



Parent Handbook
2026-2027

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.



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

2026-2027
Theme Verse

2 Timothy 1:7

*"For the Spirit God gave us
does not make us timid,
but gives us power, love and self-discipline"*



Partnering Together

At LCS, we view the home-school partnership as a shared commitment to nurturing your child's faith and character. Our mission comes to life when we align our efforts to create a consistent, Christ-centered environment. What does partnership look like for families?

Foundations of Partnership:

- **Integrated Faith:** Your child hears about Jesus daily. When faith is mirrored at home through prayer and church involvement, children realize God's truth shapes all of life, not just the school day.
- **Family Rhythms:** Stability at home—consistent routines, healthy screen habits, and emotional support—provides the foundation for learning.
- **The Power of Speech:** Children mirror how you speak about school, their teachers, and their peers. Modeling respect and grace for teachers and peers fosters a positive heart in your child; conversely, criticism or gossip shapes their lens of others.
- **Navigating Concerns:** When challenges arise, approach them with curiosity and trust. We ask that you assume the best of our staff, just as we do of you. Approaching conflict with humility models the community we want for our kids.

Commitment to Presence:

- **The School Day as Formation:** Our days begin and end with devotions and prayer. Arriving late or leaving early means missing vital spiritual "anchors" and disrupts the rhythm for the entire class.
- **Attendance:** Frequent absences impact more than grades; they hinder the shared experiences that build friendships and trust. We ask that you prioritize the school calendar when planning vacations and appointments.

Tier 1: Universal (all students)	Tier 2: Targeted chronic absences)	Tier 3: Intensive (severe absences)
<i>Attends most days</i>	<i>misses 2-4 days/month or 10-19% (16-32 days) of the year year</i>	<i>misses 4+ days/month or 20% (33+) days of the school year</i>
There is consistent engagement that contributes to an overall positive school culture and learning environment. There are times when a day is missed here and there due to illness or very special family circumstances Our policy states a maximum of 15 cumulative missed days in a year.	Even when there are real and legitimate reasons for missing days of school, this has impact on your child's learning and social connections. When we reach out, it is from a place of care and concern, and then exploring how we can work together to mitigate challenges and support continuity and momentum in learning and experience of community.	At this level of absence, the gaps in curriculum and social experience become very difficult to bridge alone. We want to partner with you to identify any barriers and create a plan that restores learning momentum. When we reach out, it is from a place of care and concern, and then exploring how we can work together to mitigate challenges and support continuity and momentum in learning and experience of community.

Our goal is to work together to provide your child with a safe, caring, and consistent community where they are truly known and supported.

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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 - they are all integrated into learning in all subject areas; this gives the 'why' behind all of our learning. 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?
- For more information about our Learner Profile, [check here](#) to explore on our website.

Learner Profile and Home

The LCS Learner Profile: Our Biblical studies are anchored in these six key attributes that extend to your life at home.

Biblical Discernment • What it means: Using the Bible to understand what is true and to make good choices. • Try it at home: When facing tough choices or observing ethical issues in the world, pause and ask your child: "What do you think Biblical principles tell us about this situation?"	Purposefully Disciplined • What it means: Learning who God made them to be and practicing habits that help them live like Christ. • Try it at home: Establish simple daily routines for prayer, scripture reading, or rest. Remind your children that their primary identity is rooted in being unique image-bearers of God.
Faithfully Engaged • What it means: Being a peacemaker who welcomes others and helps heal what is broken. Invite students to explore narratives that promote an understanding and empathy of others. • Try it at home: Explore stories and narratives that promote empathy for people from diverse backgrounds or vulnerable communities. Practice being active change-agents for peace and fairness right in your own neighbourhood.	Grace-filled Integrity • What it means: Listening well and speaking with love, honesty, and empathy. Model a posture of listening, learning, and non-anxious presence while engaging with difficult conversations and topics. • Try it at home: Model a calm, listening presence during family disagreements. Equip your children to resolve conflicts by sharing their ideas truthfully while still disagreeing humbly in love.
Courageously Hopeful • What it means: Staying curious, brave, and joyful, even when facing challenges. Engage students in discussions that explore patterns, make connections, and uncover beauty and complexity in creation. • Try it at home: Notice and celebrate the beauty and complexity of God's creation together. Encourage your child to take courageous risks when learning something new, trusting in God even when it feels hard.	Servant Leadership • What it means: Serving the community and taking care of God's creation. Scaffold opportunities for students to collaboratively learn about and generate solutions for real problems, real needs, and real people. • Try it at home: Look for ways to put aside self-interest for the greater good. Involve your children in neighbourhood service or household chores that care for the environment and help others.

