



Parent Handbook
2025-2026

LANGLEY CHRISTIAN ELEMENTARY SCHOOL

ELEMENTARY SCHOOL HANDBOOK

Your guide to partnering in Christ-Centred education

OUR MISSION

Our mission is to educate, inspire and equip students in Christ-like discernment, to discover their gifts, and to seek their calling so together we can transform lives and communities.

A thriving Christian learning community serving together to empower students to have impact in a changing world.



Our 2025-2026
Theme Verse

Ephesians 4:12

*"to equip his people for works of service,
so that the body of Christ may be built up"*



Welcome to the elementary campus! LCS equips generations of students to thrive confidently in faith and purpose. We are so grateful and deeply feel the privilege of walking with you and with God.

The purpose of this handbook is to provide you with information you need to partner well with us as together we nurture and care for your children.



Lori Van Dop
Principal



Anita Wood
Assistant Principal



David Jackson
Assistant Principal

Partnering Together

At LCS, we deeply value the partnership between home and school. For us, that means creating a Christ-centered, caring environment where your child is known, supported, and equipped to grow in both faith and learning. We work to bring our mission to life each day through thoughtful routines, clear expectations, and a shared commitment to what matters most.

What does partnership look like for families?

It begins with a shared faith foundation: Your child hears daily about the love of Jesus and is invited into prayer, worship, and reflection. When faith is lived out at home—through prayer, conversation, and participation in a local church—your child begins to see that God’s truth doesn’t just live in the classroom, but shapes all of life.

Being on time and staying for the day: The beginning and end of each school day are more than routine—they’re moments of formation. Each day begins with devotions that remind students of who they are in Christ and invites them to bring both their joys and struggles before God. The day ends with community reflection and prayer. These moments anchor our students and help shape a safe, caring community. When students regularly arrive late or leave early, they miss these touch points of connection and formation. It also disrupts the rhythm of the class and impacts others. We know mornings are challenging (many of us are parents too!), but consistent presence really matters.

Attendance matters: Frequent or extended absences affect more than academic progress. Students miss shared experiences that build friendships and trust, and it becomes harder for teachers to maintain learning momentum. Of course, we understand illness, emergencies, and real life happen. But strong partnership means prioritizing school when planning vacations, scheduling appointments, and balancing family commitments.

Family rhythms and wellbeing: A child’s emotional, social, and spiritual health is most deeply shaped at home. Routines like regular meals, consistent bedtimes, healthy screen habits, and meaningful faith practices provide stability. Being connected to a church community offers your family broader support and discipleship. Equally important is how we talk about school at home. Kids listen closely. When they hear words of respect for teachers, staff, and classmates—even in moments of frustration—they learn to respond with grace, too. When they hear criticism, blame, or gossip, they often mirror that attitude in class and in their relationships. What they hear at home becomes the lens through which they see others.

When concerns arise: There will be moments when things don’t go as expected. In those moments, lean into trust and curiosity. What your child shares may be a meaningful piece of the puzzle, but rarely the whole picture. We encourage you to reach out with an open heart and assume the best of your child’s teachers—just as we assume the best of you. We all want what’s best for your child, and when we approach each other with grace and humility, we model the kind of community we want our children to grow up in.

How we learn in community . . . so you know more about how you can support

Learner Profile
Shining the L.I.G.H.T. of Jesus
Bible and Faith Formation
Literacy and Numeracy
Arts and Music
PE
Library
Technology
Getting Involved and Volunteering

Learner Profile



We aim to foster the development of each of these 6 Learner Attributes that describe what we strive to develop in all learners. This shapes the essence of everything we do. Where we can tangibly invite you to join is in these ways:

- Class always starts with devotions and prayer. Join with us in developing habits and routines in our days that call us intentionally into God's presence. Ask your child about prayer at school - what is the class currently praying for? how can this be part of your own prayers at home?
- Bible class is part of every student's weekly schedule. Ask your child what they're learning about. Look at those parts of the Bible story together and talk about what it means to you and share how you're both learning and growing in faith.
- Faith is a deep part of everything we learn about - it is what gives us meaningful purpose in every aspect of learning and is a way that we can give shape to the attributes of this Learner Profile. Ask your child what they are learning about - are there ways you as a family can connect with this in a faith context?

Shining the L.I.G.H.T. of Jesus

We're dedicated to cultivating a nurturing and positive learning environment where every student feels valued, cared for, and ready to thrive. Our aim is to maintain a supportive learning environment, help students build meaningful friendships, and honour God in all their relationships. To guide us in shining the light of Jesus throughout our community, we've established five promises we make to one another.



