

WELCOMING, CARING, RESPECTFUL AND SAFE TEACHING AND LEARNING ENVIRONMENT POLICY

40 Mile Christian Education Society Cherry Coulee Christian Academy A Koinonia School (hereafter known as CCCA)

School Mission Statement

CCCA exists to assist families by providing a quality, Christ-centered, Bible based education to equip students for life, and to influence the world around them for Christ.

Statement of School's Value Commitments

Theological Foundation

The educational philosophy of Koinonia Schools is based upon a God-centered view of man and truth as presented in the Bible. The essential truths of this view are detailed in the Statement of Faith.

Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is pointedly true of man who was made in God's image, different in kind from all other creatures, with the unique capacity to know and respond to God personally and voluntarily.

Because man is a sinner by nature and choice, he cannot, in this condition, know or honor God in his life. He can do this only by being born again to do God's will. This should be the ultimate purpose of his life. The goal of education should therefore be to enable men to know God, encourage them to love Him, and equip them to serve Him.

The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, Christian schools, along with their church, become partners in giving this education. From this philosophy come our mission and goals. The Scripture verses which follow each goal are ones which illustrate or imply or support the stated goal.

Spiritual & Moral

- 1. To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards it. 2 Tim. 3:16; Deut. 6:1,2**
- 2. To teach the basic doctrines of the Bible. Joshua 1:7,8; Matt. 28:20; 2 Tim. 3:16,17**
- 3. To lead each student to a personal relationship with Christ as Savior and Lord. John 3:16; Romans 10:9,10; 1 John 1:9**
- 4. To develop a desire to know and obey the will of God as revealed in the Scriptures. Rom. 12:1,2; Eph. 5:15-17; 1 Thess. 4:1-3**
- 5. To equip the student to carry out the will of God daily. Luke 10:27; 1 Thess. 3:13; Matt. 6:48; Luke 9:23**
- 6. To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task. Matt 28:18-20; 2 Tim 2:2**

7. *To develop the "mind of Christ" towards godliness and sin, and to teach the student how to live an overcoming life through exercising of self-restraint and consideration of others. Gen 39:9; Rom 15:1-3; 1 Cor 10:12,13; Phil 4:13*
8. *To encourage the development of self-discipline and responsibility in the student based on respect for and submission to God and God-ordained authority. 2 Thess 3:6 &10; Rom 13:1-3*
9. *To help the student develop for himself or herself a Christian world view by personally integrating life and studies with the Bible. Rom 12:1, 2; Gen 1:27- 29*

Academic

1. *To promote high academic standards within the potential of the individual as uniquely created by God and to help each student realize his or her full academic potential. Phil. 4:13; 2 Tim. 2:15*
2. *To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking, listening, viewing and representing. Rom 10:14b; Deut. 17:19*
3. *To teach and encourage the use of good study/work habits. Ecc. 1:13a; Ezra 2:10*
4. *To teach the student how to do independent research, to critically evaluate sources of information, and to reason logically from a Biblical perspective. Acts 17:11; 1 Thess 5:21; Pro 18:17; Isaiah 1:17, 18; 1 Peter 3:15*
5. *To develop an understanding of the order and design in Creation and the laws which govern its processes and interactions. Ecc. 1:5-7*
6. *To motivate the student to view education as a lifelong process. James 1:22- 25*
7. *To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority. Ps. 72:8; Rom 13:1*
8. *To develop an understanding of current affairs in all fields and to relate them to God's plan for man. Acts 12:29-31; Acts 17:26,27*
9. *To develop an understanding and appreciation for God's world, and an awareness of man's role in his environment, and how to use and preserve it properly. Gen. 1:28*
10. *To promote an appreciation of the fine arts through the development of the student's understanding and personal expression. Ex 15:20,21; Ps. 150; Ex. 31:1-5*
11. *To develop an understanding of fundamental mathematical concepts and skills in their application to everyday life situations and to gain mathematical skills needed to succeed in an ever-growing technological world. To relate curriculum to real-life situations in the community. Luke 8:5-8; Prov 16:11*

Personal and Social

1. *To help the student develop his or her character and personality based both on a proper understanding and acceptance of himself or herself as a unique individual created in the image of God and on the fullest possible development of his or her own capabilities. Col 3:7-10*
2. *To teach the student to treat everyone with love and respect since everyone is created in God's image. Luke 6:27-31*
3. *To make the student a contributing member of his or her society who realizes his or her dependence on others and their dependence on Him. Col 3:23, 24; 1 Cor 12:7-11*

4. *To promote an understanding of time as a God-given commodity which is to be used for His glory. Eph 5:15,16*
5. *To show a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships. I Tim. 4:12-16*
6. *To develop godly attitudes toward marriage and the family along with the understanding and skills needed to establish a God-honoring home. I Peter 3: 6,7 ; Eph. 5:21,22; Eph 5:25; Eph. 6:1- 4*
7. *To promote physical fitness, good health habits, and wise use of the body as the temple of God. I Cor. 6:15a, 19-20; Rom. 6:11-14*
8. *To impart Biblical attitudes toward material things, and to encourage individual responsibility for using them for God's glory. I John 2:15-17; Matt. 16:26, 27*
9. *To help each student accurately assess his strengths and weaknesses and recognize his or her responsibility to develop his or her talents fully and use them for the benefit of others. I Cor. 10:31; Rom. 12:3-8*