Bible Curriculum and Faith Formation

At LCS, we believe faith and learning belong together. Our Bible curriculum is designed to help students know God, care for others, and live with purpose. We invite you to explore the [LCS Bible Curriculum website](#) for a full breakdown of the skills and content taught at each grade level.

We aim to equip students to see the Bible as a source of truth that helps them navigate life. We seek to:

- Foster a growing commitment to Jesus Christ and an understanding of His redemptive work.
- Nurture the truth that each child is a unique image-bearer of God
- Cultivate creativity and excitement for discovering God's world.
- Help students develop their talents to care for creation and serve others.
- Use a curriculum that reflects God's presence in all areas of life and learning.
- Create a secure, communal environment that fosters lifelong faith.

Bible Requirements

To ensure we are literally on the same page during lessons, we use consistent versions of the Bible in our classrooms:

- Kindergarten – Grade 2: Bibles are provided in the classroom for student use.
- Grades 3 – 5: Students are required to have their own NIV Bible.
 - These are available for purchase through the school office.
 - If you choose to purchase one elsewhere, please check with the office first to ensure the version matches the one used in class, as identical pagination helps students follow along together.

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 were created to have perfect love and peace in relationship with God, each other and creation. God calls this Shalom.

But we choose our own way, we choose sin and selfishness. Our relationship with God, each other and creation is broken. Shalom is gone.

We try to fix things ourselves, but no amount of education, good deeds or money can bring us back to God.

That's why Jesus came! He loves us so much, he wants us back! He says "I am the King of kings and Lord of lords and I'm using my power to fix everything that sin has ruined."

If we believe that Jesus died and came back to life. If we tell God that we are sorry for our sins and ask to be part of his forever family, we can start to experience God's great love and peace - his Shalom!

His Spirit comes to live in us and we begin to share his Shalom, his LIGHT! with the world around us.

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

As a staff, we've worked together to consider what we would expect these promises to look like in various areas of the school that students learn and play together. This has helped us all have a consistent approach and communication with students.

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?

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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: [Assessment of Student Learning at LCS](#).

Elementary Proficiency Scale				
	Emerging	Developing	Proficient	Extending
The Official Language	The student demonstrates an initial or undeveloped understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial or limited understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a proficient or complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated or mastery level understanding of the concepts and competencies relevant to the expected learning.
Student Language	I can try to learn new things, but I still need a lot of help to understand and finish my work	I can show that I'm starting to understand. I still need some help and extra practice to get stronger and do more on my own.	I can show what I've learned on my own. I understand my work and can do it well most of the time.	I can use what I know in new ways. I make connections, share my ideas clearly, and sometimes help my classmates learn too.
LCS Staff	The student shows a consistent lack of understanding and is unable to complete a task without significant one-on-one support	The student demonstrates a basic or growing understanding of the concept but requires ongoing support and additional practice to develop greater proficiency and independence.	The student has a solid understanding and is able to independently demonstrate their learning. The student may demonstrate readiness for extension activities.	The student thinks creatively and independently, making meaningful connections and applying their learning in real life or new contexts. The student can clearly explain their ideas and often help classmates understand.

*When students can use their learning supports on their own and show what they understand, it means they are meeting grade-level expectations

Athletics and Physical Education

At LCS, physical fitness is a gift from God. We help students develop the habits, skills, and energy needed to serve Him and care for their bodies. It is our desire to foster an active lifestyle where children learn the value of perseverance, teamwork, and shared effort in both sports and life.

- P.E. & Foundational Skills: Students build movement and sport-specific skills through individual and team activities, emphasizing sportsmanship and teamwork.
- Special Programs: Grade 2 students participate in a skating program, while Grades 3–5 engage in year-round intramural sports.
- Co-Curricular Clubs: Students can build confidence and ability through cross country, volleyball, basketball, and track and field clubs that are offered after school at various times of the school year.

Get Involved!

We love having families come alongside us to model community and encouragement:

- Recess Support: Volunteer as a parent referee to help guide soccer games.
- Coaching & Helping: Support our cross country, volleyball, basketball, or track and field teams.

Attendance

Regular attendance is a priority for your child's success and the classroom rhythm. Please use the [Online Absence Form](#) (also on our website) to report all absences and late arrivals.

- School begins at 8:30 am (9:10 am on late-start Fridays).
- Students arriving late or leaving early must report to the office. Parents/caregivers are required to sign students out directly at the front desk.
- For safety, students may not leave school grounds at recess or lunch unless arrangements are made through the office.
- For appointments or events known in advance, please submit the Absence Form

In the event of inclement weather or emergencies:

- Announcements are communicated via the school website and our social media channels.
- Early Dismissal because of inclement weather or emergencies: We must contact parents before any student is dismissed. If you cannot be reached, your child will remain safely at school.

Accurate records and prompt arrivals ensure a safe, focused environment where every student can start their day with connection and prayer.