We promise to shine the **LIGHT** of Jesus by:

Helping everyone **L**earn

Including others

Showing **G**race, love, and safety

Being **H**onest

Taking care of the people and space around us



We promise to shine the
LIGHT of Jesus by:



Helping everyone **L**earn

Including others

Showing **G**race, love, and safety

Being **H**onest

Taking care of the people and space around us

For teacher reference for common understanding of what this looks like:

IN ALL AREAS:

- Show respect and appreciation
- Listen to supervisors, teachers, EAs, and YCWs
- Try your best
- Use kind words
- Take care of our space out of gratitude for what we have
- Put away garbage
- Keep hands and feet to yourself

IN THE CLASSROOM:

- Help, encourage, and include others
- Treat others the way you'd like to be treated
- Follow the classroom rules and routines
- Ask for help when you need it
- Honor quiet work time and spaces
- Keep the space tidy and organized
- Take care of the materials and furniture in the classroom

IN THE HALLS:

- Move calmly and quietly
- Whisper if you need to speak
- Keep your hands and feet to yourself
- Stay to the right and make room for others
- Use the stairs safely
- Keep halls tidy
- Respect the work of others hung on the walls
- Keep in line with your peers when walking with the class

Shining the L.I.G.H.T. of Jesus



IN THE WASHROOM:

- Wash your hands
- Respect the privacy of others
- Keep the space clean
- Ask for help when messes or accidents happen

OUTDOORS:

- Dress for the weather!
- In conflict - ask for help, walk away, take a break, play somewhere else
- Listen to supervisors
- Follow the rules; play fairly, honestly, and including others
- Take care of our trees
- Stay within bounds and fences
- Respect our neighbours
- Take in equipment
- Take turns and share equipment
- Line up quickly at the doors when the bell signals the end of recess

BEFORE AND AFTER SCHOOL:

- Eat a healthy breakfast
- Look for your ride
- Stay in supervised areas
- Listen to supervisors
- Keep track of your belongings
- Follow regular school rules

IN CHAPEL:

- Come with a worshipful heart
- Listen to the speaker
- Save chatting for later
- Enjoy and join the worship

We invite you to make this part of your home as well! At school, we've considered what these promises look like in areas such as the hall, on the playground, in the classroom.

What could these promises look like in the car? walking to the park? in the family room? in the backyard?

When there is conflict: Equipping Students, Transforming Lives

Langley Christian School strives to provide the opportunity for students to thrive and realize their full potential through Christ-centred instruction in a safe, caring environment. Discipline, which relates to the word 'disciple', or 'follower', is to be seen as a number of nods and nudges, encouragements and discouragements used to urge students to live and act as followers of Jesus Christ. The inevitable friction caused by broken people living in community creates many opportunities for us to help equip students. These opportunities allow us the privilege of walking alongside students as we attempt to earn the right to speak truth into their lives.

Langley Christian School strives to provide a safe environment for all students to flourish as learners. The students of the LCS community are entitled to an atmosphere free of harassment and bullying while engaged in any school activity. Harassment and bullying are unacceptable behaviours and LCS is committed to preventing these behaviours from occurring. We are committed to working with the entire community to create an ethos of caring and respect. When incidents that cause hurt and harm occur, the staff will take each seriously and work diligently and effectively for restoration with all those involved to ensure that the harm is repaired and that the behaviour does not continue.

When expectations of behaviour are not met, parents or guardians are given every opportunity to support the school by being kept informed of their children's behaviour.

Possible consequences include, but are not limited to, the following:

- Instruction
- Conferencing with students, teacher, parent and/or administrator
- Restorative conferencing
- Restitution of property loss or damage
- Referral to internal student support services (youth care worker, learning assistance, etc.)
- Recommendation to outside support services
- In-school suspension, an out-of-school suspension, or an expulsion
- Acts of service to the community

Please see Policies [2203 Student Discipline](#) and [2204 Student Harassment and Bullying Prevention Policy](#).



Bible

Please check the details of our Bible curriculum on our website: <https://www.langleychristian.com/curriculum/>

Here you'll find all the skills and content that we teach and learn together in Bible class. Teachers have done extensive work to build meaningful learning in this content area. Our goals are to teach students the key stories and themes of the Bible, as well as to build skills of reading, understanding, and learning from Bible as a source of truth and a place from which we make decisions and navigate life in this world.

We seek to

- foster the development of children's commitment to Jesus Christ increasing in understanding and knowledge of God, His creation, and Christ's redemptive work
- nurture an understanding that each child is uniquely created in God's image, allowing for differences in learning rate, learning style, ability, cultural background, gender, experience and interest
- foster excitement, creativity, and wonder in children for new ideas, knowledge, and skills for living in God's world
- create an environment where children will develop and apply their talents and abilities as they fulfill the task God has given them to live in and care for all of creation
- help students explore ways in which they can serve God and others
- use an integrated curriculum that seeks to reflect the whole of creation
- foster the development of the whole child rooted in their identity in Christ
- create a secure environment in which children can learn individually and communally
- foster excitement for further study and lifelong faith and learning
- recognize the contribution of parents, staff, the Christian community, and society at large to the child's education

Our Kindergarten through Grade two students have Bibles in the classroom available for use. Our Grade 3 - 5 students need to purchase an NIV Bible from the office. If you decide to purchase on your own, please check the version in the office before you shop as it really helps students to all have the exact same version.

Literacy

Literacy development is foundational to learning across all subject areas. At LCS, we take a balanced approach, using varied strategies to support this essential area. The Language Arts curriculum is holistic and focused, built on four components: listening, speaking, reading, and writing. Listening and speaking are integrated into daily instruction to build strong communication skills.

Teachers create rich literacy environments that develop phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students regularly read independently, with partners, in small groups, and as a class, exploring a wide range of literature supported by resources like UFLI (University of Florida Literacy Institute).

