done after each committee meeting
SDACC & Conference Offices of Education	1.17 Annual curriculum review.	Annually to being in 1998/99
SDACC Educ. Director Certification Registrar & Cert. Committee	1.18 Certification.	Ongoing as per policy
SDACC, Conference Offices of Education and Schools	1.19 Incentive grants	Annually to begin in 1998/99
SDACC , Conferences and School Boards SDACC, Conference	1.20 Commitment to Excellence through: <ul style="list-style-type: none"> • Follow-up and staff development • Commitment to excellence through the ATotal Commitment to 	CUC, LSU Summer School; In-service year round SDACC Office of

<p>Offices of Education, Elementary & Secondary boards and Schools</p>	<p>God document implementation.</p>	<p>Education Master Plan (>97-2001) adopted in Feb. 1998.</p>
<p>Conference Offices of Education, Schools</p>	<ul style="list-style-type: none"> • development of a spiritual master plan 	<p>1998->99</p>
<p>Conference Board of Directors, K-12 Board</p>	<ul style="list-style-type: none"> • employing committed, competent SDA teachers 	<p>Ongoing</p>
<p>Schools and Church</p>	<ul style="list-style-type: none"> • working with parents and local congregation 	<p>Regular Home-School Creation of parental Councils to begin 1998->99</p>
<p>School and Church</p>	<ul style="list-style-type: none"> • transmitting to students the mission of the church and involving them in fulfilling the mission of the church 	<p>Ongoing</p>
<p>School and Church</p>	<ul style="list-style-type: none"> • involving staff and students in outreach 	<p>Ongoing</p>
<p>School and Church</p>	<ul style="list-style-type: none"> • participate in a division developed spiritual assessment process with a review of results 	<p>Annually, begin by 1998->99</p>
<p>N.B.: NAD Office of Education has contracted La Sierra University's Hancock's Center at the request of NAD Union Directors of Education to develop spiritual growth and master plan assessment models. The program called APotentials is being developed. (See Appendix A)</p>		

Goal 2 - Spirituality: Develop and Implement a Spiritual Master Plan That Will Include a Model for Spiritual Growth, Development and Assessment, Foster Spiritual Commitment Through Environment Teachers, Families, Churches, Pastors; Through Positive Relationships Between Students and Others, as Well as Through Active Missionary Service Activities Within and Without the School.

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

Educational personnel will promote and nurture the spiritual growth and development of students.

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

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

2.2 Spiritual Environment

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

Spiritual growth is intimately related to the sharing of faith and beliefs. Therefore the school has the potential to be a milieu where the students are the connection to home, church and community.

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

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

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

2.2.1 Spiritually motivated teachers who

- Integrate faith and learning;
- Model a Christian lifestyle on a day by day basis;
- Provide a school ambience that will draw students to Christ;
- Make service to God and others an integral part of their spiritual experience;
- Respect the nuances in the expression of faith and capitalize on it, fostering a spirit of tolerance, conducive to good race relations.
- Foster the children's altruism and the valuing the spirit of community, by encouraging activities such as:
 - Visiting nursing homes
 - Doing yard work for the elderly or disabled neighbors
 - Adopting a highway
 - Collecting cans for needy families
- Demonstrate a caring, compassionate and supportive attitude.

2.2.2 Spiritually motivated Families that

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

2.2.3 Spiritually Vibrant Churches that

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

2.2.4 Spirit-filled Pastors who

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

2.3 Positive relationships between students and school staff members

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

2.4 Positive relationships between students and others, fostered by:

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

2.4.1 The home church could be a positive influence by giving:

- \$ Time
- \$ Financial support
- \$ Moral support
- \$ Verbal encouragement

2.4.2 Other activities that would enhance the student's spiritual life are:

- \$ Weeks of Prayer
- \$ Pathfinder clubs
- \$ Musical bands
- \$ Choirs
- \$ Sabbath schools and church programs
- \$ Outreach programs

2.5 The challenge of missionary service activities within and without the school

One must acknowledge that our schools in Canada often have a percentage of students that do not share our beliefs. Therefore, it must be a concern to use any opportunity to lead them to Jesus. In this area, the SDA curriculum plays an important part. Nevertheless, the positive influence of SDA students is vital as is the role of families that can befriend and integrate these potential Christians.

Service opportunities may create vibrant communities that

- \$ Work together in projects for the well being of all;
- \$ Respect and are open to cultural differences;
- \$ Recognize the spiritually motivated Christians as an asset to the community.

SDACC K-12 Master Plan (1997-2001) SPIRITUALITY ACTION PLAN		
<p>Goal 2: Develop and implement a spiritual master plan that will include a model for spiritual growth, development and assessment, foster spiritual commitment through environment, teachers, families, churches, pastors; through positive relationships between students and others, as well as through active missionary service activities within and without the school.</p>		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE DEADLINE
Conference Offices of Education, Schools	2.1 Develop and Implement a Spiritual Master Plan That will Include a Model for Spiritual Growth, Development and Assessment	1998-1999
Teachers, Families, Churches, Pastors	2.2 Spiritual Environment \$ Integrate faith and learning \$ Model a Christian lifestyle \$ Develop prayer warriors chapter \$ Provide spiritual climate that draws students to God \$ Supportive families \$ Supportive churches and pastors	1998-1999 Ongoing
Students and School Staff	2.3 Positive relationships between students and school staff members \$ Camp outs with students, staff and parents and other relationship building activities	Ongoing
Students/Pastors/Staff	2.4 Positive relationships between students and others \$ Video hand out by youth to neighbourhood	1998-1999 Ongoing
Students/Pastors	\$ Service projects Clowns at sick children's hospital, rest home--singing group	1998-1999 Ongoing
Students/Staff	2.5 The challenge of missionary service activities within and without the school \$ Develop Campus/School Ministries \$ Plan to host Net 98 in school \$ Promote Maga Books	1998-1999 Ongoing

