



2001 CURRICULUM POLICY

Policy Type: Educational Programs
Applies To: All Staff, Students,
Approved By: LCS Head of Schools
Policy Reviewed: every 2 years
Adopted: 05 2022
Revisions:

1. PURPOSE:

- (a) to establish the policies, practices, learner attributes and Christian position statement framework that must be integrated into the board-authorized K-12 Biblical Studies Curriculum and provide guidance for all other K-12 instruction and extra-curricular activities;
- (b) to ensure that the operation of Langley Christian School is carried out according to the Foundational Statements of Faith and Principles in the Constitution, and the mission and core values of the school, and that those principles are applied in the carrying out of the policies and curriculum required by the British Columbia Ministry of Education;
- (c) to acknowledge the respective roles of the school and the parents or caregivers in developing substantive knowledge of the Christian doctrine and theology, promotion and encouragement of Christian beliefs and practices and development of Christian faith in individual students and the student body as a whole; and
- (d) to welcome and encourage the open, honest, gentle and respectful discussion of Christian doctrine, theology and practice in an atmosphere of humility and love, while at the same time recognizing that the Langley Christian School Society is an educational organization and does not have the function or authority of a church, particularly as those functions and authority relate to matters of Christian doctrine, theology or practice and needs to be a safe place for all members of the school community to engage in God's word regardless of their particular viewpoint on issues of Christian doctrine, theology or practice.

2. RESPONSIBILITY:

- (a) This policy applies to all Board of Directors, all members of the Society, the administration, all educational staff, all volunteers and all students.
- (b) It is the responsibility of the Board of Directors' education committee to from time to time receive, solicit and review information or reports from the Executive Director/Head of Schools and others, as appropriate, to ensure that the purposes of this policy and procedures are being met. The Executive Director/Head of Schools and the board Education Committee will formally

assess and review the K-12 Biblical Studies curriculum on a recurring basis of not less than 3 years.

- (c) The Executive Director/Head of Schools will annually ensure that plans are developed in consultation with administration with advice and oversight of the Board of Directors.
- (d) The Executive Director/Head of Schools will budget time and resources for the development and implementation of a comprehensive, fully integrated K-12 Biblical Studies curriculum that provides:
 - 2.d.1. a Learner Attributes profile that provides the aims of the board-authorized K-12 Biblical Studies curriculum
 - 2.d.2. a scope and sequence of a board-authorized K-12 Biblical Studies curriculum
 - 2.d.3. developmentally-appropriate learning activities and assessments for the reading, study, comprehension and practice of the Christian faith
 - 2.d.4. the development of personal faith disciplines of students through communal and individual activities
 - 2.d.5. the identification and approval of resources that support the teaching of the K-12 Biblical Studies curriculum
 - 2.d.6. the integration of Christian curricular position statements (see section 4) outlined in this policy into active practice through learning and service
- (e) The educational administration will annually ensure that the policy is applied to the curriculum and teaching at their respective schools and will be responsible for any review of performance as necessary where this policy is not adhered to.
- (f) The educational administration will ensure the scheduling of professional learning opportunities to provide instruction for teachers on content, lesson plan development, teaching strategies
- (g) When contemplating the adoption of third-party content or curriculum, time will be given to assess changes or additions through pilot programs or other review processes to measure how effective and appropriate the content is relative to the Board's strategic plan.

3. POLICY:

- (a) It is acknowledged that Langley Christian School is an educational organization established for the promotion and advancement of Christian education consistent with the fundamental purposes established in the Constitution:

"... to advance Christian education by establishing and operating schools and services that provide Christian curriculum and pedagogies in all areas of study and programming, and that support the instruction of children to empower them to live a life of excellence and purpose in service to the Kingdom of God" and;

"...to advance religion to adherents of the faith or the public through teaching and promoting the tenets, doctrines, and observances associated with the Christian faith."

