



# Campbell River Christian School

## Strategic Plan

April 21, 2008

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### **MISSION STATEMENT**

The Campbell River Christian School is a ministry of the Baptist Church that exists to assist Christian parents to fulfill their God-given mandate to raise, educate, and train their children to live vital and active Christian lives.

### **VISION STATEMENT**

Our vision is to equip our students to be Disciples of Christ and to achieve their academic potential.

## STRATEGIC PLANNING BACKGROUND

In the Fall of 2006, the School Board began the process of seeking to develop an updated vision plan for the coming years. In January of 2007, Ray Sutton from the Association of Christian Schools International (ACSI) facilitated workshops for parents, staff and the Board. It was during these sessions that a number of Strengths and Weaknesses were identified. Out of this process, it became clear that the school needed to develop a strategic vision plan.

Three workshops were made available to the school membership in March of 2007. These workshops involved brainstorming about the future of the Campbell River Christian School, which led to the development of themes. A survey was also sent home to the school society to gain additional insight.

All the information generated from these workshops and surveys was used to develop the strategic plan. A committee was formed to utilize this information and develop the plan. The committee consisted of Neil Steinke, Peter Terpstra, Mark Allemekinders, Leona Marks, Ardis Gray, Bryan Glum, Heather Coulter, Louise Walker, Lorna Seldon, John Krell, and Joe Loosemore.

The processes used to develop this strategic plan were broken down into several steps.

1. Mission and Vision – The board evaluated the current mission statement and set to create a vision statement that would be viewed today and in five years.
2. Main Themes –The themes (13) developed from the workshops were used as the ground work for the strategic plan.
3. SWOT Analysis –A consideration of factors for each category (Strengths, Weaknesses, Opportunities and Threats) which have been identified from the workshops, surveys and committee reflections
4. Gap Analysis –This examined the current situation and the future desires for the school as viewed from the workshop reports.
5. Key Results Areas –This process subdivides the main themes into areas where results should be realized. Each key result area received a priority and a year to begin the work.
6. Operational Plan –The key result areas for the first year were broken down into objectives and goals. Each goal has an individual accountable for ensuring its completion and a date for completion.

The plan received a vote of support from the Board of the Campbell River Baptist Church on April 8, 2008. The plan was approved by the School Board on April 21, 2008. The School Board consisted of Mark Allemekinders, Karen Cochrane-Griffith, Heather Coulter, Marc Johnson, Chris Leighton, Joe Loosemore, Rob Martin and Gail Minnaar and the Principal, Neil Steinke.

**THEMES AND KEY RESULT AREAS**

|               |  | <b>Priority</b> | <b>Year</b> |
|---------------|--|-----------------|-------------|
| <b>Theme:</b> | <b>Spiritual Health</b>                |                 |             |
|               | 1.1 Code of Conduct                    | A1              | 1           |
|               | 1.2 New Families                       | A1              | 3           |
|               | 1.3 Bible class                        | A               | 2           |
|               | 1.4 Student Mentorship                 | A               | 3           |
|               | 1.5 Respect Program                    | B               | 1           |
|               | 1.6 Counseling                         | B               | 3           |
| <b>Theme:</b> | <b>Policy</b>                          |                 |             |
|               | 2.1 Policy Review Process              | A1              | 2           |
|               | 2.2 Communication of Policy Matters    | B               | 1           |
| <b>Theme:</b> | <b>Non Academic Programs/Electives</b> |                 |             |
|               | 3.1 Range of Programs                  | A               | 2           |
|               | 3.2 Life Skills                        | A               | 2           |
| <b>Theme:</b> | <b>Facility Space/ Gym</b>             |                 |             |
|               | 4.1 Communications System              | A1              | 1           |
|               | 4.2 Facility Space Review              | A               | 1           |
|               | 4.3 Air Conditioning (HVAC) System     | A               | 2           |
|               | 4.4 Gymnasium                          | A               | 1           |
|               | 4.5 Small Bus or Van                   | B               | 3           |

|                  |        |                              |
|------------------|--------|------------------------------|
| <b>Priority:</b> | Year 1 | April 2008 – August 2009     |
| A1 - Critical    | Year 2 | September 2009 – August 2010 |
| A – Important    | Year 3 | September 2010 – August 2011 |
| B - Good         | Year 4 | September 2011 – August 2012 |
|                  | Year 5 | September 2012 – August 2013 |

**THEMES AND KEY RESULT AREAS** (CONTINUED)

|               |  | <b>Priority</b> | <b>Year</b> |
|---------------|--|-----------------|-------------|
| <b>Theme:</b> | <b>Staff Compensation</b>                          |                 |             |
|               | 5.1 Support Staff Wages                            | A               | 1           |
|               | 5.2 Leave Provisions                               | A               | 1           |
|               | 5.3 Teacher Salaries                               | A               | 2           |
|               | 5.4 Pensions/RRSP plans                            | A               | 3           |
| <b>Theme:</b> | <b>Academics</b>                                   |                 |             |
|               | 6.1 Curriculum Review                              | A1              | 1           |
|               | 6.2 Enrollment of Special Needs Students           | A1              | 1           |
|               | 6.3 Improvement of Academic Skills                 | A               | 3           |
|               | 6.4 Extra curricular Academic Activities           | A               | 3           |
| <b>Theme:</b> | <b>Special Needs Programs</b>                      |                 |             |
|               | 7.1 Policy   | A1              | 1           |
|               | 7.2 Program Organization                           | A1              | 1           |
|               | 7.3 Staff Training and Development                 | A               | 1           |
|               | 7.4 Facilities                                     | B               | 2           |
| <b>Theme:</b> | <b>Financial Independence</b>                      |                 |             |
|               | 8.1 Development Program                            | A1              | 2           |
|               | 8.2 Development of an Endowment fund or Foundation | A               | 3           |

|                  |        |                              |
|------------------|--------|------------------------------|
| <b>Priority:</b> | Year 1 | April 2008 – August 2009     |
| A1 - Critical    | Year 2 | September 2009 – August 2010 |
| A – Important    | Year 3 | September 2010 – August 2011 |
| B - Good         | Year 4 | September 2011 – August 2012 |
|                  | Year 5 | September 2012 – August 2013 |