Goal 3 - Marketing and Enrollment: All SDACC K-12 Schools Will Be Able to Operate an Effective Marketing Program Enabling Them to Project Future Enrollment.

3.1 Marketing Plan

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

3.1.1 Rationale

Will give the reasons for the development and use of the marketing plan, and identify those stake holders who share in the overall responsibility of marketing the school.

3.1.2 Promote the Mission of Your School

- \$ why you exist
- \$ your major goals
- \$ what makes your school unique and different from public schools and from other Christian schools.

3.1.3 Promote the Personnel of Your School.

- \$ who they are, and their families.
- \$ their academic qualifications.
- \$ their spiritual qualifications.
- \$ their track record at your school.
- \$ their telephone numbers (available when needed).

3.1.4 Promote the Curriculum of Your School.

- \$ what you teach.
- \$ the textbooks you use.
- \$ how well you teach it (be honest).
- \$ how your alumni are doing.
- \$ how you are perceived by the Adventist community.
- \$ how you are perceived by the public community.
- \$ the non-academic curriculum B such as participating in tutorial assistance for slow learners, drug free counseling, special challenging programming for rapid learners, teaching the value of work, community service activities, sports program, music program, school lunch program, parent-teacher organization, etc.

3.1.5 Promote the Students of Your School.

- \$ where they come from.
- \$ what they are like socially.
- \$ what the they are like spiritually.
- \$ how they are doing academically.
- \$ the financial status of most students and parents.

3.1.6. Promote the Finances of Your School

- \$ yearly costs.
- \$ payment plans B family plans, student assistance.
- \$ scholarships available.
- \$ general financial health of the school.

3.1.7 Promote the Parents of Your School.

- \$ how much they are involved in the school.
- \$ when and where they are welcome.
- \$ school expectations of parents.
- \$ what they may expect of the school.

3.2 Responsibilities/Promotion Strategies**3.2.1 Boards**

- \$ create a Parent Advisory to involve parents in an advisory role in school operation, promotion, focus groups, and integration into spiritual programming.
- \$ request a Christian Education section on the pastor's and principal's monthly report.
- \$ in the case of boarding schools, send formal invitations to visit the campus to pastors and elementary school and junior academy teachers B with guest passes, food and lodging for up to two school days each school year.
- \$ in the case of boarding schools, plan campus visitation Sabbaths for students, teachers, and pastors from each district.
- \$ give parents free room and board vouchers to be used twice a year by arranging their visits through the recruitment office.
- \$ institute an annual Vision-to Action Progress Report.
- \$ in the case of larger schools, create departmental area scholarships to attract students.
- \$ request that the conference youth department hold Youth Rallies and activities in the school facilities with preplanning involving elementary teachers, pastors, and the school.
- \$ request that the Advancement Office coordinate with pastors to bring together the youth of each district once a year to meet with the school's staff and student groups at a local church.
- \$ develop a student telemarketing team.
- \$ implement a strong summer recruitment program using student and staff teams for church and home visitation, paying student scholarships and staff expenses.
- \$ systematically track enrolment, and make realistic projections
- \$ in the case of grade schools, send congratulatory letters and small gifts to parents upon the birth of a baby, and birthday cards to pre-school children.
- \$ familiarize themselves with the document Recruitment: Enrolling and Retaining More Students available from the SDACC Office of Education.
- \$ in cooperation with the conference education office, administer satisfaction surveys.

3.2.2 School principal and staff

- \$ have a Parental Resource Pool Survey at school opening.
- \$ send school's newsletter to all teachers and pastors (in addition to parents).
- \$ hold (or host) a Science Fair at the school.
- \$ conduct a regular letter-writing program B general news letters, search letters, and personal letters to parents acknowledging achievements and special occasions.
- \$ prepare programs for the public B Christmas, music, open-house etc.

3.2.3 Local church pastor(s)

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

3.2.4 Parents

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

3.3 Students (Projected Enrollment 1997-2001) (see Appendix D)**3.3.1 Student Retention**

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

3.3.2 Celebrate student achievement

- \$ in school assemblies.
- \$ in school newsletter (or the *Messenger*).
- \$ in personal congratulations or letters to parents.
- \$ present awards for academic success, citizenship, improvement etc.