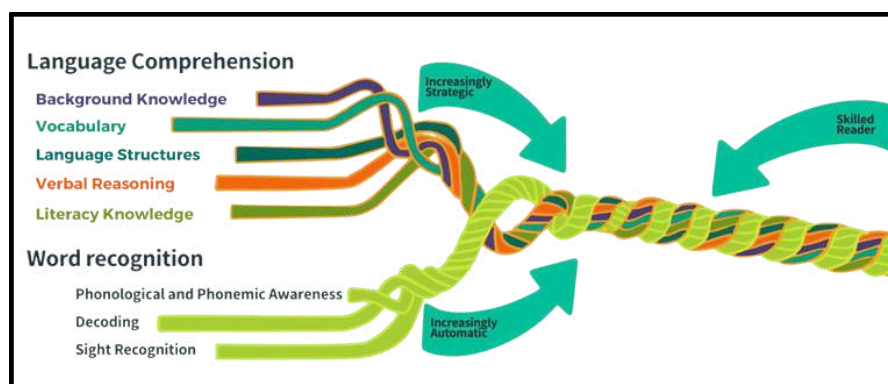
Writing is taught through a Writer's Workshop model, giving students time, structure, and support to grow as writers. Instruction draws on Adrienne Gear's Reading and Writing Power frameworks to deepen text connections. For small-group reading, teachers follow Jan Richardson's The Next Step Forward in Guided Reading to provide focused, responsive teaching.

Teachers follow a common scope and sequence in Literacy instruction that gives much deeper detail that supports the BC Curriculum that presents in a much more general framework. This scope and sequence is considered a 'living document' - meaning that we tweak and adjust it in response to the needs of our students.

[LCS Literacy Scope and Sequence \(K-5\)](#)

Essential ways to support the development of comprehension is to build connections with the story as well as broadening a child's knowledge and experience of the world.

- Read at home - read to your child, take turns reading to each other, ask questions about what you're reading (i.e. what do you think the character is feeling? Why do you think he did that? What do you think he'll do next?)
- Connect the story to your child's experience (have you ever seen this before? have you ever felt that way before? do you remember when. . . ? This makes me think of when our family went to. . .)
- Keep a wide range of reading materials with varying topics in your home with time to just freely explore them
- Limit screen time and encourage imaginative and storytelling play
- When spelling or word study activities are sent home, encourage practice with the words as this can really support your child's ability to access increasingly complex texts



Numeracy

At LCS, we believe mathematics is more than skills—it is a window into the order, beauty, and creativity of God’s world. Rooted in creation, math reveals patterns and structure, helping students see the world with awe and understanding. From the intricacy of a snowflake to the precision of design, math reflects God’s fingerprints in the ordinary and extraordinary.

Children build early mathematical understanding through hands-on experiences—touching, building, counting, and observing patterns. These concrete experiences lay the foundation for deeper, abstract thinking. Teachers use strategies such as games, manipulatives, visual models, and real-world applications to develop number sense, fluency, and problem-solving. Lessons move intentionally from concrete to pictorial to abstract, emphasizing understanding the why, not just the how, of math.

Collaborative tasks and individual challenges nurture perseverance, reflection, and reasoning, fostering confidence, creativity, and curiosity. Our program uses Math Place (Grades 1–3), Math Focus (Grades 4–5), and Carole Fullerton resources in Kindergarten and as supplements across all grades.

Teachers follow a common scope and sequence in Numeracy instruction that gives much deeper detail that supports the BC Curriculum that presents in a much more general framework. This scope and sequence is considered a ‘living document’ - meaning that we tweak and adjust it in response to the needs of our students.

[LCS Numeracy Scope and Sequence \(K-5\)](#)

You play an important role in helping your child grow in number sense and problem-solving—the foundations of strong numeracy. Here are simple, everyday ways to build math confidence at home:

- Count, sort, and group objects together to explore patterns and relationships.
- Play games that involve numbers or math facts—ask your child’s teacher for class favourites!
- Involve your child in real-life math: cooking, budgeting for a grocery list, or planning a party.
- Talk positively about math—celebrate effort, creative thinking, and the joy of solving problems.
- Look for math in creation—patterns in nature, symmetry in art, or shapes in buildings all reflect God’s order and beauty.
- Read math-themed books and ask, “What math did you notice?”

When math feels meaningful and encouraging at home, children build confidence, curiosity, and wonder—all key to growing in their understanding of God’s world.



Music and Arts

At LCS, we believe music is a powerful gift to praise God, express emotion, build community, and experience joy. Our program nurtures appreciation for diverse musical styles while offering meaningful ways for students to respond to God through sound, song, and movement.

Students in Grades 1–5 receive music instruction twice weekly with specialists, while Kindergarten has one session a week. Through singing, rhythm, movement, and instruments, students develop creativity and ensemble skills. Ukuleles are introduced in Grade 2 and continue through Grade 5, while recorders build musical literacy in Grades 4 and 5.

Students share their learning through events like Remembrance Day, Christmas celebrations, and alternating years of a Grade 4/5 musical or a schoolwide Arts Week featuring visiting artists. Music is also woven into daily life—classroom routines, chapel worship, and optional choir (Grades 1 and up), with Grade 5 students often leading worship.