**THEMES AND KEY RESULT AREAS** (CONTINUED)

|               |  | <b>Priority</b> | <b>Year</b> |
|---------------|--|-----------------|-------------|
| <b>Theme:</b> | <b>Leadership</b>                          |                 |             |
|               | 9.1 Administrative Resources               | A1              | 1           |
|               | 9.2 Leadership Development                 | A               | 2           |
|               | 9.3 Board Development                      | A               | 2           |
|               | 9.4 Communications                         | B               | 3           |
| <b>Theme:</b> | <b>Teacher Performance</b>                 |                 |             |
|               | 10.1 Professional Development Action Plans | A               | 1           |
| <b>Theme:</b> | <b>Co/Extra Curriculum Sports Program</b>  |                 |             |
|               | 11.1 Fitness Program                       | A               | 1           |
|               | 11.2 Coaching Development                  | A               | 5           |
|               | 11.3 Utilization of Community Facilities   | B               | 2           |
|               | 11.4 Extra curricular sports program       | B               | 3           |
| <b>Theme:</b> | <b>Parental Involvement</b>                |                 |             |
|               | 12.1 Volunteer recruitment                 | A               | 3           |
| <b>Theme:</b> | <b>Church Relations</b>                    |                 |             |
|               | 13.1 Church Relations                      | A               | 2           |
|               | 13.2 Pastoral tuition support              | B               | 3           |

|                  |        |                              |
|------------------|--------|------------------------------|
| <b>Priority:</b> | Year 1 | April 2008 – August 2009     |
| A1 - Critical    | Year 2 | September 2009 – August 2010 |
| A – Important    | Year 3 | September 2010 – August 2011 |
| B - Good         | Year 4 | September 2011 – August 2012 |
|                  | Year 5 | September 2012 – August 2013 |

## OPERATIONAL PLAN FOR YEAR 1

### Theme: Spiritual Health

#### Key Result Areas:

**Code of Conduct**  
**Respect Program**

#### Objective 1.1: Code of Conduct

A clear concise Code of Conduct relevant to the present conditions and issues.

| Goals   | Performance Indicators      | Accountability | Target Dates |
|---|-----------------------------|----------------|--------------|
| 1.1.1   Committee to be formed to review and re-write Code of Conduct | Committee formed            | Principal      | Mar 2008     |
| 1.1.2   Create a workable readable document                           | First draft document        | Committee      | Apr 2008     |
| 1.1.3   Feedback from the community                                   | Meeting or Survey presented | Committee      | May 2008     |
| 1.1.4   Revisions   | Final draft document        | Committee      | May 2008     |
| 1.1.5   Report to the Board   | Approval                    | Board          | Jun 2008     |
| 1.1.6   Communicate changes to Code of Conduct                        | Handbook Update             | Board          | Aug 2008     |

**Objective 1.5: Respect Program**

Well developed and ongoing program encouraging respect and appropriate behaviour.

| <b>Goals</b>   | <b>Performance Indicators</b> | <b>Accountability</b> | <b>Target Dates</b> |
|--|-------------------------------|-----------------------|---------------------|
| 1.5.1 Evaluation of effectiveness of current program           | Observations                  | Principal             | May 2008            |
| 1.5.2 Student evaluation of effectiveness of current program   | Assessment by Students        | Staff                 | May 2008            |
| 1.5.3 Create “Expect Respect” evaluation committee             | Staff meeting minutes         | Staff                 | End of May/2008     |
| 1.5.4 Analysis of “Expect Respect” program using SWOT analysis | Staff meeting minutes         | Staff                 | End of May/2008     |
| 1.5.5 Development of plan for following school year            | Staff meeting minutes         | Staff                 | Aug 2008            |
| 1.5.6 Report progress  | Principal’s Report            | Principal             | Sep 2008            |
| 1.5.7 Repeat process of evaluation and development annually    | Principal’s Report            | Principal             | May 2009            |

**Theme: Policy****Key Result Area:****Communication of Policy Matters****Objective 2.2: Communication of Policy Matters**

Routine practice of communicating changes and new policies to stakeholders

| <b>Goals</b>   | <b>Performance Indicators</b> | <b>Accountability</b> | <b>Target Dates</b> |
|--|-------------------------------|-----------------------|---------------------|
| 2.2.1   Develop a Communication checklist                  | Checklist made                | Board Chair           | May 2008            |
| 2.2.2   Include procedure into the Policies and Procedures | Inserted                      | Board                 | May 2008            |

**Theme: Facilities / Gym****Key Result Areas:**

**Communication System**  
**Facility Space Review**  
**Gymnasium**

**Objective 4.1: Communication System**

The facility has two way communications including band room and gymnasium

| <b>Goals</b>                                 | <b>Performance Indicators</b>  | <b>Accountability</b> | <b>Target Dates</b> |
|--|--------------------------------|-----------------------|---------------------|
| 4.1.1   Investigation of options             | Report to Facilities Committee | Principal             | Nov 2007            |
| 4.1.2   Report Options & Selection of System | Report to Facilities Committee | Principal             | Dec 2007            |
| 4.1.3   Budget request to Board              | Report to Board                | Facilities Committee  | Dec 2007            |
| 4.1.4   Installation                         | System Installed & Operational | Facilities Committee  | Feb 2008            |

**Objective 4.2: Facility Space Review**

Adequate dedicated facility space for non-classroom activities like first aid, special needs, counseling, ELL and staff room

| <b>Goals</b>                                       | <b>Performance Indicators</b>  | <b>Accountability</b>       | <b>Target Dates</b> |
|--|--------------------------------|-----------------------------|---------------------|
| 4.2.1   Formulation of Facilities Review Committee | Active meetings                | Facilities Committee        | May 2008            |
| 4.2.2   Determine needs of facilities usage        | Report to Facilities Committee | Facilities Review Committee | Nov 2008            |
| 4.2.3   Report to Board                            | Report to Board                | Facilities Committee        | Dec 2008            |
| 4.2.4   Board review/recommendation                | Report to Facilities Committee | Board                       | Mar 2009            |
| 4.2.5   Allocate/Implementation of recommendations | Carried out                    | Facilities Committee        | Jun 2009            |

**Objective 4.4: Gymnasium**

Adequate gym facilities which allow for growth of the school, flexibility in course scheduling and development of sports programs

| <b>Goals</b>  | <b>Performance Indicators</b> | <b>Accountability</b> | <b>Target Dates</b> |
|---|-------------------------------|-----------------------|---------------------|
| 4.4.1   Gymnasium Project Planning Committee (GPPC) established   | Created                       | Board                 | Jun 2008            |
| 4.4.2   Create terms of reference for feasibility study, including site plan and costs estimates and recommendations from Facilities Review Committee | Report to Board               | GPPC                  | Dec 2008            |
| 4.4.3   Hire site architect to prepare feasibility report   | Architect is Hired            | Board                 | Feb 2009            |
| 4.4.4   Present feasibility report to Board   | Report to Board               | GPPC                  | Jun 2009            |
| 4.4.5   Development of a financial prospectus   | Prospectus Created            | Finance Committee     | Jun 2009            |
| 4.4.6   Board recommendation to Society   | Society Meeting               | Board                 | Sep 2009            |

**Theme: Staff Compensation****Key Result Areas:**

**Support Staff Wages  
Leave Provisions**

**Objective 5.1: Support Staff Wages**

Staff position rates of pay should be structured with experience/training grids.

| <b>Goals</b>  | <b>Performance Indicators</b> | <b>Accountability</b>        | <b>Target Dates</b> |
|---|-------------------------------|------------------------------|---------------------|
| 5.1.1   Research compensation ranges for similar positions in other schools and develop an experience/training grid | Active meeting                | Employee Relations Committee | Sep 2008            |
| 5.1.2   Consult with staff (non-teaching) with respect to the initial findings and obtain their feedback            | Meet with staff               | Employee Relations Committee | Oct 2008            |
| 5.1.3   Review research & consultation and develop recommendation   | Meeting                       | Employee Relations Committee | Oct 2008            |
| 5.1.4   Consultation with Finance Committee   | Meet with Finance Committee   | Employee Relations Committee | Nov 2008            |
| 5.1.5   Recommend experience/training grid to the Board   | Report to Board               | Board                        | Dec 2008            |
| 5.1.6   Implementation of training grid after Board approval  | Inclusion in Budget           | Board                        | Jan 2009            |