Family

1. *To cooperate closely with the parents in every phase of the student's development and to help the parents to understand the school's purpose and program. Deut. 4:5-9; Deut. 6:6-9*
2. *To aid families in Christian growth and to help them develop Christ-centered homes. Eph. 5:33; Eph. 6:4*
3. *To aid parents in understanding our changing culture, its effects on our homes and children, and how to deal with them from a Biblical perspective. I John 2:15-17; Prov 22:6*
4. *To encourage regular attendance and involvement in a local church. Heb. 10:25*
5. *To involve parents regularly in the ministry of the school. Deut. 6:6-9*

Statement of Faith

- 1) *We believe that the Bible, containing the 66 books of the Old and New Testaments, is the only inspired, inerrant, infallible Word of God and is the final authority on the Christian faith and life. (II Timothy 3:16; II Peter 1:21).*
- 2) *We believe there is only one God, who exists eternally in three equal persons — Father, Son, and Holy Spirit — and who created out of nothing the heavens and the earth and all that is in them by the power of His spoken word (Genesis 1:1; Genesis 1:26; Psalm 33:6; Matthew 28:19; John 1:1-3; Mark 1:9-11; Hebrews 11:3).*
- 3) *We believe that Jesus Christ is both true God and true man (Exodus 3:13-15 and John 8:58-59; John 1:1-18; John 10:30-33; Galatians 4:4-5; Philippians 2:5-8; Hebrews 2:14-18). We believe in His virgin birth (Isaiah 7:14; Matthew 1:18-23; Luke 1:26-35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (Romans 4:25; Romans 5:8; Galatians 3:13-14; Hebrews 2:9); His physical resurrection (Luke 24:39-43; I Corinthians 15:1-22); His ascension to the right hand of the Father (Mark 16:19; Luke 24:50-53); and His personal, visible, and bodily return in power and glory to judge the living and the dead (Acts 1:11; Revelation 20:11-15; Revelation 22:12).*
- 4) *We believe that men and women were created by God in His own image (Genesis 1:27; Genesis 9:6), that marriage was instituted by God whereby a man and a woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; I Thessalonians 4:1-8; Hebrews 13:4). We believe that all men and women are born spiritually separated from God because of*

sin (Genesis 3:23-24; Romans 3:10-12; I John 1:8-10), and are incapable of being reconciled to God apart from the work of Jesus Christ (Romans 5:6-8; Acts 4:12; Ephesians 2:1-5).

- 5) *We believe in the absolute necessity of rebirth by the Holy Spirit for salvation (John 3:1-3; I Peter 1:23). We believe that man is justified (declared righteous) by God on the single ground of the righteousness of Jesus Christ (namely, His sacrificial and atoning death on the cross to pay the penalty for sin, and His perfect obedience) freely given to all who believe in Him. We believe that this saving work and perfect righteousness of Jesus Christ can only be received by faith alone (Isaiah 53:1-12; Jeremiah 23:6; Matthew 20:28; John 3:16-19; John 5:24; Romans 3:21-26; Romans 4:1-3; Romans 5:8-19; Romans 10:1-10; I Corinthians 1:30; II Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:7-9; I John 4:10).*
- 6) *We believe in the physical resurrection of both the saved and the lost. Those who are saved will rise to eternal life, and those that are lost to eternal punishment (Matthew 16:27; John 5:28-29; Matthew 25:46; I Corinthians 15:12-17).*
- 7) *We believe that the Church is the body of born-again believers in fellowship with Christ and with fellow believers (I Corinthians 12:12-13; Ephesians 2:19-21; Hebrews 10:25).*
- 8) *We believe in the presence and power of the Holy Spirit, who indwells believers enabling them to live a Godly life (Romans 8:13-14; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15-21).*

While Koinonia Schools acknowledge and respect the legitimate differences that exist within evangelical theology, only the above doctrines will be taught as truth in our schools.

Legislative Context:

CANADIAN CHARTER OF RIGHTS AND FREEDOMS

SCHOOL ACT OF ALBERTA

ALBERTA BILL OF RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS

PART I

Consistent with our mission and vision, CCCA is committed to a safe, caring, respectful, inclusive, equitable, and welcoming teaching and learning environment for all students. This environment shall be one that recognizes and respects student diversity, equity of learning opportunity for all students, respect for human rights, and that fosters a sense of belonging of all students within a respectful school community.

This policy recognizes that all students have the right to learn and work in an environment free of discrimination, prejudice, and harassment.

PART II

CCCA supports the ongoing growth of inclusive communities by involving our parents, staff, students, and school community in a wide range of opportunities to learn about, support and be part of the diversity that reflects our society. In this way the school can focus on building true inclusion and support for its students.