3.3.3 Celebrate parental contributions

SDACC K-12 Master Plan (1997-2001) MARKETING AND ENROLLMENT ACTION PLAN		
Goal 3: All SDACC K-12 schools in Canada will be able to operate an effective marketing program enabling them to project future enrollment.		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE DEADLINE
Principal Marketing Team Marketing Team	3.1 Marketing Plan \$ Organize Marketing Team \$ Determine Target Market \$ Develop Marketing Goals \$ Develop Plan for Implementation Strategies \$ Analysis of Marketing Plan	Beginning of 1998 and continuing through each year End of every year
PR person/Marketing Team	3.2 Responsibilities/Promotion Strategies \$ Develop Network of Support People \$ Create Promotional Materials For Distribution \$ Personal Visitations \$ School Promotional Day \$ Financial Incentives \$ Mapping of Target Area	Implement and revise every year as the market dictates
PR person/Marketing Team	3.3 Students (Projected Enrolment 1997-2001, see Appendix D) \$ Initiate surveys \$ Analysis of births in constituent churches, number of students in lower grades, number of students in public school and home school. \$ Monitor and track students	Initial year 1998->99 Following years

Goal 4 - Curriculum and Instruction: Develop and Teach a Curriculum That Covers the Provincial Requirements, Integrates Faith and Learning, and Takes into Consideration the Preferred Teaching Practices.

- 4.1 To integrate the NAD curricula with the various Ministries of Education curricula requirements.**
Efforts will be made to integrate Ministry of Education and North American Division Curriculum Guides as well as the essential elements and preferred practices for curriculum in Seventh-day Adventist schools. (see Appendix B)
- 4.2 To encourage schools to consider learning styles of students and teaching methods suited to the needs of students from different cultures and backgrounds.**
Ethnicity and the cultural mix of classes must be considered along with students' learning styles to make course content relevant.
- 4.3 To ensure that schools' curriculum offerings are relevant and in sync with the times in which we live.**
Curriculum offerings must be current and relevant.
- 4.4 To emphasize community service activities as a vital part of school curriculum.**
Our mission to take the gospel message to all the world should not get lost in the schools' busy program. Community outreach, especially in the immediate school vicinity, must be visible and effective.
- 4.5 To encourage the use of technology as a support for learning and reinforcement of concepts, and to assist in making proposals for acquiring computers.**
Computers and quality educational software will be acquired and utilized. (See Appendix C)
- 4.6 To endeavor to develop a data base as well as a video library with teaching and learning videos.**
Many educational videos are available through professional organizations such as Phi Delta Kappa and Association for Supervision and Curriculum Development. Since such videos are expensive, the conference should maintain a video library, along with a data base, for in service development, in its offices.
- 4.7 To implement a plan to assist schools in acquiring adequate laboratory supplies and equipment for effective application of course material in science and mathematics labs.**
Budget constraints at the school level often delay the acquisition of certain science and math equipment. Conferences could prepare a financial plan in which schools will assume a percentage of the total cost for materials (equipment).
- 4.8 To review textbooks regularly.**
Textbooks should be regularly reviewed for their relevance and effectiveness.

- 4.9 To require school principals and head teachers to involve parents in decision making in the area of curriculum and instruction wherever possible.**
Parents will be encouraged to become more involved in decisions concerning what to teach their children.
- 4.10 To require schools to review program offerings annually, to determine whether the needs of the students are being met, and to either expand, delete, or replace course offerings.**
Small schools have limited curriculum offerings. . Continuous review of these offerings is necessary to determine what to offer and when.
- 4.11 To give serious consideration to the training and education of teachers in the areas of English as a Second Language (ESL) and Special Education.**
More students with learning disabilities and English as a second language are enrolling in our school. Because these students are being integrated into regular classrooms teachers need the expertise to effectively assist their students.
- 4.12 To make available DOS and Windows applications to education personnel.**
Principals and teachers need to be encouraged to explore the technological world of computers.
- 4.13 To encourage schools to expand curriculum offerings to include more practical arts and technological courses.**
The demands of the work world today include computer knowledge and careers needing hands-on expertise.. Practical courses need to be reinstated in our schools.
- 4.14 To develop appropriate student report forms for Grades K-8 that accurately and efficiently reflect students' attainment of skills in each subject area.**
The current report forms do not adequately provide a clear picture of students' achievement and grasp of skills and proficiencies.

SDACC K-12 Master Plan (1997-2001)		
CURRICULUM AND INSTRUCTION ACTION PLAN		
Goal 4: Develop and teach a curriculum that covers the provincial requirements, integrates faith and learning and takes into consideration the preferred teaching practices.		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE DEADLINE
Superintendents Curriculum Committee Principals, Teachers	4.1 Integrate the NAD curricula with the various Ministries of Education Curricula requirements	Ongoing
Superintendents	4.2 Conferences will encourage schools to consider learning styles of students and teaching methods suited to the needs of students from different cultures and backgrounds	Ongoing
Superintendents	4.3 Conferences will ensure that schools' curriculum offerings are relevant and in sync with the times in which we live	Ongoing
Superintendents	4.4 Conferences will emphasize the community service activities as a vital part of the schools' curriculum	Ongoing
Superintendents Principals	4.5 Schools will be encouraged to use technology as a support for learning and reinforcement of concepts and assisted in making proposals acquiring computers and technology integration training (See Appendix C)	1997 Ongoing
Superintendents	4.6 Conference Offices of education will endeavor to develop a data base as well as a video library with teaching and learning videos	1997 Ongoing
Superintendents	4.7 The Conference Offices of Education will implement a plan to assist schools to acquire adequate laboratory supplies and equipment for effective application of course material in science and math labs	1998 Ongoing
Superintendents	4.8 The Conference Offices of Education will require textbooks to be reviewed regularly	1998 Ongoing
Superintendents	4.9 The Conference Offices of Education will require school principals and head teachers to involve parents in decision making in the area of curriculum and instruction whenever possible	1998 Ongoing
Superintendents	4.10 That Conference Offices of Education will require schools to review program offerings annually	Annually
Superintendents	4.11 The Conference Offices of Education should give serious consideration to the training and education of teachers in the areas of English as a Second Language (ESL) and Special Ed	Ongoing
K-12 Board	4.12 Courses in DOS and Windows applications should be made available	Ongoing