**Objective 5.2: Leave Provisions**

Leave policies contemplate other situations including paternity, personal days, family sickness

| <b>Goals</b>                               | <b>Performance Indicators</b> | <b>Accountability</b>        | <b>Target Dates</b> |
|--|-------------------------------|------------------------------|---------------------|
| 5.2.1   Assess staff needs regarding leave | Questionnaire to staff        | Employee Relations Committee | Jun 2008            |
| 5.2.2   Re-write the leave policy          | Input from the Board/Staff    | Employee Relations Committee | Nov 2008            |
| 5.2.3   Present a report to the Board      | Acceptance from the board     | Employee Relations Committee | Dec 2008            |
| 5.2.4   Implement the new leave policy     | Implementation                | Board                        | Feb 2009            |

**Theme: Academics****Key Result Areas:****Curriculum Review****Enrollment of Special Needs Students****Objective 6.1: Curriculum Review**

Review cycle of core areas of curriculum to ensure they are educationally current

| <b>Goals</b>   | <b>Performance Indicators</b>     | <b>Accountability</b> | <b>Target Dates</b> |
|--|-----------------------------------|-----------------------|---------------------|
| 6.1.1 Establish schedule/cycle of subject review (one subject per year for core subjects and electives grouped into one year)                                | Schedule of review                | Education Committee   | Jun 2008            |
| 6.1.2 Setup grade level working groups of teachers   | Working groups established        | Principal             | Annually<br>Aug 31  |
| 6.1.3 Groups meet to evaluate approach to subject looking at methods of instruction, teaching philosophy, continuity between grades and other related issues | Meetings                          | Working Groups        | Annually<br>Oct 31  |
| 6.1.4 Gather data including parent, teacher and student survey's   | Survey's sent                     | Working Groups        | Annually<br>Oct 31  |
| 6.1.5 Research external sources including literature, other school's, organizations etc. for trends, current research and other issues.                      | Reports to working group meetings | Working Groups        | Annually<br>Jan 31  |
| 6.1.6 Groups liaise concerning continuity and related issues   | Reports to working group meetings | Working Groups        | Annually<br>Jan 31  |
| 6.1.7 Each group prepare a report to education committee including observations and recommendations for change   | Report to Education Committee     | Working Groups        | Annually<br>Mar 31  |

|       |   |                             |                     |                       |
|-------|---|-----------------------------|---------------------|-----------------------|
| 6.1.8 | Education committee review and approve recommendations for implementation | Education Committee minutes | Education Committee | Annually<br>April-May |
| 6.1.9 | Implement recommendations   | Course Year Plans Amended   | Principal           | Annually<br>May 31    |

### Objective 6.2: Enrollment of Special Needs Students

Acceptance and awareness concerning the continued enrollment of special needs students

| Goals | Performance Indicators   | Accountability              | Target Dates |          |
|-------|--|-----------------------------|--------------|----------|
| 6.2.1 | Create a Special needs communication committee                   | Active committee            | Principal    | Apr 2008 |
| 6.2.2 | Create plan for education and communication of staff and parents | Written report to Principal | Principal    | May 2008 |
| 6.2.3 | Report to Board  | Written report to Board     | Principal    | Jun 2008 |
| 6.2.4 | Implement Gap plans  | Carried out                 | Principal    | Aug 2008 |

**Theme: Special Needs Program****Key Result Areas:****Policy****Program Organization****Staff Training and Development****Objective 7.1: Policy**

A comprehensive policy addressing all components of learning assistance and special needs program including admissions criteria and procedures

| <b>Goals</b>                            | <b>Performance Indicators</b> | <b>Accountability</b> | <b>Target Dates</b> |
|---|-------------------------------|-----------------------|---------------------|
| 7.1.1   Assessment of admissions policy | Report to Board               | Education Committee   | Mar 2008            |
| 7.1.2   Assess for comprehensiveness    | Report to Board               | Education Committee   | Nov 2008            |
| 7.1.3   Re-write policy                 | Rewritten policy              | Education Committee   | Feb 2009            |
| 7.1.4   Feedback form staff & revisions | Circulation of draft policy   | Principal             | Apr 2009            |
| 7.1.5   Policy recommended to Board     | Approval                      | Board                 | Jun 2009            |

**Objective 7.2: Program Organization**

A specified process with adequate resources for managing the educational needs of students and development of staff

| <b>Goals</b>   | <b>Performance Indicators</b>      | <b>Accountability</b> | <b>Target Dates</b> |
|--|------------------------------------|-----------------------|---------------------|
| 7.2.1   Assessment of needs in management of special needs and learning assistance program including determination of roles and responsibilities | Info report to Education Committee | Principal             | Jun 2008            |
| 7.2.2   Research how other schools manage and deliver services for student support services.   | Info report to Education Committee | Principal             | Oct 2008            |
| 7.2.3   Define a functional structure including job descriptions and procedures for management and delivery of student support services.         | Report to Education Committee      | Principal             | Jan 2009            |
| 7.2.4   Recommendation to implement proposed plan  | Report to Board                    | Education Committee   | Feb 16/09           |

**Objective 7.3: Staff Training and Development**

Appropriately trained staff to teach classes which include children with learning or behavioural issues

| <b>Goals</b>  | <b>Performance Indicators</b> | <b>Accountability</b>                                      | <b>Target Dates</b>      |
|---|-------------------------------|--|--------------------------|
| 7.3.1 Request of budget allocation for the following year   | Budget request submitted      | Principal & Learning Assistance Teacher                    | Mar 1/08                 |
| 7.3.2 Establishment of school based team to coordinate training and development of staff for special needs issues   | Team identified               | Principal  | Mar 1/08                 |
| 7.3.3 Assess immanent and obvious needs for the following year including a review of enrollment for following year of students with specific learning and/or behavioural issues | Report to Education Committee | Learning Assistance Teacher                                | May 1/08                 |
| 7.3.4 Development of Professional Development (ProD) training plan for the following year   | Written ProD training plan    | Principal, Learning Assistance Teacher & school based team | Jun 2008                 |
| 7.3.5 Two training sessions scheduled for all teaching staff & educational aides during the following school year   | ProD's scheduled              | Principal, Learning Assistance Teacher & school based team | Jun 2008                 |
| 7.3.6 Coordination of attendance at newly identified courses and workshops  | Report to staff               | School based team  | Monthly                  |
| 7.3.7 Monthly report of ProD options available at staff meeting   | Reports to staff              | School based team  | Monthly                  |
| 7.3.8 ProD participants report back to staff  | Reports to staff              | Principal & VP   | Within month of training |
| 7.3.9 Evaluation of effectiveness of ProD taken   | Report to Education Committee | Principal, Learning Assistance Teacher & school based team | Jan 31/09                |