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.
- Students should not be climbing trees before or after school

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).

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). When concerns arise, start by connecting with the bus driver directly, then reach out to CCSTA, and then LCS Admin when further support is required.

Child Abuse and Duty to Report

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](#).

Classroom Placement

Creating balanced classes is a complex, prayerful process that takes many hours and collaboration with our grade level and support teams. Our goal is to foster a positive and equipping academic, social, and emotional environment for every child in the context of balancing this for the full K-5 community. Our practices are guided by the [2102 Class Placement Guidelines](#).

Our process:

- Initial Drafting: Current grade-level teachers meet in late spring to divide classes based on a variety of factors
- Staff Review: Lists are reviewed with a wider range of staff (admin, specialty teachers, YCWs, etc) to ensure a holistic view of each student.
- Summer Adjustments: During the summer, lists are updated to include new enrollments and reflect final staffing changes.
- Final Posting: Class lists are posted at the school and on the LCS website at the start of Labour Day weekend.

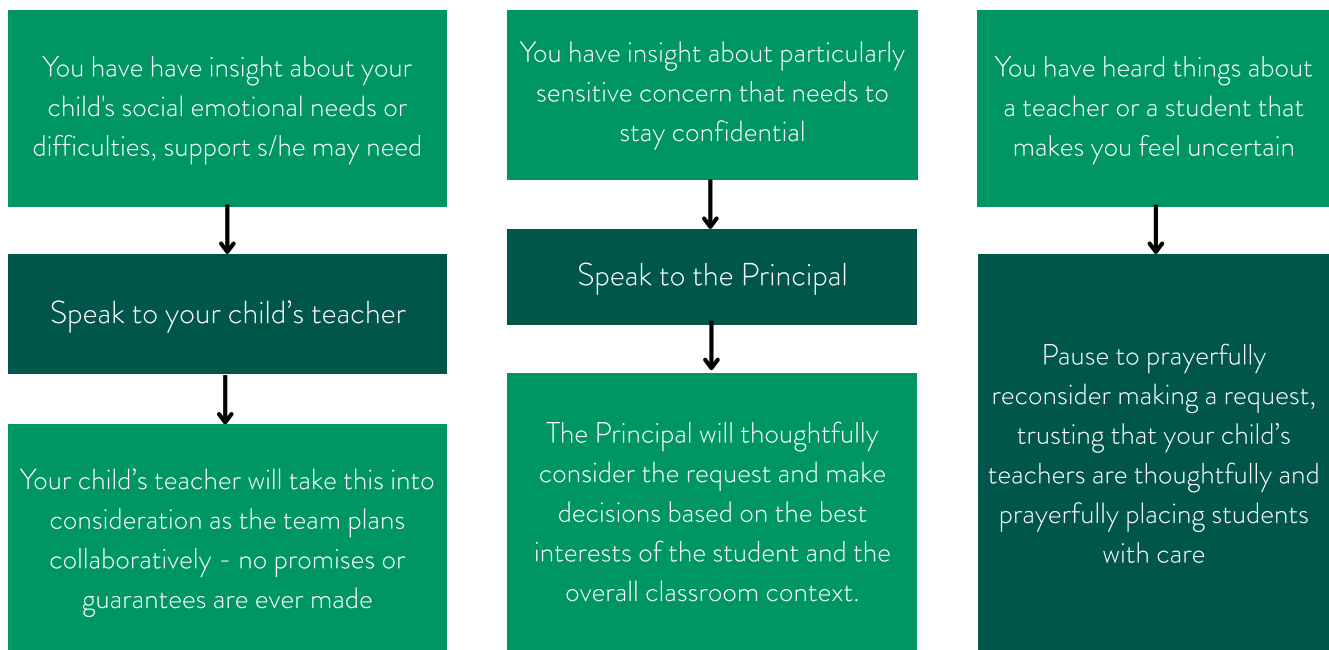
Factors We Consider:

- Balanced Support: Integrating specialized learning and support services.
- Class Composition: Balancing gender ratios and academic abilities.
- Student Wellbeing: Considering learning styles, previous experiences, and friendships.

In exceptional cases, placement requests with a clear rationale must be made in person via an appointment with the Principal by June 15. * *Final Decisions: We understand that not every decision will meet personal preferences. Please trust the extensive care and professional judgment invested in this process.*

Your support matters; If your child feels uncertain about their placement, your positive encouragement is the most powerful tool to help them transition successfully.

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



Discipline and When There is Conflict

Our Standard of Safety

We maintain a zero-tolerance stance toward behaviours that undermine the safety and flourishing of our learners. We align our community expectations with the explicit definitions outlined in the following policies, which can be reviewed in full at [2203 Student Discipline](#) and [2204 Student Harassment and Bullying Prevention Policy](#).

