



## The New Schedule at Langley Christian School

Beginning in the fall of 2022, LCS High will introduce a linear/trimester hybrid schedule. The 5-5-5 schedule will allow us to go beyond past practices by merging the best parts of our existing 2-4-2 modular schedule with a traditional linear schedule while refining both by engaging with current research.

The schedule will shift from one 18-week semester placed between two 9-week modules to 3 equal 12-week trimesters, and one 36-week linear block. FLEX will move from the end-of-day (2:05-2:50 pm) timeslot to the morning (8:20-9:00 am) timeslot.

### Why are we doing this?

#### Modern Education

This change is about imagining the best possible future for your children, our students. Life in 2022 is incredibly different than it was 100 years ago, yet our educational system remains largely unchanged. In taking steps that will have the greatest impact, we are challenged to rethink how we're teaching, to build on research, and to find practical ways to support learning communities. All of this must take place amidst the complexity of modern schools and the intricacies of the broader societal context.

#### Research

LCS Administration, Department Heads, Faculty, and Senior Leadership have engaged in a thorough examination of research in creating the parameters most conducive to student learning.

#### Faculty & Student Feedback

Since the fall of 2020, LCS has conducted 4 student surveys and 4 faculty/staff surveys to seek feedback on the 2-4-2 schedule, and future options. LCS faculty and students indicated a preference for inclusion of some yearlong courses, moving to a 12-week trimester (instead of a 9-week module), and a moderate desire to consider a new model. Faculty and students are strongly united in that they indicate no desire to return to linear education.


#### Additional Elective Opportunities

Students will have the opportunity to complete 9 full courses each school year (10 including summer programs). The additional elective opportunities will encourage them to explore their passions and try new courses that now fit within their schedule. For Gr. 11/Gr. 12 students, they will have additional freedom to enroll in study blocks creating a more focused schedule with fewer classes which will reduce stress and provide a slower pace to their year.

### Improved Faculty & Student Life

Faculty members will work with fewer students during each trimester (similar to a traditional semester model); while still retaining a yearlong prep block. As a result, they will be able devote more time to each student, and consistently apply their prep time throughout the school year.

## What does the 5-5-5 look like?

	Sept - Dec	Dec - Mar	Mar - June	Summer Prog
Period 1	A, B, C	A, B, C	A, B, C	J
Period 2	D	F	H	
Period 3	E	G	I	

- Students are enrolled in up to three linear (yearlong) courses that rotate on a Day1-3 system for the full 36-week school year. They are represented by blocks A, B, and C above.
- Students would attend a class in Period 1, 2, and 3 each day (unless they are enrolled in a study block for one of the periods).
- Students are also enrolled in up to two trimester courses that occur each day for a 12-week period. They are represented by blocks D/E, F/G, and H/I above. There are three 12-week trimesters spread across the 36-week school year.
  - Gr. 9 students would enroll in a minimum 9 LCS courses, including at least one ADST and one ARTS course.
  - Gr. 10 students would enroll in a minimum of 8 LCS courses.
  - Gr. 11 students would enroll in a minimum of 7 LCS courses.
  - Gr. 12 students would enroll in a minimum of 6 LCS courses.

## What will the daily schedule look like?

Time		M/Tu/W/Th	Duration	Time		Friday	Duration
8:20	9:00	Flex	40	7:45-8:45am Staff Professional Development			
9:00	9:03	<i>Transition</i>	3				
9:03	10:45	Linear (A/B/C)	102	9:00	10:35	Linear (A/B/C)	95
10:45	10:55	Break	10	10:35	11:25	Chapel	50
10:55	12:35	Trimester (D/F/H)	100	11:25	12:50	Trimester (D/F/H)	85
12:35	13:15	Lunch	40	12:50	13:30	Lunch	40
13:15	14:55	Trimester (E/G/I)	100	13:30	14:55	Trimester (E/G/I)	85

## Introducing the LEAP Program

Purpose: To support elite performers in pursuit of their chosen specialty, while remaining a functional member of the LCS community.

Students admitted to the **L**eaders in **E**lite **A**cademic/Athletic/Arts **P**erformance (LEAP) Program are permitted to leave school early or enroll in fewer than the required total courses to pursue their chosen performance area. Students may apply for enrollment under the umbrella of either Athletics/Performing Arts or Academics.

Students wishing to enroll in LEAP for the first time must complete this LEAP Registration Form. The deadline for application has been extended to April 21, 2022. All acceptance decisions are final and made by the LCS Lightning Life Department.