**Theme: Leadership****Key Result Area:  
Administrator Resources****Objective 9.1: Administrator Resources**

Expanded support either with Elementary/High School model or alternative structures (1.5 or more FTE)

| <b>Goals</b>  | <b>Performance Indicators</b> | <b>Accountability</b>         | <b>Target Dates</b> |
|---|-------------------------------|-------------------------------|---------------------|
| 9.1.1   Adhoc committee formed to review administrative time allocation.  | Committee Recommendation      | Board                         | Jan 2008            |
| 9.1.2   Implement present plan for 08/09 to expand V.P. time allocation by 1 course   | Budget and timetable          | Board                         | Apr 2008            |
| 9.1.3   Evaluate need for an elementary curriculum coordinator, student support services director and other administrative support requirements | Report to the Board           | Ad hoc Admin review committee | Jan 2009            |
| 9.1.4   Recommendation to the Board   | Report to the Board           | Ad hoc Admin review committee | Feb 2009            |
| 9.1.5   Adjust budget / staffing as required  | Action taken                  | Board                         | Mar 2009            |

**Theme: Teacher Performance****Key Result Area:****Professional Development Action Plans****Objective 10.1 - Professional Development Action Plans**

A program or system requiring individual teachers to be accountable to have an annual professional development action plan

| <b>Goals</b>  | <b>Performance Indicators</b>        | <b>Accountability</b> | <b>Target Dates</b> |
|---|--------------------------------------|-----------------------|---------------------|
| 10.1.1 Find or create an action plan program or process | Report to Admin                      | Principal             | May 2008            |
| 10.1.2 Report to board                                  | Principal Report to Board            | Principal             | June 2008           |
| 10.1.3 Implement yearly action plan for teachers        | Meeting with Teachers                | Principal             | August 2008         |
| 10.1.4 Provide sufficient funds to support              | Budget for extra Pro-D               | Principal             | February 2009       |
| 10.1.5 Repeat process evaluation annually               | Action Plan on file for each Teacher | Principal             | Every August        |

**Theme: Co/Extra Curriculum Sports Program****Key Result Area:  
Fitness Program****Objective 11.1: Fitness Program**

Daily fitness activities encouraged and integrated through all grades

| <b>Goals</b>  | <b>Performance Indicators</b>      | <b>Accountability</b> | <b>Target Dates</b> |
|---|------------------------------------|-----------------------|---------------------|
| 11.1.1   Investigate the scope of the provincial mandate of 30 minutes DPE (daily physical education) | Report to Education Committee      | Principal / Teachers  | Apr 2008            |
| 11.1.2   Create a Fitness Committee   | Created                            | Principal             | Jun 2008            |
| 11.1.3   Daily Fitness plan created   | Fitness plan reported to Principal | Fitness Committee     | Sep 2008            |
| 11.1.4   Annual review and update of Fitness program  | Report to Principal                | Fitness Committee     | Every end June      |

## **NEXT STEPS**

- A. Prepare strategic planning calendar
- B. Strategic planning chair to sit at Board and keep the plan front and centre
- C. Strategic planning committee to meet every 5 to 6 weeks to keep plan moving

# APPENDICIES

Contains information that is relevant to the creation of the strategic plan

|  |    |
|--|----|
| 1. The Three Workshops Sessions in March 2007  | 26 |
| 2. Strategic Planning Committee Theme Creation | 28 |
| 3. Strategic Planning Survey                   | 29 |
| 4. SWOT analysis                               | 34 |
| 5. GAP analysis                                | 41 |
| 6. Core Values                                 | 48 |

## **APPENDIX 1 – THE THREE WORKSHOP SESSIONS IN MARCH 2007**

Each workshop began with a review of our mission and vision [working copy] statement. The participants were then asked to visualize the school within a five year timeframe. They were encouraged to envision ideas independent of current constraints i.e. financial, facilities etc... so that an unclouded response could be thought of. When they thought of an idea they wrote it on a sticky pad and placed it onto the wall. If they saw ideas similar to theirs, they would group them together.

The participants then refined their ‘wishes’ and categorized into broad theme areas. Each participant voted on the themes based on the priority that they felt existed for them. Using sticky notes (green for 1<sup>st</sup> pick = 3 points, yellow for 2<sup>nd</sup> pick = 2 points, and red for 3<sup>rd</sup> pick = 1 point), the following theme areas were scored.

### **March 27<sup>th</sup>**

|                              |           |
|------------------------------|-----------|
| Academics                    | 15 points |
| Facilities                   | 8 points  |
| Staff compensation           | 7 points  |
| Policy/student expectations  | 4 points  |
| Teacher (Staff) expectations | 4 points  |
| Principal / leadership       | 4 points  |
| Electives                    | 4 points  |
| Sports program               | 2 points  |
| Parent involvement           | 2 points  |
| Mission/outreach             | 1 point   |
| In class recycling           | 0 points  |

### **March 30<sup>th</sup>**

|                      |           |
|----------------------|-----------|
| Spiritual Health     | 33 points |
| Staff compensation   | 19 points |
| Specialized programs | 11 points |
| Discipline issues    | 10 points |
| Policy               | 10 points |
| Gym                  | 7 points  |
| Programs             | 7 points  |
| Facilities           | 5 points  |
| Outreach ministries  | 5 points  |
| Class size policy    | 0 points  |
| Extra curricular     | 0 points  |
| Transportation       | 0 points  |
| Academics            | 0 points  |
| Library              | 0 points  |
| Communications       | 0 points  |

### **March 31<sup>st</sup>**

|                                  |           |
|----------------------------------|-----------|
| Christian character building     | 11 points |
| Policy                           | 10 points |
| Programs                         | 10 points |
| Financial Independence           | 5 points  |
| Co/extra curricular Programs     | 3 points  |
| Facilities                       | 3 points  |
| Staff special needs training     | 3 points  |
| Uniform / Dress code             | 1 point   |
| Parental Involvement             | 1 point   |
| Church Relations                 | 1 point   |
| Staff Compensation / Prof Devel. | 0 points  |
| Transportation                   | 0 points  |
| International                    | 0 points  |
| Outreach                         | 0 points  |

**SMART Test** We then worked through the voted on themes using the Smart test [Specific, Measurable, Achievable, Results-oriented, and Timely (within starting or completing within 1 year)].