Schools Boards	to education personnel	
Superintendents	4.13 The Conference Offices of Education should encourage schools to expand curriculum offerings to include more practical arts and technology courses	Ongoing
SDACC Education Director Educational Council	4.14 Appropriate student report forms should be developed for Grades K-8, that accurately and efficiently reflect students attainment of skills in each subject area.	Reviewed annually
Principal/Teachers School Boards Superintendents	4.15 Implementation of FACT 21 (essential core elements for curriculum in Seventh-day Adventist elementary schools and preferred practices of ideal Seventh-day Adventist secondary schools of the future)	Begin in 1998 Ongoing

Goal 5 - School Facilities: Build and Maintain Educational Facilities That Provide an Environment Conducive for Learning, and Set Aside Funds to That Effect.

- 5.1 Planning of new construction and remodeling projects should involve representation from all stakeholders.**
In order to have support from as many members as possible it is important that they feel involved in the project as early as possible.
- 5.2 Planning of new construction and remodeling projects should be for the long term, taking into account such things as future needs, possible advances in technology, developing teaching techniques, etc.**
Long term planning may cost more initially but will be more cost effective in the long term.
- 5.3 All local building codes will be strictly adhered to.**
The local building department will be contacted early in the planning process to determine the code requirements and possibly avoid costly changes later. Maintaining code requirements may also help avoid legal issues.
- 5.4 North American Division building policies should be adhered to and do not conflict with local building codes.**
NAD building policies may be helpful but must not replace local building codes.
- 5.5 Safety and convenience will be considered when planning traffic flow involving pedestrians, private automobiles and school busses.**
Safety of all concerned, especially the students, must be considered vital at all times. Consultation with the police department may be helpful.
- 5.6 Building costs should be as economical as possible without jeopardizing long term use.**
Economics is always an important issue but may sometimes be shortsighted. Some slightly more expensive building material may last much longer and extend the useful life of the building.
- 5.7 Develop and maintain a balanced operating budget including costs such as maintenance, utilities, insurance, etc.**
The total cost, not just building cost, must be considered when planning a budget.
- 5.8 Develop a sound financial plan, with time lines for phase completion. Regular updates will reflect the ongoing and final cost of the project.**
It is not unusual for building costs to increase as the project develops.
- 5.9 All Conferences, SDACC, and NAD financial policies will be followed.**
Experience has shown that adherence to the above policies will prevent problems that can delay new construction or remodeling projects.
- 5.10 Maintain and/or increase the current Capital Improvement Appropriation for school facilities from the SDACC Office of Education.**
- 5.11 Update insurance coverage annually to adequately reflect the replacement costs in case of loss.**

SDACC K-12 Master Plan (1997-2001) SCHOOL FACILITIES ACTION PLAN		
Goal 5: Build and maintain educational facilities that provide a conducive environment for learning, and set aside funds to that effect.		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE DEADLINE
Principal School Boards Building Committee	5.1 Planning of new construction and remodelling projects will involve representation from all stakeholders	as required
Building Committee	5.2 Planning of new construction and remodelling projects will be for the long term	as required
Building Committee	5.3 All local building codes will be strictly adhered to	Ongoing
Building Committee	5.4 The NAD's building policies should be considered and utilized	Ongoing
Building Committee	5.5 Safety and convenience will be considered when planning traffic flow involving pedestrians, private automobiles and school busses	Ongoing
School Boards Building Committee	5.6 Building costs should be as economical as possible without jeopardizing long term use	Ongoing
School Boards	5.7 Develop and maintain a balanced operating budget	Ongoing
School Boards	5.8 Develop a sound financial plan, regularly updated to reflect the ongoing and final cost of the project	Ongoing
School Boards	5.9 All Conferences, SDACC, and Division financial policies will be followed	Ongoing
SDACC Board	5.10 Maintain and/or increase the current Capital Improvement appropriation for school facilities and budget for depreciation	1997 Ongoing
School Boards	5.11 Update insurance coverage annually to adequately reflect the replacement costs in case of loss.	1998 Ongoing

Goal 6 - Finances and Development: Develop a Financial and Development Plan with Provisions for Capital Improvement, Technology Integration Support, Professional Growth for Teachers, and Guidelines for Debt Free Operation of K-12 Seventh-day Adventist schools in Canada.

6.1 Boarding School Subsidies

6.1.1 The SDACC should fund subsidies to Kingsway College and Parkview Adventist Academy in one of two ways: either by direct appropriations or by increasing the SDACC Office of Education budget by an amount equivalent to the current appropriation.

6.2 Financial Management

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

6.2.2 The SDACC will consider a plan to increase the non-reversion income appropriation over the next five years to reach a minimum level of 0.60% tithing equivalent. Kingsway College and Parkview Adventist Academy will continue to receive appropriations through the SDACC Office of Education budget.