This policy does not define one set of human needs as greater than another. This school policy supports and respects the individuality of all students and aims to create a positive and supportive environment focused on providing the best possible learning opportunity for each student.

CCCA believes that all students have the right to:

- ***be treated fairly, equitably, and with dignity and respect***
- ***have matters of confidentiality dealt with in a respectful and careful manner***
- ***freedom of conscience, expression, and association***
- ***be welcomed in a positive and respectful manner by all school personnel***
- ***have access to appropriate supports, services, and protections***
- ***have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, intimidation, bullying, and/or violence***

PART III

CCCA is committed to implementing measures that will:

- ***Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.***
- ***Ensure that all discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.***
- ***Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that minorities, including gender minorities and their families, are treated with respect and dignity in all aspects of the school community in a manner consistent with the school's mission and vision.***

PART IV

CCCA will promote a welcoming, caring, safe learning environment that respects diversity and fosters a sense of belonging. In keeping with our Mission, Vision, and Core Values, we are committed to promoting the truth of Scripture within all aspects of the operation of the school including the creation and operation of student groups and clubs. All school groups,

clubs and activities (“groups”) must teach, demonstrate, and embrace the biblical perspective that is the foundation for all of the school activities.

- **Names for student groups will be approved by the principal and will incorporate language that reflects and/or is in harmony with the teachings of Scripture and the values and faith perspective of the school community.**
- **The principal will determine the nature of any request for a student group and how best to meet the expressed needs. Through conversations with students, the purpose for the group needs to be identified so it can be properly addressed pursuant to the school’s value commitments or statement of faith.**
- **Groups shall support the mission, vision and core values of the school while upholding the value of the individual as created in the image of God. Any groups formed shall reflect, through name and action, the philosophy and theology of the Koinonia Statement of Faith and emphasize the value of the person, inclusion, hospitality, respect, justice, truth, and the call to loving service.**
- **Groups may have as their purpose: to assemble students who enjoy common activities and wish to learn and develop skills and knowledge related to those activities, or to assemble students who experience discrimination or perceived discrimination with students who want to offer these students their support, or to advocate for social change such as eliminating poverty, illiteracy or any forms of discrimination.**
- **Groups shall be led by teachers, staff members or other trained Evangelical Protestant Christian sponsors, whose lifestyle and reputation reflect the biblical values of the school. These may be assisted by counselors, pastors, social workers, or other trained individuals.**
- **Groups shall be open to explore a variety of issues from an Evangelical Protestant Christian perspective.**
- **The principal shall ensure that advocacy efforts are directed towards positive social change from a Christian perspective that balances the rights of all individuals and groups, especially students who may be experiencing or perceive to be experiencing any form of bullying or discrimination.**
- **Groups may sponsor activities to address issues and promote awareness such as inviting guest speakers, holding regular meetings, facilitating discussions, planning events, etc.**
- **CCCA recognizes that parents have been given the responsibility to raise their children and that they are the primary educators of their children. Therefore, CCCA will involve parents regarding their children’s participation in school student groups.**

PART V

When implementing this policy, CCCA will act reasonably in the best interests of the student in keeping with the guidelines outlined by the Supreme Court of Canada (Loyola College vs. Quebec, 2015) in order to balance human rights and the right to religious freedom.

Consistent with the Court's guidelines, the school, the principal, teachers and other staff may communicate the school's animating faith and/or values in a respectful manner:

- *The School's teachers and staff may describe and explain the school's faith and/or value community beliefs, doctrines and ethical beliefs from the faith/perspective, and need not be required to adopt a neutral position.*
- *The School's teachers and staff must describe and explain the ethical beliefs and doctrines of other faith/value communities and other members of Alberta's pluralistic society in a respectful manner.*
- *The School's teachers and staff must maintain a respectful tone of debate — both by conveying their own contributions in a respectful way, and by ensuring the classroom dialogue proceeds in accordance with respect, tolerance and understanding for those with different beliefs and practices.*
- *Where the context of the classroom discussion requires it, the School's teachers may identify the School community's animating beliefs and/or values, why the school community follows those beliefs and/or values, and the ways in which another specific ethical or doctrinal proposition does not accord with those beliefs, be it in the context of a particular different religion or an ethical position considered in the abstract.*
- *The School's teachers and staff need not teach ethics or religious doctrines that are contrary to the school community's faith/value commitments in a way that portrays them as equally credible or worthy of belief. Respect, tolerance, and understanding are all properly required, and the highlighting of differences must not give rise to denigration or derision. However, ensuring that all viewpoints are regarded as equally credible or worthy of belief would require a degree of disconnect from, and suppression of, the School's own religious and/or value perspective that is incompatible with the school community's freedom of religion.*

As appropriate, if a parent, student, or the school administrator believes the faith and/or value commitments of the School and the parent's or student's faith and/or values are incompatible and continuing to enroll the student in the School is not in the best interest of the student, then the School shall assist the parent or student to enroll in another school for the subsequent school year.