An Evidence-Based Approach

To respond effectively and ensure the harm is repaired, our staff must establish a clear, evidence-based understanding of what occurred. This is a complex puzzle to navigate! We interview those involved and look at multiple perspectives to build as complete a picture as we can.

Considering Developmental Age & Ability

We recognize that children see the world through the lens of their age:

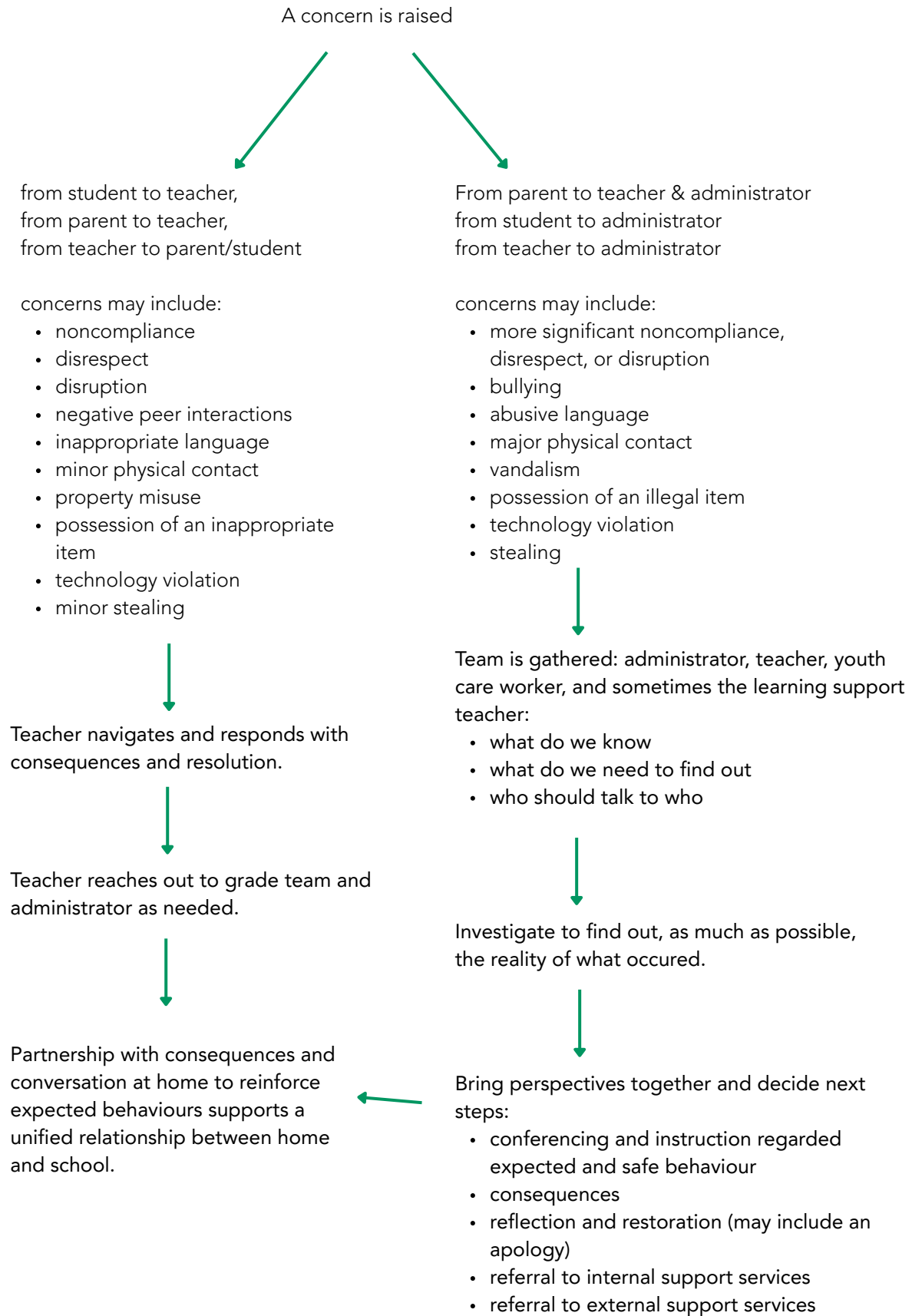
- **The Limited Perspectives:** For example, a 6-year-old naturally has a limited view of their experience of an incident, which does not always match the reality of the broader situation. This perspective does grow as a child ages and matures.
- **Partnering with Parents:** We may occasionally ask you to talk with your child to help gather more pieces of the story that fill in the fuller perspective.