- (b) The Board of Directors will develop a plan or plans for the integration of Christian perspectives into all curricular and extra-curricular activities undertaken or pursued at Langley Christian School

and will from time-to-time review those plans to ensure that they are consistent with the Foundational Statements of Faith and Principles, and the mission and values of the school society.

- (c) As a policy outlining the primary responsibilities of our educational staff, adherence to the principles outlined in this policy are contractual and required of all K-12 teaching and educational administrative staff employed by the Langley Christian School Society.
- (d) The principles established in this policy shall also apply, with necessary changes in terminology, to any assembly of students convened outside of a class or lesson, including but not limited to all school programs, curriculum, student clubs, committees, associations, and activities at the school or those endorsed by administration and educational staff; and no assembly of students or activity may be permitted or endorsed that does not align with this policy or the foundational purposes of LCS.
- (e) The Langley Christian School Society is not a church and does not promote the doctrine, theology, or practice of any particular Christian denomination, and therefore the following principles will guide teaching practices and curriculum development:
 - 3.e.1. In the carrying out of their duties, educational staff and volunteers will refrain from promoting their personal theological beliefs (except to the extent those are specifically addressed in the Foundational Statements of Faith and Principles) in any circumstance where doing so could reasonably be expected to negatively impact any students, the school or the society.
 - 3.e.2. Open, honest, gentle and respectful discussion and debate on points of Christian doctrine, theology, and practice among students shall be welcomed and encouraged. To the reasonable extent possible, teachers will include a range of Christian theological perspectives and traditions on any substantive lesson topic.
 - 3.e.3. Christian doctrine, theology and practice will be taught in a positive and apologetic manner and in such a way as to affirm the subject is worthy of the utmost professionalism and respect.
 - 3.e.4. The use of Christian doctrine, theology, or practice to belittle, insult, or ridicule others is neither gentle nor respectful and any person who engages in such actions will be subject to appropriate sanction.
 - 3.e.5. Participants' discussions about Christian doctrine, theology, and practice shall by their words and their actions interact in a spirit of love, with the intent to educate and inform, and to be educated and informed.
 - 3.e.6. All discussion and debate concerning Christian doctrine, theology, and practice shall take place in such a manner as to encourage all participants and observers to engage with and apply the truths of God's Word in the context of their own circumstances.
- (f) The teaching of Christian doctrine, theology, and practice at Langley Christian School is a partnership involving school and parents, where:
 - 3.f.1. The role of the school as an educational institution includes teaching substantive Christian narrative, doctrine and theology, the promotion and encouragement of Christian beliefs and practices, and development of Christian faith in individual students and the student body as a whole, but does not include the promotion of any particular set of Christian beliefs or practices,

except as set out in the Foundational Statements of Faith and Principles established in the Constitution.