6.3 Capital Development Funds

6.3.1 The SDACC Office of Education will continue to support Capital Development through the rotating subsidy program currently in effect, and to study the possibility of increasing the subsidy. Study will be given to developing guidelines that will allow a better match of projects and grants to conferences.

6.4 Technology in Education

6.4.1 A program will be initiated to encourage and support the use of technology in all classrooms by providing funding through matching grants on an equitable basis.

6.5 Professional Continuing Education

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

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

6.6 Development Funds for Education

6.6.1 The SDACC Office of Education will give study to designing and implementing a comprehensive development program including the mentoring and peer-coaching as professional growth alternatives that can be initiated and supported at all levels of the education system in Canada.

6.7 Financial Future of Adventist Education

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

SDACC K-12 Master Plan (1997-2001) FINANCES AND DEVELOPMENT ACTION PLAN		
Goal 6: Develop a financial and development plan with provisions for capital improvement, technology integration support, professional growth for teachers, and guidelines for debt free operation of K-12 Adventist Schools in Canada.		
PERSON/ENTITY RESPONSIBLE	ACTIVITY	DATE DEADLINE
SDACC	6.1 Boarding School Subsidies Recommend that study be given to the operation and subsidy formula for the two boarding schools in light of several conferences operating senior academies.	1998
Superintendents SDACC Education Council SDACC Education Council	6.2 Financial Management 6.2.1 Continue to focus on individual school board training and seminars to strengthen financial management. 6.2.2 Establish financial requirements for opening a new school and for the continued operation of schools. 6.2.3 Develop a philosophy of education that addresses the growing financial needs of schools (i.e. Technology, reporting requirements etc.).	Ongoing 1998->99 Ongoing
SDACC Education Council	6.3 Capital Development Funds - See item 6.6	
SDACC K-12 Board Conference Committee	6.4 Technology in Education Implement Technology Plan already in place. (See Appendix C)	1998-2000
SDACC Board Education Council School Boards	6.5 Professional Continuing Education 6.5.1 Continue with C.U.C. Summer Programs. 6.5.2 Institute a program where teachers/administration develop individual professional growth plans. 6.5.3 Continue conference/union/division conventions and other professional growth activities. 6.5.4 Make funds available for teachers/administrators to attend publicly sponsored programs/consortia dealing with educational issues.	Ongoing

<p>Principals/School Boards</p> <p>Conference Offices</p>	<p>6.6 Development/Funds for Education</p> <p>6.6.1 Strengthen the alumni Association of each school</p> <p>6.6.2 Create a greater awareness of educational needs via Trust Services</p> <p>6.6.3 Gain greater support from the pastoral ministry for the philosophy of Adventist Education and support thereof.</p>	<p>Ongoing</p>
<p>SDACC Education Director</p>	<p>6.7 Financial Future of Adventist Education</p> <p>6.7.1 Greater Partnering with Adventist business persons.</p> <p>6.7.2 Consider consolidation for efficiency.</p> <p>6.7.3 Develop and maintain an up-to-date data base of potential students.</p>	<p>Ongoing</p>

Goal 7 - Ongoing Evaluation and Revision: Critically Evaluate and Update the Master Plan to Reflect the Accomplishments and New Developments

Evaluation Plan

Evaluation of the progress and effectiveness of the SDACC K-12 Educational System Master Plan (1997-2001) will be a responsibility shared by all members of the SDACC Education Council, SDACC Council Executive and the SDACC K-12 Board.

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

Continuous Evaluation

Evaluation will be a continuous yearly process throughout the 5 Year Master Plan period. Evaluation of each of the seven goals will follow their particular time-lines for development and implementation.

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

- \$ Each of the seven goals of the Master Plan will be evaluated *yearly* by the SDACC Education Council Executive members.
- \$ Users of the plan (superintendents, principals, teachers, school boards) will begin immediately to evaluate the effectiveness of the master plan compared to the conferences' and schools' education master plans.
- \$ Depending on the nature of the individual action plan, the evaluation format will vary. For example, some superintendents, principals, teachers and school boards will either be interviewed, asked to complete surveys, or, when appropriate, convened as focus groups to provide feedback on the effectiveness of the Master Plan.
- \$ As implementation proceeds, surveys will be conducted regularly. Superintendents, principals, teachers and school boards will be encouraged to register their suggestions and evaluations.
- \$ The SDACC Education Council Executive will analyze responses and redirect efforts accordingly. This evaluation process will be continuously evaluated to determine the relevance and usability of each of the components of the 7 action plans.

Professional Development and Communications

Professional Development will be evaluated based on the following criteria:

- \$ developing and implementing effective professional development plans or using existing plans all designed to accomplish the intended result of each action plan component.
- \$ producing easy-to-use guides if necessary.
- \$ producing training programs that will reach a significant number of stakeholders (superintendents, principals, teachers, school boards, parents).

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

Final Evaluation

The final evaluation of the 5-Year Master Plan (completed in 2000 for presentation to the K-12 Board in February, 2001) will determine if the goals and needs of superintendents, principals, teachers, and school boards have been met through the Master Plan.