[2022-23 LEAP Application Form](#)

# FAQ

## Why is LCS implementing a new schedule?

The 5-5-5 schedule will allow us to go beyond past practices by merging the best parts of our existing 2-4-2 modular schedule with a traditional linear schedule while refining both by engaging with current research. As the world shifts and education evolves, so to must the structures that support it; with this change we are endeavoring to embrace the most current research on how teenagers learn.

## When will the school day start and end?

For Gr. 9/10 students, required FLEX attendance is part of their program, and the school day will run from 8:20 a.m. – 2:55 p.m.

For Gr. 11/12 students with parental permission, FLEX attendance is optional (unless assigned by a staff member), and the school day will run from 9:00 a.m. – 2:55 p.m.

## Which courses will be scheduled in the linear blocks?

Courses such as Mathematics 9, Foundations of Mathematics & Pre-Calculus 10, Advanced Placement (English, Chemistry, Biology, Psychology, US History, Computer Science Principles), High Performance Physical Education, IEP study, and Concert Band will be scheduled in the linear blocks. Some other courses will also be scheduled during these blocks.

## Is there a benefit to combining linear and trimester scheduling together?

A hybrid model allows students to experience both options, and supports the identified benefit of some courses existing linearly and some in semesters, all while eliminating the stresses of an eight course linear timetable. While our staff and student surveys noted increases in positive staff-student relationships, student-student connections, and reduced school discipline issues with the 2-4-2 schedule, the incorporation of three linear blocks into the 5-5-5 schedule will allow for both year-long relationships as well as the strong initial bonds and ‘fresh-starts’ associated with the trimester model.

## How will the increased number of courses impact students?

Students will feel very much as though they are enrolled in a traditional 4-4 semester. They may have up to five concurrent courses; however, three of their courses will have a much slower pace as they continue for the duration of the school year.

## How will study-blocks be handled?

Gr. 9 students are not permitted to have study blocks, however Gr. 9 students who qualify for the LEAP program may be granted a study-block. Gr. 10, 11, 12 students are permitted study-blocks as part of their academic program. Students on a study-block are able to use the facilities (Library, Lounge, etc) at LCS to study and complete work. Gr. 9 or Gr. 10 students are not permitted off-site during a study-block, they must stay on campus sign-in for attendance at the HS Office to begin the block. Gr. 11 or Gr. 12 students must also sign-in in at the HS Office, but are able to leave campus during a study-block if they sign-out.

### **Can students take up to 9 courses in a school year?**

Yes, that is correct. LCS Students can now enroll in 9 in-person courses within a single school year (10 if they complete a summer programs class). As Biblical Studies is a required course at LCS, the 9 course schedule allows LCS to create more flexible and adaptive learning environments to further improve elective opportunities for students. Gr. 9 students will be required to enroll in 9 LCS courses, including 1 ADST and 1 ARTS course which satisfies the Ministry of Education requirement for Gr. 9 students. Gr. 10 students are required to enroll in 8 LCS courses. Gr. 11 students are required to enroll in 7 LCS courses. Gr. 12 students are required to enroll in 6 LCS courses. Students enrolled in heavier academic courses or intensive extra-curriculars are better able to coordinate study blocks with their busiest time of year.

### **Will the increased courses impact students' homework?**

Students' course load will be comparable to the 4-course semester from our current 2-4-2 schedule, yet up to three of the courses will run for the entire school year. In that way, a student will be managing a similar total course load with a reduced pace. We believe that the hybrid (5-5-5) will strike a balance between a modular (2-4-2) and linear (8-course) timetable.

### **Is this a type of Block schedule?**

Yes, research shows that there are many positive outcomes attached to block scheduling, such as improvement in school climate and lowering of stress levels of teachers and students. [...] Having only three classes a day to prepare for may be enough to help students better handle their workload and meet teachers' expectations. As mentioned above, we are working to achieve a balanced schedule. Faculty report that both participation and lab-based courses such as Sciences, Shop, Woodworking, Robotics, Computer Science, Graphic Arts, Concert Band, Art and Physical Education are more easily completed within a block schedule.

Reasons given for faculty and student satisfaction with the 2-4-2 block schedule included: a calmer school climate, a less rushed and stressed atmosphere (for part of the year), and deeper relationships between teachers and students. With this model, we are able to retain these important aspects in our school community.

### **What will happen if my student has a large gap (one or two trimesters) between core courses?**

Student's retention is a common concern, and some worry that students will forget too much content between trimesters. Research on memory indicates that after some fast memory loss, the rate of forgetting slows considerably. Research also shows that our students are more likely to engage in deep learning during the longer and more consistent class periods resulting in quicker recall, and less requirement for in-depth review classes upon starting their next course.