By viewing these sensitive moments through the lens of discipleship, we aim to transform conflict into an opportunity for growth and the building of a healthier, more resilient community. We deeply appreciate your trust, patience, and partnership. When incidents of hurt or harm occur, our staff takes them seriously and works diligently toward restoration. Our goal is to ensure that the harm is repaired, the behaviour does not continue, and that all involved are supported in a way that reflects Christ's love.

Harm caused	Possible consequence	Description
Continued unsafe or unkind behaviour outside (calling others names, instigating conflict by not following the rules, smaller scale physical interactions)	Loss of recess time and/or space	• student may be kept inside the office at breaks for one or more days. • student may be assigned to: ◦ pick up garbage or sweep along the front walkways ◦ walk with a supervisor during breaks for one or more days. ◦ a single area of the outside play areas (i.e. just the courtyard) for one or more days.
Damage to property (includes furniture, sporting equipment, playground, landscaping/trees, bathroom fixtures, etc)	Service to the community Restitution of loss/damage	• Pay the cost of the repair, or a representative amount • Complete a community service such as grounds clean up
Misbehaviour in classroom (disrespect, work refusal, disruption, unsafe behaviour)	Distance or break from community	• Extended time in the office • Extended time with working with the administrator
Significant physical aggression and/or ongoing repeated behaviours.	Distance or break from community	• Extended time in the office • In school suspension for one or more days • Out of school suspension for one or more days • Expulsion When in the office, students do work assigned by the teacher or principal. This work will include consideration of the impact of the harmful behaviour. When harmful behaviour is repeated, consequences build.

Discipline and When There is Conflict

To give a general sense of the process when a concern is raised (whether from a student, parent, or teacher):



Discipline & Restorative Practices: Frequently Asked Questions

Q: When does administration get involved?

A: You can see on the flowchart of the last page, administration gets involved with the more serious or ongoing concerns - such as when unkind or mean behaviour has tipped over towards targeted and frequent unsafe actions, when language use moves into the profane or sexual content, when there is significant physical aggression, technology abuse/misuse, and vandalism. It's important to note that this is rarely a cut and dried process and significance sits on a wide continuum. As well, administration may be involved when a teacher or parent requests additional support.

Q: What does restoration or restorative justice look like at LCS elem?

A: At LCS Elementary, restorative justice is an approach to discipline that focuses on repairing harm, building relationships, and teaching lagging skills, rather than solely focusing on punishment. When appropriate, this might be a mediated conversation with either administration, or YCW (Youth Care Worker), or teacher. It likely includes an apology and a way to "make it right". This may include time away from community, missed special event, replace/repair property, etc. It almost always includes some instructive time to equip with skills for positive behaviour and community interaction. We often use these questions to guide the discussion:

When things go wrong...	When someone has been harmed...
• What happened? • What were you thinking of at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right?	• What did you think when you realized what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Q: What happens when more serious concerns occur? (e.g., bullying, racism, discrimination, targeted harassment)?

A: This is handled on a case-by-case basis. We thoroughly gather and review the evidence while looking at the "bigger picture," taking into account the unique needs and vulnerabilities of all students involved. We frequently engage our Learning Support team, Youth Care Workers, or external specialists to help students develop lagging behavioral or social skills.

Consequences are determined collaboratively as a team and aimed to what will most speak effectively to the student who committed the offense. Depending on the severity, this may result in a 1 to 5-day out-of-school suspension. We recognize that every student's needs are unique; when an out-of-school suspension isn't the right fit, an in-school suspension or alternative supportive measure may be utilized.

Q: How are incidents documented? How are repeated incidences tracked over time?

A: We track serious behaviour concerns and incidents with a long-term spreadsheet that tracks over the elementary school experience. This gives a real sense of pattern and baselines. We are aware of those who have shown patterns of poor behaviour and keep additional eyes on these students.

We also work to ensure that a child has room and grace for redemption and not be viewed from the lens of poor choices they've made in the past, when they have made genuine efforts of change. This is shared, as well, with the middle school) administrative team.

Q: How does the school balance the need for consequences with the reality of child development?

A: Our campus serves children aged 4 to 11. These years are when children are learning how to be in community—how to share space, navigate conflict, and care for one another. Because they are learning, they are going to make mistakes. When children falter, our approach must look different than it would for adults and we choose language and frameworks that honour childhood. We approach discipline through the lens of teaching, discipling, guiding, and encouraging - and this does include providing guardrails and consequences. When navigating incidents, we ask parents to partner with us in holding space for a few realities:

- **Perspective vs. "Witness Testimony":** Children aged 4 to 11 are still developing perspective-taking skills. Developmentally, a child experiencing conflict struggles to see an event objectively; they view reality through their own immediate emotional lens. The full picture of an incident is rarely clear-cut.
- **The Full Story:** When a child shares an incident at home, they often omit their own role in the conflict. This is rarely intentional lying. Cognitive science shows that during a high-stress conflict, a child's brain naturally prioritizes processing what was done to them, meaning they often genuinely cannot process their own negative choices in that moment.
- **The Myth of the Quick Fix:** While a severe, immediate punishment can sometimes feel satisfying to adults, educational research consistently shows that significant and strictly punitive measures do not solve underlying behavioural issues. True accountability requires teaching a child the lagging skill they missed.
- **Growth Takes Time:** Restorative justice is a process, not an event. Lasting behavioral change does not happen overnight. It requires ongoing, tedious, and consistent conversations both at school and at home.