- 3.f.2. The school recognizes the special role and authority that the teachers play in the discipleship of students, and how they influence student beliefs. Therefore, teachers are mindful to present topics in a way that promotes students to develop their own Biblical discernment and beliefs, and are careful about how they share their own views or opinions.
 - 3.f.3. The role of parents and caregivers (in partnership with community churches) is to promote and encourage Christian beliefs and practices in their children and the development of Christian faith consistent with the Foundational Statements of Faith and Principles and the doctrine, theology, and practice of their family and church community.
 - 3.f.4. Topics involving Christian doctrine, theology and practice which are to be taught or discussed in class will be made known in reasonable detail in advance to students and to their parents. Particularly where the topics include matters known to be the subject of controversy or division, teaching or discussion of such topics shall be confined (to the extent reasonably possible) to the classes set for such teaching and discussion, and students are to be explicitly and specifically encouraged to speak to their parents or caregivers about the beliefs and practices of their families and their church community as they apply to these topics.
 - 3.f.5. The school and educational staff recognize that the teaching of some subjects and topics, where there is limited knowledge of, and relationship with, the student and family, has the potential to cause emotional or psychological harm, and therefore errors on the side of caution in protecting student wellness and exercising a high duty of care for the wellbeing of all students and families.
 - 3.f.6. Families may request, and the school shall facilitate (any reasonable request), the exclusion of a child from any lesson involving Christian doctrine, theology, or practice on a topic which is objectional to the parents or caregivers on the basis of the foundational beliefs or traditions of their own Christian church, or on the basis of reasonable concerns about the impact of those lessons on the social-emotional wellbeing of the child.
- (g) Expressing disapproval of or disagreement with a particular point of Christian doctrine, theology, or practice is not to be taken as denigration or lack of respect, provided such expression is made honestly and with humility in love.
 - (h) The expression of contempt or hatred by any person to whom this policy applies for any individual on the basis of their doctrinal, theological or personal beliefs may be grounds for immediate suspension, dismissal, or expulsion from the school or Society, or both, as the case may be.
 - (i) Except as may be clearly set out in the Foundational Statements of Faith and Principles, no member (including any member of the board of directors), administrator, teacher, staff or volunteer shall express any particular doctrine or theological position as being the doctrinal or theological position of the Society.
 - (j) The school recognizes the special place of indigenous narratives and experiences that are unique to the land where God established our school, and therefore seeks as our commitment to reconciliation and Christ's redemptive work in our community to include authentic learning about local indigenous peoples, their stories and their experiences.

4. CURRICULAR POSITION STATEMENTS

- (a) Subject always to Part 1 of the LCS Constitution (Foundational Statements of Faith and Principles) the starting point for all teaching and discussions of Christian doctrine, theology and worldview is *"...the authoritative Word of God as confessed by the early church and in the historic creeds of the Protestant Reformation (Apostles, Athanasian and Nicene Creeds),"* and therefore the following position statements will guide all instruction and curriculum at the schools:
 - 4.a.1. God the Father created this world, continues to care for it and will fully restore it in the future. He invites us to be partners in understanding and taking care of His creation. As we learn more about God's creation, we respond with wonder and awe at the intricate beauty of His work.
 - 4.a.2. All of God's creation has been distorted because of our rebellion against God. The effects of sin are evident in creation and culture. We need to recognize our personal and communal sin and our deep need for repentance.
 - 4.a.3. Jesus Christ is proclaimed as our Lord and Saviour. Through faith in Christ, we can be restored to a right relationship with God. Since we cannot overcome sin on our own, we need to seek Christ's redemptive grace. As we acknowledge our sinfulness we also learn how to respond to others with justice, compassion, and a desire for reconciliation.
 - 4.a.4. The Holy Spirit works in each of us throughout our lives, making us more and more like Christ. Rather than being conformed to this world we are transformed through the Spirit and in turn we are called to transform the world.
 - 4.a.5. The Christian school is a community that represents the body of Christ. As members of the same body, we recognize our dependence on each other as we grow in our faith. Within this community each student, staff member and parent are valued and respected as an image bearer of God.
 - 4.a.6. As a Christian community we seek to understand our world and to see Christ's redemptive work in our society. Teachers will use age-appropriate literature, media, and music to help our students develop discernment and a mature Bible-based analysis of our history, society, belief systems and culture. As the authoritative word of God, the scriptures are to be the starting place for all discussions and questions about morality, ethics, competing belief systems and worldviews. Teaching practice will consistently affirm the role of scripture in analyzing issues and include a comprehensive reading of and mediation on scripture.