### **March 27<sup>th</sup>**

#### **Academics**

- improve government test results
- prep for university

#### **Facilities**

- HVAC system
- gym (process of acquiring/improving)

#### **Staff Compensation**

- Pension program

#### **Electives**

- Co-op programs

#### **Principal / Leadership**

- acquiring
- mentorship/protégé program with interested staff

#### **Staff Expectations**

- yearly teaching action plans

#### **Policy**

- bullying policy
- playground protocol
- drug / alcohol policy
- volunteer policy (payments in lieu of)/network

### **March 30<sup>th</sup>**

#### **Spiritual Health**

- counseling position emotional and spiritual

- discipleship plan K-12 (prayer groups, mentor program)

#### **Staff Compensation**

- comprehensive benefit package for full and part time staff

- Equality to public remuneration

#### **Specialized Programs**

- training for teachers for special needs
- hire a special program coordinator
- Two aides / special needs child

#### **Discipline Issues**

- “with all due respect” program
- required parent seminar

#### **Policy**

#### **Gym**

- acquire full size gym (process)

#### **Programs**

- music program review regarding distance trips

#### **Facilities**

- communication system
- HVAC system

#### **Outreach Ministries**

### **March 31<sup>st</sup>**

#### **Christian character building**

- student developed student code of conduct plan
- “with all due respect” program expanded to school community
- implementing a core memorization program

#### **Policy**

- hiring policy review & communication / clarifying policy

#### **Programs**

- review program offering and alternates
- review of band/music & instrumentation acquisition

#### **Financial Independence**

- Christian community development officer job description
- review options on reducing reliance on government funding

#### **Co/Extra curricular Programming**

- review of sports facilities and needs

#### **Facilities**

- intercom system
- review gym needs/construct feasibility study

#### **Staff special needs training**

- review training requirement

#### **Uniforms / Dress code**

- review policy

#### **Parental involvement**

- communicate ideas (benefits / opportunities) towards parental involvement

#### **Church Relations**

- tuition reduction for pastors
- encourage church sponsored relations

## **APPENDIX 2 – STRATEGIC PLANNING COMMITTEE THEME CREATION**

A committee was formed to evaluate the themes. The forty themes listed from the three workshops were combined into sixteen common themes on which the committee further refined down to thirteen.

The 13 Themes in their ranking order became;

Spiritual Health

Policy

Non Academic programs / electives

Facilities / Gym

Staff Compensation

Academics

Special Needs Programs

Financial Independence

Leadership

Teacher performance evaluations

Co/extra curriculum sports program

Parental involvement

Church Relations

### APPENDIX 3 – STRATEGIC PLANNING SURVEY

To gain additional data and to ensure that membership that could not make the March meetings had opportunity for input into the strategic planning process; a 15 question survey was sent home in August 2007.

**1. Please check all that apply:**

- Elementary Parent  Secondary Parent  Both Elementary & Secondary   
Faculty/Staff at school  Have children that graduated this school   
Have children in public school as well as this school

**2. The number of children enrolled in this school is:**

- 1  2  3  4  5  5+

**Check the 5 items that are most important to you:**

**3. What motivated you to send or to keep your children in this school?**

- Location
- Good value for the cost
- Size of the school
- Quality of the academic program
- Quality of co-curricular activities available
- Reputation of faculty as excellent
- Christian philosophy of education in academic classes
- Warm, caring atmosphere
- Christian environment
- Demanding academic standards
- Offers the kind of curriculum I want for my children
- Strong disciplinary environment
- Moral standards of school environment
- Backgrounds of other children in classes

**On a scale of 1 to 5, with 5 being excellent how do you view the following?**

**4. Student body morale/school spirit**

- 1
- 2
- 3
- 4
- 5
- Don't know

**5. Faculty morale**

- 1
- 2
- 3
- 4
- 5
- Don't know

**6. Clarity of direction Board sets for the school**

- 1
- 2
- 3
- 4
- 5
- Don't know

**If additional funds were available how would you recommend that those funds should be spent.****7. Please rank the following budget items in priority order: (1 through 11)**

- Staff salaries and benefits
- Need based financial aid
- Facility expansion/upgrades
- Tuition discounts to Pastors
- Co-curricular – Athletic program
- Co-curricular – Arts, drama, music
- Computer education & equipment for students
- Professional growth (conferences, education/training for faculty)
- Educational program for gifted
- Educational program for special needs
- Academic program enrichment

**8. Many Christian schools find it necessary to raise funds beyond tuition dollars to provide many of the extras that schools need. Would you rank, in priority order, the items that you would support over and beyond your tuition payment? (Rank 1-6)**

- Computers & technology
- Need based financial aid
- Budget gap (difference in tuition vs. actual cost to run the school)
- Band & Fine Arts equipment
- Athletic equipment
- Playground equipment

**9. Spiritual Health and Character Development:**

Is there an appropriate variety of spiritual growth and character development opportunities to create a community that models the life and teachings of Jesus Christ?  Yes,  No,  Not sure

What other opportunities might be offered?

**10. Communications:**

Is there adequate awareness of CRCS within the local community? Yes, No, Not sure

*(When you view how CRCS is perceived in the community)* - How do you see us improving in this area strategically to better serve our students, faculty, alumni, and families, and to make the School more competitive, more complete, more Christian, and/or more viable for the future?

**11. Academics:**

In what ways could CRCS academics be improved strategically? Types of courses offered? Depth of courses? Teaching techniques? Grading and assessment techniques? Professional development opportunities and support for the faculty?

If someone of your family is a graduate of CRCS, were they academically prepared for college and professional careers? If yes, how so? If not, what could be done better?

**12. Extra / Co-curricular Programs:**

Does CRCS provide an appropriate variety of co/extra-curricular activities to meet the interests and abilities of our students based upon the size of the School? ? Yes, No, Not sure

What might you like to see changed strategically in regard to CRCS co/extra-curricular activities to better serve our students, faculty, alumni, and families, to make the School more competitive, more complete, more Christian, and/or more viable for the future?

**13. Parental Involvement:**

Does CRCS provide ample opportunities for parental involvement? Yes, No, Not sure

Should the school adopt a mandatory parental involvement policy? Yes, No, Not sure

Should volunteerism be linked to tuition? *For example, 10 hours of volunteering equals \$200 reduction in tuition.* Yes, No, Not sure

In the above example, do you feel this would encourage or discourage involvement? Encourage, Discourage, Not sure

**14. At this time, barring a move out of the area, do you desire and expect to keep your child(ren) at this school through high school?** Yes, No, Not sure

**15. What are those 1 or 2 most important reasons which would cause you to withdraw your child from CRCS?**

- Academic program quality
- Inadequate course selections
- Transportation problems
- Financial burdens
- Not enough Christian emphasis
- Too much Christian emphasis
- Quality of the faculty
- Lack of strong discipline
- Inadequate sports programs
- Inadequate fine arts programs
- Not demanding enough post secondary prep programs
- Too demanding a post secondary prep program
- Other

**Other Thoughts and Issues:** What other thoughts, insights, and concerns do you have about strategic plans which might better serve our students, faculty, alumni, and families, and make the School more competitive, more complete, more Christian, and/or more viable for the future which should be considered as part of the strategic planning process?