Art at LCS allows students to reflect God’s creativity and express their ideas and faith. From Kindergarten to Grade 5, students explore the elements of art—line, shape, colour, form, texture, and more—through projects integrated into classroom learning. They take creative risks, work with varied materials, and connect art to broader curriculum themes and faith.

Athletics and Physical Education

At LCS, we believe that physical fitness and bodily development are gifts from God and are part of how we learn to serve Him with energy, joy, and responsibility. Through Physical Education, students are encouraged to develop healthy habits, grow in skill, and embrace an active lifestyle that reflects care for their bodies and for others. Students explore a wide variety of activities that build foundational movement and sport-specific skills. They engage in both individual and team sports, learning the value of sportsmanship, perseverance, and teamwork. In Grade 2, students participate in a much-loved skating program, and from Grades 3–5, students can take part in intramural sports throughout the year—fostering healthy competition and fun with peers.

Beyond P.E. classes, students have access to co-curricular athletic opportunities, including cross country, volleyball club, basketball club, and track and field. These programs provide another space for students to build confidence, teamwork, and physical ability—all within a supportive and encouraging environment.

One of the best ways to support your child’s growth in athletics is simply to get involved!

- Volunteer at recess—parent referees are always welcome and appreciated, especially to help guide the ever-popular soccer games.
- Support team sports—coaches and helpers are needed for cross country, volleyball, basketball, and track and field.

When families come alongside, children not only grow in athletic skill but also see the value of community, encouragement, and shared effort—important lessons for both sports and life.

Library

The school library plays a vital role in supporting our educational goals by providing a rich collection of fiction and non-fiction literature and valuable classroom resources. We aim to foster a love of reading and inquiry through various services:

Our library offers weekly library classes for all students, focusing on developing essential research and library skills. We also collaborate closely with teachers on curricular resource selection to ensure our collection directly supports classroom learning. Through engaging activities and shared reading experiences, we invite students into the world of story, wonder, and awe.

Every student participates in a weekly book exchange. Students in Grades 1-5 can check out three books per week, while Kindergarten students begin their reading journey by borrowing one book for the first few months of school.

We are proud of our extensive and thoughtfully curated book collection, which is continuously reviewed and expanded. It reflects the diverse interests of all children at our elementary campus, making the library an essential part of providing a truly rich literacy environment.

A great way to support our library is to volunteer. Volunteers typically re-shelve returned books and support the sign out process during library classes.

Technology

Computers are a technological tool that should be used to support and serve the learning. Computers On Wheels (COW's) are available for students in the intermediate grades and iPads for the primary grades. Use of technology is done with discernment and intentional instruction. Students receive age appropriate instruction in keyboarding, word processing, presentation skills, as well as building habits of good digital citizenship. Students also have supervised access to internet sites relevant to classroom studies and activities.

All students participate in our highly valued ADST class once a week. ADST stands for Applied Design, Skills, and Technology. This class incorporates skills such as coding, building, creating, planning, collaborating, and wondering. In ADST, science, technology, and art are all brought together in one creative and equipping course.

French

French as a second language is taught with an approach that invites students to experiment and become familiar with the language. The emphasis is on basic vocabulary using French songs and plays. Formal French instruction begins at the grade five level.

Learning Support

Our Learning Services program, a collaborative effort between the Director of Learning Services and Principal, and guided by our School-Based Team, offers targeted support for students primarily in reading, language, math, and social-emotional learning. Educational Assistants work closely with classroom teachers, providing both in-class and pull-out support through diverse strategies and individualized or small group instruction. Teachers, in consultation with parents, can refer students to the School-Based Team for this support. For students requiring a more individualized curriculum, Learning Services develops and implements a specific Individual Education Plan (IEP), followed by all involved staff, including Learning Support Teachers, Educational Assistants, and classroom teachers, ensuring comprehensive and consistent support.

INSTRUCTION AND INTERVENTION PROCESS at Langley Christian Elementary School

STEP 1

- Teacher reads student file (Permanent Student File and any Learning Services files) and discusses concerns with previous teacher(s)
- Teacher discusses concerns with parents and student (if appropriate), enquires on student health (vision, hearing, sleep, diet) as well as past challenges in school and family context

STEP 2

- Teacher consults with grade level team, LST, YCCW, Counsellor, and Admin as appropriate for support and strategies
- Teacher implements strategies/instruction, curricular and environmental adaptations. If behaviour/attention/social-emotional concerns, clarify behaviour concerns to target 1 or 2 areas of concerning behaviour (or consult with school counsellor)
- Collect work samples and assessments to clearly demonstrate level of achievement
- Teacher documents response to instruction/intervention

STEP 3

- Teacher completes SBT referral, keeps parents informed, and submits referral to Admin for review and scheduling with SBT
- Teacher prepares documentation of student work samples and interventions attempted

STEP 4

- Teacher with SBT team brainstorm action plan – plan is documented, review date set to monitor intervention and student progress
- SBT: Admin, LSTs, Counsellor, YCCW, Director of Inclusive Education
- Classroom teacher and LST Case Manager further develop and monitor plan – may include additional strategies/interventions, Functional Behaviour Assessment, referral to community agencies

STEP 5

- After interventions have been attempted by teacher and student continues to struggle with academics or behaviour, return to SBT
- Consider placing student on academic screening list with parent consent
- Consider placing student on Psychoeducational Assessment list



Assessment: Understanding Your Child's Progress

At LCS, we believe assessment is a continuous, compassionate process that supports every student's learning journey. Our approach combines ongoing feedback with opportunities for students to demonstrate understanding in meaningful ways.