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

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

APPENDICES

APPENDIX A

Potentials

APPENDIX B

Curriculum Futures Document

APPENDIX C

Technology Integration Plan

See Technology in the Classroom section of CAT~net (<http://catnet.sdacc.org>) for the Technology Integration Plan

APPENDIX D
Sample of a Marketing Plan
Projected Enrollment 1997-2001

Kingsway College

1998/99

Marketing Plan

Prepared by Walter Wasyliuk
October, 1998

Kingsway College Mission Statement

"Our mission at Kingsway college is to reflect Jesus Christ in a Seventh Day Adventist environment that encourages personal spiritual commitment and that fosters academic excellence, physical fitness, sensitive service, and growth in employment and social skills."

Purpose

The purpose of this document is to outline our plans and identify our targets for student enrolment for the next few years. Our campus has a comfortable capacity of over 250 students. We would like to achieve that number as soon as practicable. Higher enrolment numbers will allow us to maintain or even reduce tuition rates, which will make it easier to attract more students, and so on. More importantly, with lower rates, in addition to attracting more students we will be able to provide Christian education to students who would otherwise not be able to attend.

We will not compromise our standards in any way, just to increase enrolment. In fact, we feel that high standards will have a positive impact on enrolment in the longer term. Our marketing and promotional plans must therefore be in harmony with total school goals in order to achieve our objectives.

Although this plan identifies some enrolment targets and goals, these are only preliminary targets and are for the purpose of setting direction. Our financial budgeting plans will provide our actual marketing targets.

Marketing of Kingsway College

The success of marketing any program, product or service relies heavily on providing a product or service that customers will want at a price they are willing to pay. Marketing also facilitates the bringing together of the customers and the product, through communication, information and promotion. Our marketing efforts will be focussed on recruiting the targeted number of students to support our financial budget.

To be successful in marketing our school and increasing enrolment to a desired level, we must provide the services people want, and also inform our potential students/parents about what Kingsway has to offer. Although this document will deal primarily with the communication and promotion aspect, the following is a brief assessment of the product we offer. We need to be aware of our strengths and weaknesses in order to be successful with our promotion.

Physical Facilities

New students and parents are very impressed with our campus and facilities, with a couple of weak areas. One is the men's dormitory. This is also a limiting factor as far as student capacity goes. The top two floors have received a face lift, but we are at maximum capacity now and the bottom floor must be renovated before we can accept any more male dorm students. A new men's dorm would probably be one of the next major required projects. The other is the music hall. The old gym has potential; it has great acoustics. The gym could be turned into a concert hall, and the practice studios and washrooms need renovations.

Academic Excellence

This is usually considered the very reason for our existence, and Kingsway offers a good variety of courses and a standard we can be proud of. We receive no complaints from students or parents about what is offered, how it is taught, or the final academic result of attendance here.

Spiritual Atmosphere

Academic excellence can be found at almost any school.. Kingsway exists in order to provide academic excellence in a spiritual environment, where students can prepare for eternal life as well as for a successful life for the remaining time on this earth. A high spiritual standard may have some short term negative effect on enrolment. It will provide us with marketing guidelines as far as accepting non-Adventist students goes, and will effect our retention of existing students who don't live up to the standard. We do believe that there are sufficient students and parents who want the high standard, and over the longer term, it will bring us more success and increased numbers. Kingsway's current direction as led by David Branum and supported by all staff is to provide a high level of religious experience.

At the time of this writing, we still don't have a campus Chaplain. This is a definite weakness as far as organizing religious activities goes, and we certainly hope that this situation will be resolved shortly.

Social/ Campus Life

Kingsway provides a good social environment for our students. We have a strong Student Association, good entertainment programs, and with intramural sports and our Physical Fitness Complex, our students have ample opportunity for recreational activities. The direction for Faculty Families has been changed to encourage greater participation, and has started with good momentum. Cafeteria food, an important part of campus life, is an almost universal sore spot with boarding school students. Overall, Kingsway cafeteria food is receiving a very positive report from our students.

Student Retention and Customer Satisfaction

We want to retain all existing students, except for those who graduate! We know that we will lose some students during the year and others will not come back for the next year. For planning purposes we will assume that the same rate of attrition which we experienced from >97-98 to >98-99 will be repeated each year. 16% of the combined grades 9 to 11 did not return.

We recognize that what will retain existing students will also bring in new students. Primarily this is satisfied customers. We serve two levels of customers. First, its the students. They are the reason the school exists, and they are the people we provide our services to. Unless the students are happy at Kingsway, they will not want to come back, and will not spread good will. In fact, any positive and aggressive marketing efforts we exert will be largely negated by the real story, if its a negative one, that existing students spread in the marketplace.

The second level of customers we serve are the parents. They pay the bills! There will always be some areas where the needs or wishes of the parents will be opposite to the wants of the students. Unless we satisfy the needs of the parent customers, they will not send us the student customers. Our objectives are to provide the highest standards of quality Christian education. We believe that we must provide a school with high spiritual standards, where Jesus is reflected as per our mission statement. This may discourage some students, but will bring more of those who are looking for a spiritual experience.