We understand the parental worry that "nothing is being done" if immediate change isn't quickly visible. Please be assured that thoughtful, restorative work is happening behind the scenes and not always visible to the outside view. We are committed to holding students accountable while also giving them the grace and time they need to grow into the people God called them to be.

Q: How can parents partner with the school at home to support their child's social and emotional development?

A: Our behavioural framework is anchored in our school-wide promises to "Shine the Light of Jesus" (p 8-10). While we guide and disciple students through these values during the school day, the most impactful growth happens when home and school are aligned. Children do not automatically know how to share space, manage big feelings, or resolve tension; these are complex behavioural milestones that must be explicitly taught, practiced, and reinforced at home. Here are some of the most powerful ways you can proactively build these skills with your child:

- **Explicitly Teach Conflict Resolution:** When sibling or neighbourhood conflicts happen, resist the urge to simply step in and fix it or assign blame. Instead, walk your child through the restorative process. Ask them: "What could you do to make things right?" or "How do you think your actions affected them?" Modelling this dialogue gives them a script they can confidently use on the school playground.
- **Practice Co-Regulation and Emotional Management:** A child cannot regulate their behaviour if they cannot first regulate their nervous system. You can support this at home by naming emotions when they arise ("I can see you are feeling incredibly frustrated right now") and practicing calming strategies together, like deep breathing or taking a quiet pause before reacting.
- **Reinforce Respect for Boundaries and Rules:** Consistently practicing multi-step instructions and maintaining predictable boundaries at home directly correlates to a child's comfort and success in the classroom. Help your child understand that rules are not arbitrary restrictions, but rather the practical ways we collectively protect, respect, and take care of the people and spaces around us.
- **Reframe Mistakes as Opportunities for Growth:** When your child slips up or makes a poor choice at home, remind them that learning to navigate a community takes time. Frame the discipline conversation around accountability and growth rather than shame.

By intentionally practicing these foundational skills within the family circle, you provide your child with the emotional tools they need to step onto our campus every morning ready to truly BE LIGHT.

Dispute Resolution

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.

Dress Code

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

Foundations: Literacy

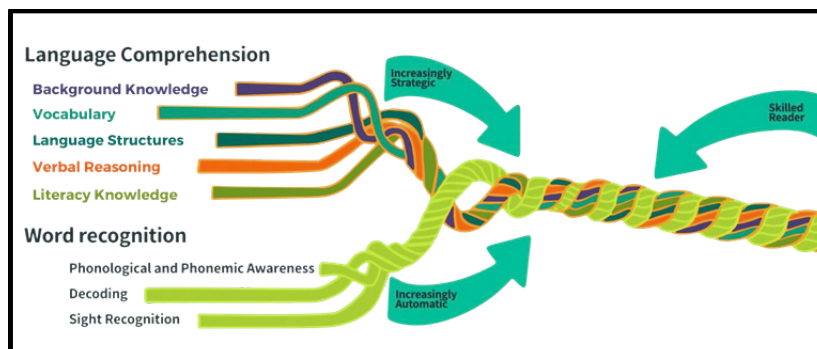
Literacy development is foundational to all learning at LCS. We use a holistic, research-informed approach focused on four key components: listening, speaking, reading, and writing.

- Foundational Skills: Teachers cultivate rich environments to build phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students engage with texts independently, in small groups, and as a whole class.
- Writing Workshop: Students are given the time, structure, and support to grow as writers, using frameworks that help them deepen their connection to what they read and create.
- Responsive Instruction: Our curriculum uses a "living" Scope and Sequence that provides more specific detail than the general BC Curriculum. This allows teachers to adjust instruction based on the evolving needs of our students.

Resources for Parents and supporting at home:

- [LCS Literacy Scope and Sequence \(K-5\)](#): Detailed skill progression by grade.
- [Reading and Writing Exemplars](#): These are to help you visualize the learning goals for each grade level. They are also included at the end of this handbook.
- Support the development of comprehension by building 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

By integrating daily communication skills with structured reading and writing blocks, we equip students to become confident, thoughtful communicators.



Foundations: Numeracy

At LCS, mathematics is a window into the order and beauty of God's world. From the intricacy of a snowflake to the precision of design, math reveals the patterns and structures of creation. The goal is to move students from concrete experiences to abstract thinking, helping them see math as a tool to explore and care for God's world.