Throughout the year, teachers use formative assessments—check-ins that guide instruction and help identify next steps. These include observation, conversation, conferencing, and practice, ensuring students and teachers clearly see areas of growth.

As units conclude, summative assessments allow students to showcase learning through projects, collaborative tasks, written work, or tests, offering diverse ways for them to shine. At year's end, teachers assess mastery of subject competencies, shared through a final report card that includes student self-reflection on Core Competencies and our Learner Profile.

Recognizing that assessment can sometimes feel vulnerable or even just confusing and unknown, we strive to make it a clear and supportive process. For more details, visit [Assessment of Student Learning at LCS](#).

Volunteering and Field Trips

We love it when parents and caregivers join in on our adventures with your children! We value the support you provide and the community connection it fosters. In order to participate in field trips and on campus activities, all volunteers must fill out the following forms (found on our website and also linked here):

- [Volunteer application form](#)
- [Criminal record check](#)
- [Volunteer Driver form](#)
- [ICBC Drivers record](#)

It is not possible to volunteer, supervise, or drive without the appropriate documents completed and up to date. Make it a practice to enter the school year with these done and ready to go so there are no surprises when opportunities arise!

We know that many parents and caregivers are not available for field trips or classroom help. There are many ways a parent or caregiver can volunteer! Please use this form to sign up for opportunities that are available throughout the school year. We have ensured there are opportunities for all times of day, on and off campus. Committing to these opportunities is so appreciated - it allows us to continue to connect as a community, provide great opportunities for kids, as well as relieving some of the burden on teachers.

[LCS Elementary Volunteer Opportunities](#)

The Administrative Details You Need to Know
... so you know more about how you can support

Secure Campus
School Schedule
Attendance
Before and After School Supervision
Dress Code
Bussing
When Injuries Happen
Medications
Parking
Nuts and Allergies
Device Use
Enrolment and Class Placement
Child Abuse and Duty to Report

Secure School

Our elementary campus is a secure and welcoming space, designed to foster a safe, respectful, and focused learning environment for all. Knowing who is on campus helps us protect our students and ensures we can account for everyone in an emergency. We deeply value our partnership with parents and caregivers in caring for your children. Thank you for helping us maintain this secure environment.

To ensure campus safety, we've implemented several key measures:

- Dedicated Drop-Off Table: For forgotten items, we've set up a convenient drop-off table. This allows items to reach students efficiently without parents needing to enter hallways or classrooms.
- Visitor Sign-In and Tags: Given our school's size and ongoing construction, it's essential that all visitors sign in at the office and wear a "visitor" tag while on campus. This helps staff and students easily identify authorized individuals. This applies to all visits, including attending Friday Chapel.
- Controlled Access Doors: Side entrances near the Kindergarten and Grade 1 wings, as well as the main front doors, are kept locked during the day and regularly monitored. The door directly into the main office remains unlocked to welcome visitors.

How You Can Help

Your cooperation is vital in maintaining our secure campus:

- Entering the Building:
 - Always sign in, explain why you need to enter the building, and wear a visitor tag one permission has been given.
 - Please plan visits ahead of time directly with the staff member you need to meet with whenever possible.
 - Always enter through the main office.
- Visiting Classrooms:
 - Schedule appointments with teachers via email in advance. If an impromptu visit is necessary, please check in at the office first; our office staff will connect with the classroom to ensure it's an appropriate time. Teachers often have commitments before and after school.
 - We kindly ask that you avoid classroom disruptions during learning time. If you need to relay a message to your child, please allow the office to facilitate this for you.
 - Classroom outside doors are for teacher and student use only; all visitors must enter through the front office.
 - Please only enter the specific classroom you need to visit and avoid exploring other areas of the school.

It's a privilege to partner with you in your children's education and well-being. Thank you for helping us keep a safe space for all learners.

School Schedule

8:15	Morning supervision starts
8:30 (Friday 9:10)	Classes start
	Classroom Instruction
10:15 - 10:30	Recess
	Classroom Instruction
12:30 - 12:45	Lunch
12:45 - 1:15	Recess
	Classroom Instruction
2:50	Dismissal
3:15	Afternoon supervision ends

*Please do everything you can to prioritize arriving on time and avoiding early pickups. These are essential times for connection, reflection, and community care. Interruptions for late arrivals and to pack a child up early impact the momentum of learning and opportunities for authentic community connection.

Attendance

The school office must be informed whenever students will be absent. When there is advance notice, please send a note of explanation (e.g. dental appointment). Please use the [Absence Form](#) linked here and on the website to inform the school of all absences and late arrivals. Please do everything you can to prioritize regular attendance.

Students arriving late or leaving school early should always report to the school office. Students must be signed out by parents/caregivers directly in the office. Attendance policies are followed to ensure that students are safe and to maintain accurate records.

School begins at 8:30, (9:10 for late start Fridays) which means that students should arrive before this time. At least five minutes are needed to enter the building, remove shoes, and settle into classrooms. Students who are regularly late cause many disruptions in the office and in their classrooms. Being on time is important.