## APPENDIX 4 – SWOT ANALYSIS

The March sessions and the completed surveys were analyzed and the following Strengths, Weaknesses, Opportunities, and Threats were made for the 13 Themes;

### 1. Spiritual Health

#### Strengths

- Christian curriculum
- Mission programs
- Service days
- Guidelines Christian perspective
- Daily teacher devotion time
- Kids prayer in class
- Intentional integration of biblical principles into lesson plans
- Godly competent leadership (Board/Administration)
- Testimony of students in the community
- Denominational diversity
- God's word in discipline issues

#### Opportunities

- Develop a formal program to address respect (i.e. "With All Due Respect")
- Partner with churches to develop programs for parents
- Parents on the same page as staff for a formal program
- Chapel program
- Revisit the code of conduct with involvement of staff, students and parents
- Peer counseling program
- Review scheduling of Bible classes to ensure minimal disruptions, max emphasis
- Student mentorship program
- New family mentorship program

#### Weakness

- Christian social skills (problem solving)
- Decline in societal values and standards for respect
- No formal program to develop Christian character
- Number of students with "broken" homes
- Need for more prayer coverage
- Interruptions to Bible class times

#### Threats

- Lower number of parents with Christian philosophy of education
- Low parental involvement
- High school students with mocking and scorning attitudes
- Time constraints

## 2. Policy

### Strengths

- Good set of policies in place
- Openness to change

### Opportunities

- Established policy review
- Connect with ministry policy documents
- Use video clips to communicate
- Code of conduct are given with the annual statement of faith to be signed by parents

### Weakness

- Lack of review process
- Dated policies
- Effective communication of policy (hiring etc.)
- Lack of volunteer policy
- Class size policy limits enrollment (growth)
- Organization of the policy manual & blend between policy and procedure.

### Threats

- Not being firm with policies or changes to them
- Dictation of policy by government
- Allowing “fear of losing enrollment” to cause backing off of policy

## 3. Non Academic Programs / Electives

### Strengths

- Fine arts program
- Distance education
- Flexibility in courses (other high schools)

### Opportunities

- Develop co-op program
- Increasing distance education
- Development of applied skills programming (i.e. Home Economics, Business)
- Exposure to Art exhibits and similar experiences.

### Weakness

- Lack of vocational programs
- Co-op programs lacking
- Student numbers too low to offer variety
- Lack of student clubs

### Threats

- Lack of funds
- Demographics – declining student age population

#### 4. Facilities / Gym

##### Strengths

- Well maintained
- No debt
- Good elementary gym
- Effectively use current facilities
- Sports field
- Availability of Church facility for use
- Proximity to Aquatic centre & ice arena

##### Opportunities

- Building underutilized in the evening – possible use for evening courses
- Improve playground areas, blacktop & sheltered area's
- Build an elementary activity room
- Acquire a small bus or a 15 passenger van
- Develop swimming & skating lesson programming
- Build a 2 station gymnasium
- Use community resources (i.e. Tennis courts, pool, rinks etc.)

##### Weakness

- Conflicting demands on the fields and gym between elementary & secondary
- Size of gym limits variety of sports programs available
- Lack of appropriate air conditioning
- Size of rooms limits class sizes
- Insufficient access to computers
- Lack of 2 way communications

##### Threats

- Inadequate intra facility communications
- More people with limitations of current facilities
- Reluctance to take on debt

#### 5. Staff Compensation

##### Strengths

- Security because of good stewardship
- Caring environment
- Professional development support has been improved over last 5 years
- Low staff turnover
- Staff/Board relations

##### Opportunities

- Training student teachers
- Reduced/free tuition for staff
- Offering financial support for the training & development of leaders
- Teacher “timeout” plan

##### Weakness

- Lack of a pension plan
- Current 5 year vesting period of RRSP plan
- Variance in salary/benefits from public system
- Limitations to sickness and leave provisions

##### Threats

- Attracting new staff
- Declining enrollment (demographics or other)
- Teacher “burnout” due to greater learning challenges students are experiencing (current sick leave only 15 days)

#### 6. Academics

**Strengths**

- Generally score well in district
- Score high in reading/writing on FSA results
- Offer full range of required courses
- Flexibility to enroll in other schools/Distance program where numbers don't support a class
- Fine arts program (Art & Music)

**Opportunities**

- Enrichment program offering / Professional development
- A staff position devoted to enrichment
- Parental workshops/training to encourage academics for their children
- Strengthen programs with supplementary work and text books
- Review cycle of core areas of curriculum to ensure current educationally.

**7. Special Needs Programs****Strengths**

- Love of Christ/power of prayer
- Our more structured learning approach
- More funding for professional development
- Having aides in class is helpful to other students with lower scale learning issue

**Opportunities**

- Staff/Students learn that Christ loves everyone
- Increased government funding available
- Support to the churches as a source of information on needs of kids with special needs

**8. Financial Independence****Strengths****Weakness**

- Math & numeracy FSA results weaker
- Guidance counseling
- CAPP 10 style courses too late for streaming kids into academics
- No plan for ESL/ELL instruction & teaching program

**Threats**

- Too many special needs students in a class
- Society trend against academics
- Lack of special needs teachers and aides
- Scheduling of courses

**Weakness**

- Lack of professional development
- Facility – area for special needs one on one work
- Resource availability is limited within the community to support students. (i.e. Occupational therapy etc)
- Sometimes too much inclusion to meet needs of both special needs students and other students in the classroom
- Policy does not address assessment/diagnosis of enrolled students where max number of special needs kids already enrolled.

**Threats**

- The limited time resource to train staff
- Interest in training (mind set)
- Increased government intrusion into program delivery with special needs funding
- Frustration within the community when students are not admitted to the school
- Frustration within the community when a student creates greater distraction & disruption in the classroom

**Weakness**

- History of good stewardship
- Debt free
- Balanced budget

#### Opportunities

- Development director
- Increase foreign students
- Alumni communications & support
- Consolidate fundraising into one or two 'global' fundraisers.
- Development of an Endowment Fund or Foundation.

- 60% of annual funding is from government creating a vulnerability to changes in government policy
- No coordinated fundraising for projects

#### Threats

- Threat of assuming new debt
- Government funding & policy changes
- Corren Agreement

## 9. Leadership

#### Strengths

- Our true source of leadership is God
- History of good administration and Boards
- Leadership ability of the staff

#### Opportunities

- Mentor more leaders
- Sharing the load of leadership/administration
- Develop Elementary/High School focused leaders
- Extra training (administration)

#### Weakness

- Too much responsibility on one person
- Ineffective communications of school activities, sports, events, programs, issues and volunteer activities.

#### Threats

- Retirement
- Lack of qualified applicants for leadership positions when posted
- High turnover/instability on the Board

## 10. Teacher Performance

### Strengths

- Policy of formally evaluating staff on an ongoing basis (1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup> year etc.) plus informal annual evaluations

### Opportunities

- Communication of how parents can address concerns
- Communications of evaluation policy
- Development of individual professional development action plans

### Weakness

- Teachers do not have individual professional development plans
- Lack of communication concerning the existence of process and evaluations

### Threats

- The time/information burden in maintaining skills and abilities and responding to new practices and approaches.

## 11. Co/Extra Curricular Sports Program

### Strengths

- Offer variety of sports for school of our size
- Able to participate in school district track meet & Christian school regional's

### Opportunities

- Newsletter to community for coaches
- Modify PE program to prepare for Track & Field events
- Focused PE teacher for elementary program
- Publicize participation and achievements

### Weakness

- Lack of staff resources for coaching etc.
- Scheduling problems for intra-mural programs based on limited gym facilities
- Not taking advantage of pool, ice arenas and other community facilities within context of programs.