### **I liked the 2-4-2, why is LCS moving away from it?**

The 2-4-2 was a modified vision, designed (in part) to manage the cohort model required by the BC Ministry of Education during the COVID-19 Pandemic. We are now building on the successes of that model, while re-evaluating our model with 21st century capabilities and capacities at the forefront of our thinking. We are listening to reports from our faculty and students that the intensive two course modules increased student stress and anxiety. Brain research supports the notion that a positive emotional climate paves the way for higher levels of learning and performance. Adolescents do not handle social pressure, instinctual desires, and stress the way adults do. Creating a positive learning environment and eliminating factors that cause stress was one of our goals to support our adolescent students. We believe that the 5-5-5 will be a more balanced schedule for our students and will support both their learning and mental wellness.

### **In general, are 85-100 minute periods helpful in promoting student learning?**

The use of time is more important than the amount of time itself. In-depth teaching is typically associated with more intense experiences and varied teaching approaches (cooperative learning, hands-on activities, long-term projects, and interdisciplinary lessons, etc) carried out in longer class periods. We believe we have designed a yearly and daily schedule that promotes deep learning.

### **We only studied for 45-55 minutes per period when I was in school... wouldn't it be hard to focus for 100 minutes?**

A major, often unrecognized challenge in professional development is helping teachers, policy makers, and local communities unlearn the beliefs, values, assumptions, and cultures underlying schools' industrial-era operating practices, such as fifty-minute class periods that allow insufficient time for all but superficial forms of active learning by students. Extended blocks are sometimes referred to as "macro-classes" and they allow teachers and students to concentrate their time and energies in a much more effective way because they can study a subject in depth, without interruption, producing deeper learning.

### **You mentioned deep learning, how does the 5-5-5 schedule with 100 minute blocks promote deep learning?**

Students in blocked schools - with less frequent and longer classes - spend significantly higher amounts of their class time reading or researching, while students in traditional (semester or linear) schools - with more frequent and shorter classes - spend significantly higher amounts of their time watching or listening during the class period. For LCS, the longer periods have allowed a shift from behavioral to constructivist principles of learning, active learning, meaningful tasks, and the ability to use knowledge. Research also shows that engagement and interest levels are higher when students are more actively involved. The highest engagement levels are found when students are at least equally involved in a discussion or dominating the discussion time, and when there is a teacher pushing the students to think. The lowest interest levels are observed when students are listening to lecture and when there is mostly a teacher talking and students responding.

### **Are there fewer breaks in the day?**

Some time is required to move from one classroom to the next, but by eliminating passing time, we send the message that class times are important. We ask our Faculty to start their classes as soon as possible and to respect the end-of-class bells. There is no easy solution to address both class time and the need for breaks. We have prioritized a 40 minute FLEX block and a 40 minute lunch break that can accommodate students' and staff members' physiological and mental needs while allowing for a variety of activities.

### **How did LCS Decide to place FLEX in the morning block?**

We asked ourselves some questions... Does a traditional school schedule allow adolescents sufficient sleep once activities, practices, homework, social networking, eating, and relaxing are taken care of? Do students have the opportunity to get help from a teacher during the school day when they are most focussed? Can we improve the balance between school and life for LCS students? Moving FLEX from 8:20-9:00am allowed us to address each of these questions positively.

### **How does sleep factor into school life for LCS students?**

As students move through their teenage years, they need increasing amounts of sleep. Nine hours per night is the necessary amount to avoid behaviors associated with sleep deprivation. Risks with teenage sleep deprivation include mood and behavior problems, increased potential for drug and alcohol use, and vulnerability to accidents.

### **What are some of the reasons for FLEX?**

- We love the forced choice-making associated with FLEX as our students are asked to act adult-like, in a way, and select the most appropriate use of their morning time. Each daily choice helps prepare HS students as they move towards increased agency.
- FLEX provides an opportunity for individualized learning for HS students. They can invest their time appropriately based on their specific needs. For example, one student may need additional tutorial time with their Mathematics teacher, another could use assistance with an English assignment, and finally, another student needs to complete a missed assessment in Science. FLEX accommodates each of these needs, within the school schedule.
- Morning FLEX can be utilized by our Learning Services Department to provide pre-emptive self-regulation exercises, executive functioning assistance, and assessment reviews to begin the day.

### **Who can I speak with if I have questions?**

If you have specific questions about your child's course selection please reach out to your student's House Director. If you have other questions or concerns please reach out to HS Principal, Joel Ditson.