Students may not leave the school grounds, at recess or noon hour, unless arrangements are made through the office.

Cancellation of classes or early closings due to inclement weather or emergency will be announced through LCS on the Go and posted on the school website and on social media. In the case of early closing, the school must contact parents before students can be dismissed. Children will be kept in school if the parents cannot be reached.

Please refer to our attendance policy linked here: [2208 Student Attendance Policy](#).

Before and After School Supervision

Supervision before school starts at 8:15. Upon drop off, students must head to the back of the school. They are to stay in the courtyard or playground area before school and not use the field or forest areas.

Supervision after school is in place until 3:15 at both the front and the back of the school. After 3:15, children not yet picked up will be brought into the office. If you and your child to stay and play, please bear in mind that supervision is your responsibility and remind children to continue to respect school property and care (i.e. the out of bounds areas in the forest, not climbing the sports court, etc).

Dress Code

Please see the dress code policy on our website linked here: [2202 Student Dress Code](#)

Bussing

It is a shared concern of the Combined Christian Schools Transportation Association, (CTABC) the Board, the staff, and the bus drivers that your child should travel in safety during his or her bus trips to and from school. In spite of all the training and control, one factor remains as a potential hazard to your child - the collective behaviour of the passengers. Parents who have travelled any distance with boisterous children in the family car will quickly appreciate the distraction of forty or fifty children who are eager to dispense their youthful energy. Success in providing the safest bus ride for your child also depends on parents. Please discuss with your child the information in this section and urge him or her to know and to follow the bus-riding guidelines as noted below.

Bus Conduct

- Remain seated at all times while the bus is in motion.
- Refrain from talking to the bus driver except in the case of an emergency.
- Refrain from unnecessarily loud and boisterous talking while on the bus.
- Keep arms, head, and all objects (books, scarves, etc.) inside the bus at all times.
- Refrain from fighting and horseplay on the bus.
- Refrain from throwing any articles in or from the bus. Students will be held responsible for any damage to the bus or to the possessions of other passengers.
- Refrain from reserving specific seats.
- Parent requests for students to be let off the bus at a stop other than his or her regular stop should be in the form of a written request to the driver.
- Refrain from eating and drinking on the bus. No litter should be left on the bus.
- The bus driver will report all cases of misbehaviour on the school busses to the Operations Manager of the CCSTA. Misbehaviour may result in the suspension of the privilege of riding the school bus for a period of time.

Bussing matters or concerns should be shared with the CCSTA Operations Manager on the transportation committee. (CCSTA office – 604-546-7455 or admin@ccsta.net).

Parking

To drop off or pick up your child use the drive through lane in front of the main office. Please proceed to the designated pick-up and drop-off area before allowing children to either enter or leave your vehicle. The driver should not leave the vehicle in this drive-through. Traffic here needs to keep flowing. If your child is not ready, please drive the loop again or park in the parking lot. Additional parking is available at SouthRidge Church, located between the elementary and middle/high campuses. When students are dropped off they should move to the playground area to play. Students are not to linger at the front of the building or wander through the parking lot.

Please do not drop off children in the parking lot and send them to the crosswalk themselves. Small bodies are not well seen by other drivers and this is a serious safety concern. Walk them to the crosswalk and then they can proceed to the back of the school.

Students picked up after school wait for their driver at the front of the school in the pick-up area. Students will be allowed on the playground after school only if they have met their driver at the front of the school and have been accompanied to the playground and supervised directly by their driver. Parents are reminded to use extreme caution driving on school grounds. Law prohibits the use of cell phones while driving.

Our lot can get quite full and busy, especially during drop-off and pick-up times. Please come prepared for some congestion, keep safety top of mind, and extend patience to both our supervisors and one another. With limited parking and many families with young children who truly need those spots, we encourage you to use the drive-through lane whenever possible. Thanks for helping us keep things safe and smooth for everyone!