### Threats

- High school kids leave for lack of specific specialized sports programs
- Lack of qualified staff involvement

## 12. Parental Involvement

### Strengths

- Parent support in K-2 classrooms
- Volunteer supervision on the playground
- There are many parents who are involved

### Opportunities

- Communicate the need
- Create volunteer coordinator position
- Mandatory involvement plan
- Increasing numbers of early retired grandparents to draw support from
- Communication of school schedules including chapels, sports events etc.

### Weakness

- Focus of the PTF group and parental involvement
- Poor response to appeals for help
- No volunteer coordinator
- Low turnout for society meetings, committees

### Threats

- Burnout of volunteers
- Frustration – missing opportunity to engage a willing volunteer
- Increasing numbers/proportion of working parents
- Fragile family situations can be damaged by over involvement

## 13. Church Relations

### Strengths

- Approximately 20 churches represented in student population
- 50% of students from churches other than CRBC
- CRBC is strong, healthy and supportive
- Pastors/leaders from other churches welcomed into Chapel sessions
- Spiritual accountability
- Strong youth groups in the community
- Strong emphasis on commonalities complemented by a healthy respect for diversity among the Christian community

### Opportunities

- To be a resource to the Christian community
- Churches can be a resource to us
- Opportunities to encourage inter church relations
- Pastors tuition reduction plan
- Churches sponsoring bursaries for their families

### Weakness

- Some disagreement concerning policy of teacher and staff membership
- Not being on the agenda of other churches

### Threats

- Church disagreements can affect enrollment
- Societal drift away from church attendance & participation

## APPENDIX 5 – GAP ANALYSIS

The following is the analysis completed on the gaps between the current situation at the school and the future desires. These gaps were completed using the SWOT analysis information from all of the workshops and surveys. The gap analysis was conducted under the themes that were identified through the workshop and the themes that were used to design the strategic plan. These gaps were then used to develop the Key Result Areas that appear in the strategic plan.

### 1. Spiritual Health

#### Code of Conduct (Critical)

Current State – Code of Conduct spans several documents and somewhat cumbersome.

End State – A clear concise Code of Conduct relevant to the present conditions and issues.

GAP – Review of Code of Conduct.

#### Bible Class (Important)

Current State – Bible class subject to interruptions as a home room class for grades 7-12

End State – Adequate emphasis in scheduling to minimize disruptions to Bible course times.

GAP – Schedule limitations create pressure on Bible classes

#### New Families (Critical)

Current State – Single orientation session for new families.

End State – A program of support and mentorship for new families.

GAP – Organization of a mentorship program to connect existing families with new families.

#### Student Mentorship (Important)

Current State – Buddy reader and student leadership programs exist but no peer support program is in place.

End State – Program to organize and encourage student mentorship across grades.

GAP – Implementation of a program of student mentorship.

#### Counseling (Good)

Current State – Counselor position focused on career planning, spiritual counseling referred to churches.

End State – Counseling services expanded to character and emotional issues.

GAP – Extension of counseling resources.

#### Respect Program (Important)

Current State – “Expect Respect” program launched in fall 2007 based on book “With all Due Respect”

End State – Well developed and ongoing program encouraging respect and appropriate behaviour.

GAP – Ongoing development of “Expect Respect” program.

## 2. Policy

### Policy Review Process (Critical)

Current State – The current policy manual often blends policy and procedure and needs some updating to match current practices.

End State – Organized updated coherent policy manual where policy, procedures and guidelines are clearly delineated.

GAP – A scheduled review process for regularly reviewing existing policies and policy areas identified through this process

### Communication of Policy Matters (Good)

Current State – Some communication of changes but no structured process for ensuring adequate communication to stakeholders

End State – Routine practice of communicating changes and new policies to stakeholders

GAP – Establishment of a protocol for ensuring effective, appropriate, timely communication of policy issues is considered.

## 3. Non-Academic Programs/Electives

### Range of Programs Offered (Important)

Current State – Focus on fine arts limited to band, art and media arts. Focus on applied skills limited to business education and food studies for certain grades.

End State – Access to greater variety of programs for individual students.

GAP – Offering of a wider variety of courses made available to individual students through course offerings, Christian based distance education and other opportunities.

### Life Skills Programs (Important)

Current State – Limited life skills programs including food studies class and middle school business education.

End State – A life skills program offering more variety and longer duration than presently available.

GAP – Additional life skills program course and expansion of current programs.

## 4. Facilities/Gym

### Gymnasium (Important)

Current State – A one station gym which is functionally over capacity

End State – Adequate gym facilities which allow for growth of the school, flexibility in course scheduling and development of sports programs

GAP – Additional gym facility

### Communications System (Critical)

Current State – The facility has a one way communication system

End State – The facility has two way communications including band room and gymnasium

GAP – Installation of a communication system

**Air Conditioning (HVAC) System (Important)**

Current State – Facility is heated with a boiler system but has no cooling system

End State – Effective temperature controlled environment

GAP – Addition of a system for cooling and temperature control

**Small Bus or Van (Good)**

Current State – Budget includes provision for van rentals but is often inconvenient or unavailable

End State – A small bus or van owned by the school

GAP – Purchase of a small bus or van

**Facility Space Review (Important)**

Current State – Facility space for non-classroom activities like first aid, special needs, counseling, ELL, and staff room are limited and overlapped

End State – Adequate dedicated facility space for non-classroom activities like first aid, special needs, counseling, ELL and staff room.

GAP – Review of facility utilization for the dedication of space

**5. Staff Compensation****Staff Wages (Important)**

Current State – Staff position (non-teaching positions) rates of pay are not defined by experience/training grids/ranges.

End State – Staff position rates of pay should be structured with experience/training grids.

GAP – Development of experience/training grids for staff positions.

**Teacher Salaries (Important)**

Current State – The teacher's salary grid is somewhat different than SCSBC grid and is slightly below SCSBC grid (3-10%), reasonably comparable to ACSI schools and notably below public system.

End State – A salary grid which meets or exceeds other comparable Christian schools.

GAP – A review of the compensation package including the salary grid.

**Pension/RRSP Plans (Important)**

Current State – RRSP plan which costs approximately 3% of gross wages with contributions by staff of up to 1% of gross.

End State – A pension plan, at a minimum, comparable to other Christian schools.

GAP – Enhancement and development of a matching contribution plan.

**Leave Provisions (Important)**

Current State – Paid leave essentially limited to sick leave.

End State – Leave policies contemplate other situations including paternity, personal days, family sickness.

GAP – Enhancement of paid leave provisions to consider other situations beyond employee sickness.

## 6. Academics

### Curriculum Review (Critical)

- Current State – No formal cycle of review of curriculum
- End State – Review cycle of core areas of curriculum to ensure they are educationally current.
- GAP – Development of a cycle of review of core areas of curriculum.

### Improvement of Academic Skills (Important)

- Current State – Results in academic subjects vary by course and class year.
- End State – Students demonstrating consistently good results in academic subjects.
- GAP – Courses and teaching enhanced to improve consistency of academic proficiency.