5. THE LEARNER ATTRIBUTE PROFILE DEFINITIONS

- (a) Langley Christian School strives to integrate its mission into all facets of our students' lives and encourage the following learner attributes through pre-K through grade 12 teaching and learning experiences:

5.a.1. **Purposely Disciplined**

(Identities and relationships with God, self and others) The learner grows in understanding and confidence of who God created them to be. The learner is invited into a worshipping community, encouraged to identify and develop a sense of purpose, and are disciplined to live a life modeled on the character of Christ. Learners participate in and cultivate personal and corporate practices and habits that are transformative and

promote a life of wholeness, wellbeing and worship. (Jer 29:11; 2 Tim 1:7; Mark 12: 28-32)

5.a.2. Faith-Informed Discernment

(faith-informed thinking and problem solving) The learner applies knowledge of God and Biblical perspectives to evaluate truth claims and to make reasoned, informed judgements or decisions about important questions or ethical dilemmas in our culture. Learners develop awareness of biases and prejudicial reactions when examining different thinking fallacies, ways of knowing, and sources of knowledge. They explore, uncover and evaluate diverse perspectives through a Biblical lens. (Acts 17:11; 1 Cor 6:12; Rom 12:2)

5.a.3. Grace-Filled Integrity

(relationships based on grace and humility) The learner develops effective verbal and non-verbal communication that characterizes integrity, grace, love and empathy for others. The learner is equipped to develop authentic listening, communication and conflict resolution skills that invite positive relationships through understanding, cooperation, and valuing and loving others as image bearers. Learners share, evaluate, and present themselves in a way that is honourable, respectful, and honest. (Col 4:6; Eph 4:29)

5.a.4. Servant Stewardship

(local and global Kingdom service) The learner is equipped and disciplined to actively serve others, and model stewardship and service as an ambassador of Christ. The learner engages in contributing to and making an impact in one's community. Students are collaborative problem solvers and community builders who take responsibility for themselves and others, and who care for and steward God's creation. Students are able to imagine and implement actions that promote ongoing restoration. (2 Cor 5:20; Gal 5:13; Eph 2:19)

5.a.5. Hopeful & Thriving

(courage, connection-making and appreciation for creation) The learner is invited to thrive in discovering patterns, and uncovering the beauty, truth and wonder in God's design for creation. The learner embodies hope and joy through thoughtfully inquiring about the presence of God in all things and examining their own beliefs about the world. They demonstrate courage by relying on what they do know and observe, to trust faithfully in the unseen. Learners are curious, reflective and open-minded risk takers who develop a sense of achievement, resilience and independence in their thinking. (Psalm 104:24; Ecc 3:11)

5.a.6. Engaged & Faithful

(striving for shalom and reconciliation) The learner is encouraged to develop a Christ-like compassion, hospitality, and awareness of real-world problems, globally and locally. The learner embraces the diversity of others as part of God's design for the world. The learner is invited to be a peace-maker and change agent who seeks to learn from and understand others' narratives, and engage in recognizing our part in God's redemptive

plan. Learners strive for opportunities to partner with the Spirit's work in reconciliation, restoration and justice. (Micah 6:8; Phil 2:3-5)

- (b) Each of the Learner Attributes will be included in the Board authorized K-12 Bible curriculum and developed as skill-based competencies. These attributes will be imbedded into all K-12 prescribed BC curriculum subject overviews and course outlines where appropriate.
- (c) The Learner Profile outlines and describes the characteristics that the Langley Christian K-12 educational experience is designed to encourage in all graduates.

6. PUBLICATION AND COMMUNICATION

- (a) The K-12 Bible Curriculum will be published and made available for review by current and prospective families, students and staff.
- (b) Reasonable notice will be provided to parents and caregivers, and staff in advance of any K-12 Bible curriculum content or learner attributes/competencies.

7. GRADUATION POLICY

- (a) Students graduating from Langley Christian School, unless special permission has been given by the Board of Directors, must successfully complete a Biblical Foundations Course in each year the student has been enrolled in the school.
- (b) Final summative assessments of any Biblical Foundations course in the senior grades (11 and 12) must include a reflection or self-assessment on the student's growth in the Learner Attributes.
- (c) All students must successfully complete a minimum of two (2) Biblical Foundations courses in their grade 11 and grade 12 school year. Any student who does not meet this requirement, or the requirements stated in 7(a) may still qualify for graduation in the Province of British Columbia, but may not participate in the commencement ceremony for LCS.