Dispute Resolution

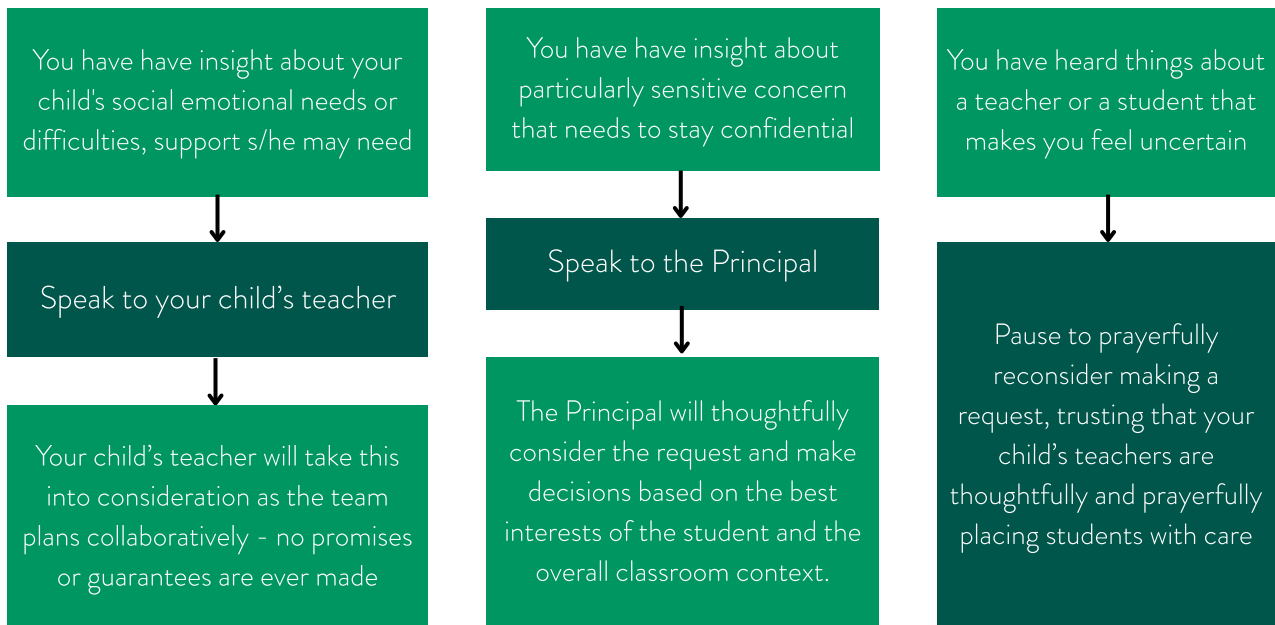
At Langley Christian School we endeavour to follow the guidelines set out in Matthew 18 for dealing with complaints or grievances. We expect concerns to be taken honestly and respectfully to the person who is involved. If no satisfaction is gained through this procedure, it would be reasonable to involve the principal. If after speaking to the principal you are still not satisfied that your concern has been addressed, then, and only then, should you contact the Head of Schools. We sincerely hope that through open, honest discussion and a spirit of understanding and cooperation we can avoid any serious problems. Please note that praise and encouragement may be shared with any person in the school at any time! For further direction please see our [1301 Conflicts, Disputes, and Appeals Process Policy](#) on our school website.

Classroom Placement

The formation of classes for the new school year takes many hours. The process begins at the end of the preceding school year. The teachers of each grade level meet to make a careful, initial division of the classes. Many factors such as balancing support services, gender ratio, academic ability, learning style, previous classroom experiences and student friendships may each play a significant role in class placement. Staff members consider the best academic, social, and emotional interests of each child. The first drafts of the class lists are then shared with teachers who have taught the students over the last number of years, the new teachers who will have these students, and the principal. This second level of discussions often produces some changes. During the quiet months of summer newly registered students are added to the class lists, and class lists are reviewed once more when staff returns and the changes in enrolment are known. Class lists for the coming year will be posted at the school at the beginning of the Labour Day weekend, as well as on the LCS website.

In exceptional cases, specific requests for student placement and the rationale for the request need to be made in person by appointment with the principal by June 15. Unfortunately, the final decisions do not always please everyone. In cases when parents or students are disappointed, it will help to know how carefully these decisions have been made. Your loving encouragement and positive support will help your child if they experience some uncertainty. See our [2102 Class Placement Guidelines Policy](#).

If you are considering making a request, use this diagram to guide your thinking.



The Office

When injuries occur:

Students should report all injuries to the staff so that proper first aid care can be provided, insurance claims can be validated and future accidents can be prevented. An accident form will be filled out by the attending staff member(s) and filed in the office. Parents will be notified about any concerning accidents.

Telephone Use

Students may use a telephone in special circumstances and emergencies only. If a call is necessary your child must first receive his or her teacher's permission to use the phone. Parents are requested to use their discretion in phoning messages for their child(ren) at school. Office staff are only able to deliver a message in an emergency.

LCES News

The LCS elementary newsletter is usually published once a month and is posted on the website. A reminder that it is on the website will be sent to you. This link to the school will keep you up-to-date on upcoming events and other information pertaining to the elementary campus and the LCS community.

LCES E-Mail

For those of you who would like to email the school, our e-mail address is elem@langleychristian.com

Contact information for other families

Due to privacy regulations, we're unable to publish contact information for all families. Our office staff and teachers are not permitted to share contact details for other members of the school community. Thank you for understanding and respecting everyone's privacy.

Private Functions Involving Students

Your child may wish to invite others in his or her class to an activity such as a birthday party. Students will inevitably feel left out if some classmates are invited and others are not. Please be sensitive to the potential for hurt feelings. If a student is inviting a whole class (or all the boys or all the girls in the class), invitations may be distributed in school. Otherwise, phone or mail the invitations. Note that the school takes no responsibility for events involving groups of students in activities not endorsed by the school.

Immunization

By the time a child starts Kindergarten they are encouraged to have had their initial series of DPT shots, Polio and Measles/Rubella. The DPT/P should be within one year of starting school.

Medications

The school keeps a supply of basic medications and first aid supplies on hand. Normally no medication will be administered to students without parental written permission. Please see the school administrative assistant for the necessary forms. The teacher should be made aware of any medication that a child is required to take at school. Such medication needs to be clearly labeled and sent along with a child in only daily doses.