- Hands-On Foundations: We emphasize understanding the why, not just the how. Lessons move intentionally from concrete (touching and building) to pictorial (visual models) to abstract (symbols and equations).
- Mathematical Mindsets: Through games, collaborative tasks, and real-world applications, we build number sense, perseverance, and curiosity.
- Strategic Curriculum: Our instruction follows a detailed [LCS Numeracy Scope and Sequence \(K-5\)](#) that provides more depth than the general BC Curriculum. As a living document, it is regularly adjusted to respond to the specific learning needs of our students.

At home:

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.



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 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, YCW 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 Youth Care Worker)
- 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, YCW, 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 PsychEd Assessment list

Library

The LCS library is a vibrant hub designed to foster a love for reading, inquiry, and wonder. It provides a thoughtfully curated collection that supports both classroom learning and personal discovery. We aim to create a literacy-rich environment where every student can discover the joy of story and the tools for lifelong learning.

- **Learning & Research:** All students participate in weekly library classes focused on developing research skills and exploring diverse literature.
- **Book Exchange:** Students engage in a weekly exchange to build their home reading habits.
- **A Rich Collection:** Our fiction and non-fiction resources are continuously updated to reflect the interests of our students and the needs of our curriculum.

Volunteer Opportunity

The library thrives with parent support! Volunteers help by re-shelving books and assisting with the sign-out process during class times.

Music and Arts

At LCS, the arts are a powerful gift used to praise God, express emotion, and build community. We empower students to take creative risks as they reflect God's own creativity. We aim to nurture an appreciation for diverse styles and offer students meaningful ways to respond to God through sound, song, and image.

Music

- **Specialist Instruction:** Grades 1–5 meet twice weekly; Kindergarten meets once.
- **Instrumental Growth:** Students begin ukulele in Grade 2 and recorder in Grades 4–5 to build musical literacy. Various percussive instruments are used throughout all the grades.
- **Performance & Worship:** Music learning is shared through Christmas and Remembrance Day events, musicals (every other year), and Arts Weeks (alternate with musical). Grade 5 students help lead worship in chapel.
- **Choir:** Optional choirs begin in Grade 1, including our gold-winning Grades 5–8 choir.

Visual Arts

- **Integrated Learning:** Art is woven into the classroom, exploring elements like line, colour, and texture.
- **Faith Expression:** Connect artistic projects to curricular themes and their identity in Christ.

Nuts and Allergies

We are a community where parents, students, and teachers all work together to provide a positive, happy, and safe learning environment for all. In order for all of our students to attend school safely, every classroom from Preschool to Grade 5 is designated as NUT-AWARE. We have some students at almost every grade level with very serious LIFE THREATENING NUT ALLERGIES. We kindly ask that you do not send any lunches or snacks that contain any type of nuts or nut oils. We recognize that this may make packing your child's food a little more challenging, and we truly appreciate your efforts. This policy is an important and tangible way we live out our vision of Christian community—caring for one another and ensuring that everyone feels safe and included.

Thank you for partnering with us in creating a welcoming environment for all of our students.

If your child eats any nuts as part of their breakfast (e.g. peanut butter, nut-based cereal, etc.), it is very important that they thoroughly brush their teeth and wash their face and hands before coming to school.

For some of our students with severe nut allergies, even trace amounts of nut residue—such as from a classmate's hands or face—can cause a serious and potentially life-threatening reactions.

Please read all labels on packaged foods carefully before sending them to school. If you're ever unsure whether a product is nut-free, we ask that you choose an alternative and leave it at home. Thank you for helping us keep all students safe and included.

Parking and Traffic

To keep our students safe and our lot moving, please follow these essential traffic guidelines. Our lot is busy; we ask for your patience, caution, and full attention—stay off cell phones while driving on school grounds.

Drop-Off & Pick-Up Flow

- Use the drive-through lane for quick drop-offs and pick-ups. Drivers must not leave their vehicles. If your child isn't ready, please drive the loop again.
- Parking is limited. Whenever possible, leave available spots for our Pre-K to Grade 1 families and those who need additional support or time for transition.
- We strongly encourage you to use the drive-through. Supporting your child in walking to their designated area independently helps them build confidence and keeps traffic flowing.
- When the main lot is full, please use the additional parking at SouthRidge Church.

Student Safety

- Small bodies are hard for other drivers to see. If you park, please walk your child to the crosswalk.
- Upon arrival, students should head directly to the back of the school.
- After school, students wait at the front pick-up area. Students may only use the playground after school if they are directly supervised by their parent/caregiver.
- Always follow the directions of our crossing guards—they are there to protect our community.