### Enrollment of Special Needs Students (Critical)

- Current State – Concerns have been expressed about the impact on academic programs due to the enrollment of increasing numbers of special needs students.
- End State – Acceptance and awareness concerning the continued enrollment of special needs students.
- GAP – Education of the school community including staff and parents about the inclusion and impact of enrollment of special needs students.

### Extra Curricular Academic Activities (Important)

- Current State – Extra curricular academic activities are only sporadically offered.
- End State – Programs encouraging extra curricular academic activities including competitions, challenges and clubs.
- GAP – Coordination and development of extra curricular academic activities.

## 7. Special Needs Programs

### Policy (Critical)

- Current State – Special needs is referenced only in the Admissions Policy
- End State – A comprehensive policy addressing all components of learning assistance and special needs program including admissions criteria and procedures
- GAP – Development of a special needs and learning assistance policy

### Program Organization (Critical)

- Current State – No process for managing the educational needs of children with special educational needs
- End State – A specified process with adequate resources for managing the educational needs of students and development of staff
- GAP – Allocation of additional resources to manage the organization of the special needs and learning assistance program

### Staff Training & Development (Important)

- Current State – Some teachers and aides have received specific training to respond to students with special needs or other learning or behavioural issues
- End State – Appropriately trained staff to teach classes which include children with learning or behavioural issues
- GAP – A coordinated procedure for ensuring timely and appropriate training and development of staff.

**Facilities (Good)**

Current State – Limited space outside of classrooms to work in small groups with students

End State – Identified space where students can work one on one or in small groups outside of the classroom

GAP – Allocation of physical space for one on one or small group work with children with learning or behavioural issues.

**8. Financial Independence****Development of an Endowment Fund or Foundation (Important)**

Current State – No plans or structures in place.

End State – A structure in place to facilitate a significant fundraising program

GAP – Creation of an organization to encourage long term fundraising.

**Development Program (Critical)**

Current State – No position in place.

End State – A paid position responsible for fundraising activities.

GAP –Implementation of a Development Program.

**9. Leadership****Administrative Resources (Critical)**

Current State – Limited support for the Principal (.9 FTE Principal & .17 FTE Vice Principal)

End State – Expanded support either with Elementary/High School model or alternative structures (1.5 or more FTE)

GAP – Administrative structure needs to be modified to distribute responsibilities and then personnel with appropriate skills will be required to fill positions.

**Leadership Development (Important)**

Current State – We have no formal or informal leadership development program and few resources have been allocated to specific leadership development.

End State – A specific program of leadership development supported by policies (leave/training) and budget allocations.

GAP – A program of leadership development with training/mentoring aspects.

**Board Development (Important)**

Current State – Board members usually start service without prior committee or related experience.

End State – Developing potential Board members on committees before Board service

GAP – Training/development of Board members through committee work.

**Communications (Good)**

Current State – Various levels and people including monthly bulletin, 2-3 Connections per year and teacher/parent notes but primarily paper based often resulting in information overload.

End State – Regular, comprehensive yet effective communications to the school community using various media forms (i.e. Paper, email, and website)

GAP – Increased use of technology for communications

**10. Teacher Performance****Professional Development Action Plans (Important)**

Current State – Professional development for individual teachers is not structured & planned on a systematic basis.

End State – A program or system requiring individual teachers to be accountable to have an annual professional development action plan.

GAP – Implement a PD Action Plan program.

**11. Co/Extra Curriculum Sports Program****Utilization of Community Facilities (Good)**

Current State – Community sports facilities are utilized with greater effectiveness in secondary than elementary classes.

End State – Effective utilization of community sports facilities for physical education classes

GAP – Programming of classes using community sports facilities for lessons and development rather than simply recreation.

**Extra Curricular Sports Program (Good)**

Current State – Certain sports are offered through grade 12 on a gender basis.

End State – Wide variety of extra curricular sports offered through grade 12 for both genders.

GAP – School enrollment and facilities have contributed to limited offering of sports programs.

**Fitness Program (Important)**

Current State – Fitness activities limited to physical education classes and extra curricular sports programming.

End State – Daily fitness activities encouraged and integrated through all grades.

GAP – Program encouraging daily fitness activities from grades 1 to 12.

**Coaching Development (Important)**

Current State – Some knowledgeable and trained coaches.

End State – Greater number of better trained coaches including staff, parents, students and alumni.

GAP – Resources and planning for the development of coaches.

## **12. Parental Involvement**

### Volunteer Recruitment (Important)

Current State – Many committed volunteers but important positions are unfilled.

End State – Sufficient volunteer support for all activities, committees etc.

GAP – Development of a system of effective and inspiring communication of parental involvement opportunities including use of orientations, school events, the PTF and ongoing reminders. Include a specific plan for approaching families new to the school.

## **13. Church Relations**

### Church Relations (Important)

Current State – Relations vary with different churches and are often dependent on personal connection of pastor & key parents to the school.

End State – Ongoing good relations between the school and the Christian churches in the community.

GAP – Plan for regular contact and interaction with pastors and leaders of Christian churches.

### Pastoral Tuition Support (Good)

Current State – Reduced tuition benefit in place for teachers but not pastors.

End State – Encourage support by evaluating a tuition benefit program for pastors and/or missionary workers.

GAP – Evaluate the extension of a tuition benefit program to pastors and/or missionary workers.

## APPENDIX 6 – CORE VALUES

Our Core Values are a tangible expression of our statement of faith, and directly support our Mission Statement. CRCS is committed to operating both at the corporate and individual levels in ways that reflect these values. We will never intentionally violate these values and are committed to nurturing Christ-centered living in our faculty, staff, parents, students and through our programs, with these core values:

### **Spiritual Resources**

- Faith results in devotion to the Lordship of Christ, and the seeking after His will with boldness, based upon confidence in His sovereign power.
- The Bible is our standard for all belief, instruction, practice and policy, regardless of its acceptance by our culture.
- A life of prayer makes a critical difference in all that we attempt, and is God=s channel of power in our school.

### **Integrity**

- Every aspect of our operation must reflect personal and corporate truthfulness and obedience to God=s Word.

### **Excellence**

- The pursuit of excellence focuses on honouring our Lord with our best effort and conduct and evidences holiness, care, wisdom, thoughtfulness, humility, and skill in all pursuits.

### **Service**

- Humble service that meets the real needs of others, in Christ=s name, is necessary to facilitate the development of Christian maturity.
- The development of Christian character is of higher priority than the development of natural abilities.
- All members of the CRCS community need to use their God given gifts for the good of the Body of Christ.
- As children belong to God, CRCS is accountable to help parents to shape and prepare them for a life of service.

### **Community**

- God is glorified when all members of the CRCS community are committed to nurturing spiritual, personal, and academic development.
- As fellow labourers for God, all members of the community should treat one another with love and respect.
- Our commitment to Jesus Christ as Lord and Savior is evidenced by our commitment to all personnel, both paid and volunteer, who co-labour at CRCS.

Intentionally Blank