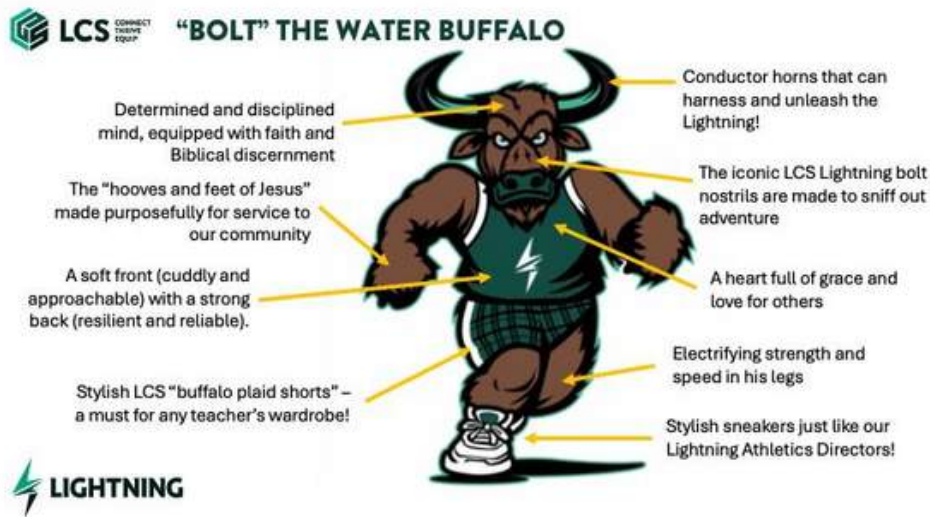
Medical Room

Students who are unable to handle class instruction due to illness or a medical emergency may be given permission by the classroom teacher to use the medical room. When students become ill at school, parents will be notified. Emergency numbers should be on file at the school.

COMMUNICABLE DISEASE CONTROL REGULATIONS		
Disease	Incubation Period	Exclude From School
Chicken Pox	14-21 days	7 days from appearance of rash
Impetigo	2-5 days	48 hours after treatment started
Mumps	12-26 days	until swelling subsides (usually 7 days)
Rubella-German Measles	14-21 days	5 days from onset
Rubella - Red Measles	10-14 days	7 days from appearance of rash
Pink Eye	3-5 days	48 hours after treatment started
Whooping Cough	7-10 days	until recovery (approximately 21 days)
Lice		until approved treatment completed
The school must be notified of all of the above conditions and the information must be shared with the Public Health Nurse.		

Child Abuse

Child Abuse Child abuse is a disturbing yet prevalent trend in our society. Unfortunately the statistics show that Christian communities are not immune from this problem. We hope and pray that all children attending our school are growing up in a secure and loving environment. Should a case arise where a staff member has reasonable grounds to believe that a child is suffering in an abusive situation, that staff member is morally and legally obligated to file a report immediately with the principal of the school and the Ministry of Children and Family Development. To ensure that matters of this nature are handled judiciously, our school would follow a protocol for the reporting and management of child abuse published by the Independent Schools Office of the Ministry of Education in British Columbia. Copies of this protocol are available from the school office. See [3203 Child Abuse and Reporting Protocol](#).



The story of "Bolt" is rooted in LCS legend from 2017 when our campuses were visited after he escaped the first time from the farm property beside us. Ever since he was struck by lightning, he sometimes gets free again and comes to visit us. After escaping and rampaging through every campus, farmer Brad came and gathered the water buffalo up and returned him home. Ever since that day, LCS students celebrate Water Buffalo Day in January by wearing buffalo plaid. Farmer Brad from Tesfa Farms brings some baby water buffaloes every year in homage to that special day.

STRUCK BY LIGHTNING, BOLT IS BACK!

Some days ago, struck by lightning, he's escaped again and is back to support our school with his superpowers—to connect, help students thrive, and encourage them in their gifts and bold faith! We want to thank LCS alumni Riley Bugg (2017) for creating an inspirational video capturing Bolt's origin story. Why Mascots Matter?

Research on school mascots highlights their powerful role in fostering school spirit, unity, and identity. A well-designed mascot creates a sense of belonging, strengthens school culture, and provides students with a shared symbol. Studies have shown that mascots can increase student engagement, boost morale, and contribute to a positive and cohesive school environment. Bolt embodies these qualities—offering encouragement, excitement, and a tangible connection to LCS values and history. The name "Bolt" was given because he bolted from a farm, he's powered by a lightning bolt, and he shines God's light wherever he goes!

Why Settle for a Bird or a Cat?

Eagles, ravens, falcons, bobcats, cougars, hawks, gators and kodiak bears... we get it, there's a lot of schools that like things with claws that crawl around and stay out of the fray! Ever bold, LCS went in a different direction—a water buffalo struck by lightning with superpowers. Now that's a mascot with some personality! Bolt isn't just about looking tough—he's about resilience, strength, and standing boldly in faith. Plus, let's see some falcon or an eagle make good chocolate milk or mozzarella cheese for pizza! Adam Woelders – Head of School

You will eventually see more of Bolt ... each time he is freed from the farm he lives on ... around the school, as an ambassador and cheerleader at school events, comforting our elementary students, visiting LCS, and sharing all the amazing things our families and faculty are doing for the God-inspired, big vision of LCS!



LCS
ELEMENTARY