A lot of effort goes into providing a positive experience for our students. The principal's open door policy, where all students are not only welcome but are encouraged to come and talk with Mr. Branum, sets the right atmosphere. The cafeteria provides food that actually receives positive feedback. The dorm deans substitute for moms and dads when those are needed. The PR office recognizes every student's birthday with a card and a treat, follows up with all new students to make sure they are adjusting, follows up with parents of new students to make sure they have no concerns, etc. Of course students spend more time with the teachers than any other staff member, and the attitude of the teachers is that they care about their students. This has a powerful impact on customer satisfaction..

Student Statistics

1998-99 Enrolment-First Semester

The following is our enrolment for first semester.

Dorm students	108	
Community Students	83	
Grade 9	37	
Grade 10	42	
Grade 11	51	
Grade 12	55	
OAC	6	
Total	191	112 returning and 79 new students.

Loss of Last Year's Students

The following students *did not* return from last year:

	<u>Total</u>	<u>Not Returning</u>	
Grade 9	38	12	or 32%
Grade 10	39	5	or 13%
Grade 11	50	4	or 8%
Total	127	21	or 16%

For planning purposes, we will assume that the student loss for next year will be of the same proportion as last year. We can therefore expect to lose 16% or 21 students, again. Our marketing efforts will target to replace the graduating students and the non-returning students plus the planned increase in total we want to achieve.

Financial Impact of Increases in Enrolment (\$000)

Number of Students	185	195	205	215	225
	1985 Budget				
Operating Revenue	3,276	3,276	3,276	3,276	3,276
Incremental Revenue		75	150	225	300
Total Revenue	3,276	3,351	3,426	3,501	3,576
Operating Cost	3,256	3,256	3,256	3,256	3,256
Incremental Student Cost		35	70	105	140
Additional Teacher			45	45	90
Total Cost	3,256	3,291	3,371	3,406	3,486
Operating Gain	20	60	55	95	90

Note:

- 1) Revenue from increased enrolment is based on average of dorm/community. Actual increase would likely be mostly dorm, with higher revenues.
- 2) Incremental cost for increased enrolment is based on variable costs relating to student numbers.
- 3) We assume an additional teacher would be needed for every 20 students beyond current enrolment.
- 4) We may choose to reduce tuition, thus reduce the gain and speed up additional enrolment. These numbers are not intended for accurate budgeting, but they indicate the financial impact of enrolment increases.

Enrolment Growth Plan

Our plan is to grow the enrolment by 20 students each year, starting with 1999 at 20 over the original 1998 budget.

Year	Returning	New	Total	Comm.	Dorm
1998 Bgt.			185		
1998 Act.	112	79	191	83	108
1999	120	85	205	85	120
2000	129	96	225	87	138
2001	142	103	245	89	156
2002	154	101	255	91	164

New Student Source

College Park Elementary School

1998 enrolment in grade 8 is 23. Grade 7 is 18. We can anticipate approximately 20 students per year entering our grade 9 program from CPES. We usually get close to 100% of CPES graduates. However, to prepare the students and their parents for the transition from CPES to KC, the following activities will be planned.

- 1) Academic information sessions provided for the grade 8 class, so that they actually start planning for their high school and therefore their attendance at Kingsway. This will be done as soon as information is available from the ministry, as soon as possible in the new year.
- 2) One evening of Grade 8 vs. Grade 9 sports activities, where the grade 8 class would be in the spot light as our guests and would get a chance to meet and play with our grade 9 class. This will be planned for late February.
- 3) A grade 8 parent's evening will be held in March. We will provide a light supper and provide basic KC information on academics, finances, etc. and answer any questions the parents may have.
- 4) The grade 8 class will be invited to join us for Campus Days April 9-11.

These activities will be reviewed with and will be developed with the co-operation of the CPES administration.

Constituency Junior Academies

- 1) The graduating class from each school will be visited before Campus Days. Basic promotional information will be provided including information on all the extra curricular activities which are available, as well as life at Kingsway.
- 2) Follow-up will be done with the individual students and the parents, including visits in the homes as appropriate.
- 3) The graduation programs at these schools will be attended by a KC representative as far as possible. Small Kingsway scholarships will be provided to select graduates.
- 4) All graduates will be invited to Kingsway for Campus Days.

The visitation programs will be co-ordinated by the Public Relations Office, but will be conducted by a variety of KC staff members.

The Greater Toronto Area

Recruitment in the Toronto area will be done in co-operation with Crawford to avoid any concerns about Kingsway attempting to recruit students away from Crawford. We will make sure that Crawford staff, parents and the area pastors feel no reason to be defensive. Our focus will be Adventist students who are in public high schools. A joint survey will be conducted by Crawford and Kingsway to identify all SDA students who are currently in public school. A Crawford/Kingsway sponsored youth rally will be held in the Toronto

area, using as many Crawford and Kingsway students as possible. This may include the Crawford Band and Choir, as well as Kingsway Band, Choir and Aerials. Students attending public schools will be specifically invited to the rally. At the rally, Christian education will be promoted. Elementary students will be encouraged to consider the Toronto District School System, while high school students will be asked to consider either Crawford or Kingsway. Since they are not attending Crawford, it will be up to us to identify the advantages available at Kingsway which might fulfil their needs. Any interests generated from this program will receive the usual follow up, letters, phone calls, invitation to Campus Days, etc.

Regular contact will be maintained with Crawford administration and the Toronto area Pastors. Kingsway will be promoted as one of the choices for students within the area.

Eastern Canada

We will cultivate regular contact with as many churches as possible within our constituency area, and will identify grade eight and high-school students who are attending public schools. The parents and students will be contacted and invited to consider Kingsway for the next school year.

Schools and churches will be visited by Kingsway staff as time will permit. Potential students will be visited in their homes as required. Parents of current students will also be visited whenever the visitation individuals/teams are in their area.

East of Ontario, for >98-99, we only have 29 students from Quebec and one from Nova Scotia. The Maritime provinces and Newfoundland will receive emphasis for our Public Relations and recruitment efforts.

International Students

We are not planning any aggressive recruitment in the Far East. We currently have 13 international students (plus 6 from the USA), of which 10 are from the Far East. We expect a similar number to continue by self interest and word-of-mouth..

Kingsway Tour Groups

Aerials

The Aerials team will start their tours the beginning of second semester. Their concentration will be a 100 km radius from home this year. The programs will include shows, where appropriate, and church services. These tours will include active promotion and distribution of printed material, hats, t-shirts, etc. All identified potential students will be invited to Campus Days. The students names will be provided to the Public Relations office.

Kingsway Band

The Band will begin some church visits in November. Being primarily church programs, the situation tends to be more formal and not as appropriate for recruitment. It is a wonderful PR opportunity though, and information kits/give-aways will be prepared for the Band members. Some of the students will be selected as PR leaders, and all the students will be encouraged to mix with their audience, and especially seek out young people who might be potential students.

Kingsway Choir

The Choir tour schedule and opportunities are similar to those of the Band. A similar program will be followed.

Seminar Bands

This program is co-ordinated by Campus Ministries. We will organize a variety of bands, using the Drama Club, Vocal Musical and Instrumental Musical groups. As many churches as possible will be visited. The schedules will be co-ordinated to avoid overlaps with the other tour groups.

A master tour area target plan will be developed by combining all of the touring groups so that all the appropriate areas are visited without overlap of geography or schedules.

Building good will for Kingsway will be one of the objectives for all touring groups. Potential students will always be sought, and information will be provided to those who are interested. Names of potential students will be harvested and provided to the PR office.

Public Relations and Publications

Publications

The Public Relations department will provide a monthly article for the *Messenger* and the *In Touch* publications. We will make sure that all our constituent members are aware of happenings at Kingsway, and that this school will definitely come to mind when high schools are chosen.

Kingsway Contact will be published twice a year, and although it is an alumni newsletter, it will help in promoting KC in the field at large. It will also help with fund raising which will provide for the Worthy Student Fund. This is necessary to maintain our enrolment, since a lot of students need financial assistance.

Our promotional video will need to be updated within the next year or two. At that time we will consider a French version of the video. We will work on a new promotional brochure, and will plan to have a French version of it as well.

Cedar Sentinel

We will offer the school paper, on subscription bases, to alumni, parents, and friends. This will provide an additional contact with the school, and may generate some funds.

Campus Days

KC Campus Days will be held April 9-11, 1999.. All potential students will be invited to spend the weekend on our campus. The program for the weekend will be organized to be both impressive and informative. A \$100 scholarship will be provided to every Campus Days attendee.

PR Student Groups

All eastern Canadian camp meetings and New Frenda Youth Camp will be covered by a KC Public relations group. These will be promotional events, and we will gather information on all potential students we come in contact with. Information and promotional material will be given out. Follow up by letter and phone will be done on all interests.

Financial Issues

Kingsway College tuition and boarding rates have not increased in three years, and are low as compared with other private schools in the area. Here is a comparison of some schools.

	Day School (\$)	Boarding School (\$)
Kingsway	5,780	9,950
Crescent school	11,700	
Upper Canada College	14,000	25,000
Royal St. George's	11,950	
St. Michael's	6,000	
Toronto French School	11,634	
Bishop Strachan	12,450	24,300
Branksome Hall	11,995	21,105
Havergal College	11,875	24,675

However, in spite of the favourable comparison, our school exists for a different reason and for different clientele. The total cost of attending KC is a significant burden for many/most parents.

- Higher enrolment numbers will help us maintain or even decrease our school fees.
- We will be aggressive with our Worthy Student fund raising to provide financial assistance for those students who need help.
- We will seek sponsors for specific students who could not attend without significant help.
- Campus employment during the school year will be maintained.
- Summer employment at KC is necessary for some students. We will attempt to increase the volume of productive work which will be available on campus. If sufficient work is not available, we will recommend that a scholarship for student's volunteer work done at the local church or community be offered.

Non SDA Student Target

Dorm students have a much greater influence on their fellow students than community students do. We are therefore recommending separate guidelines for the maximum percentage of non-SDA students for Dormitory vs. Community students. This will give us a target for our marketing strategies.

Maximum Target: Dorm 15%, Community 20%

<u>'98/'99</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Dorm	24%	13%	19%
<u>Comm.</u>	<u>12%</u>	<u>11%</u>	<u>11%</u>
Total	19%	12%	16%

Based on the current mix of students, we would not encourage any more non-SDA dorm students for next year, unless the returning rate is low enough to drop the total below 15%. We could, however, accept about one additional dorm girl, and about eight additional community students. We do not plan to actively recruit non-SDA students, but will use these guidelines to encourage or discourage students/parents who come to us.

Appendix E

Funding of K-12 Adventist Schools in Canada