It is very important to follow the guidance and direction of our staff keeping parking lots and crosswalks safe. They work hard to ensure the safety of all our children in these very busy places. When a crossing guard signals to stop, it is expected that the vehicle stops; our crossing guards have been trained by traffic control professionals and are following appropriate safety guidelines. Thank you for caring for our staff in this way.

School Schedule

8:15	Morning supervision starts
8:30 (Friday 9:10)	Classes start
10:15 - 10:30	Recess
12:30 - 12:45	Lunch
12:45 - 1:15	Recess
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 impacts the momentum of learning and opportunities for authentic community connection for that child and the class.

Second Language: 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.

Secure School

At LCS Elementary, we desire to build a vibrant community where parents and caregivers feel completely welcome to partner with us. Creating a secure campus environment allows our students to thrive, knowing that every adult in our hallways is a trusted, authorized presence. Thank you for uniting with us to keep our learning spaces safe, respectful, and focused.

Some of the measures we have put in place:

- **Drop-Off Table:** To minimize classroom disruptions, a dedicated drop-off table is located at the front entrance. Please use the provided tape to label items with your student's full name and class.
- **Visitor Check-In & Tags:** All guests, volunteers, and construction personnel must sign in at the front desk and wear a visible 'Visitor' tag. This includes joining us for Friday chapels.
- **Monitored Entrances:** For the protection of our students, entrances and front doors remain locked during school hours.

How You Can Help

When Arriving on Campus:

- Always enter through the front of the school and check in directly at the main office.
- Make sure your visitor tag is clearly visible at all times.

Connecting with Classrooms:

- **Plan Ahead:** To respect the momentum of student learning, please book classroom visits or teacher meetings ahead of time via email.
- **Drop-In Needs:** If an unexpected matter arises, check in with the office first. The office will gladly contact the classroom to ensure it is an appropriate time to connect.

Thank you so much for supporting our efforts in maintaining a safe and secure campus. It is a privilege to partner with you in caring for and educating your children.

Sick! When does my child need to stay home from school?

We really want to maintain a healthy learning space for both children and adults who spend time here each day. Particularly with young children, germs can spread fast! If your child is sick, please keep him or her home and consider if he or she may be still contagious before sending back to school. It is difficult for both the child and staff to manage episodes of vomit or diarrhea on campus and it is best to be confident the sickness has resolved. We understand that sometimes you are trying to balance child care options as well - and we ask that you also consider the health of the other children and adults in the classroom community.

Technology

At LCS, technology is a tool used with discernment to support and serve student learning. We focus on building both technical skills and the habits of a responsible digital citizen.

- Classroom Tools: Primary students utilize iPads, while intermediate students use Chromebooks when needed to support learning.
- Skill Development: Students receive intentional instruction in keyboarding, word processing, presentation software, and safe internet research.
- ADST (Applied Design, Skills, and Technology): Once a week, students engage in this creative course that merges science, technology, and art. Activities include:
 - Coding and digital literacy
 - Building, planning, and collaborating
 - Problem-solving and creative "wondering"

Personal Device Policy

To maintain a focused learning environment and minimize distractions, personal technology devices should stay at home.

- Prohibited Items: mobile phones, gaming devices, personal iPads, and smartwatches.
- Note on Smartwatches: While convenient, these are significant distractions. Teachers cannot monitor apps or parent-controls, so we ask that they not be worn during the school day.

Our goal is to equip students with the technical skills they need while fostering a distraction-free environment rooted in real-world connection. Please see [2206 Student Technology Use Policy](#) and [2030 Artificial Intelligence in Education Guidelines](#)

To guide our use of screens, technology, and AI, we use these questions:

- Who is benefitting from the tool?
- How does this tool impact relationships and human connection? Is this tool bringing about distance from community? Is this keeping human connection central in learning?
- Is this the path of least resistance? Is it skipping essential steps in the productive struggle needed for real learning? Or is it a genuine efficiency that supports and amplifies human learning and thought?
- Is there an option to use a closed AI system where errors are less likely?
- Is this eroding human or educator responsibility? Is it abdicating essential parts of our work?
- How can you use the time and space that AI efficiency creates to slow down and give time for you and your students to think, discern, reflect?
- When we read, when we write - this is when we do deeper thinking - are we skipping this? Or enhancing this?

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 published periodically through the year 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 es@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 (for staff only) 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.

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](#)

Field trips are exciting opportunities to extend learning beyond the classroom. To ensure these experiences are safe, focused, and enriching for our students, we ask for your support with the following guidelines:

- Field trips are specifically designed for the students in a particular grade. To allow parents to focus entirely on supervision and engaging with the students, we are unable to accommodate younger siblings on these trips. By arranging childcare for siblings, you are able to be fully present for the class.
- Teachers arrange student groups based on specific learning and supervision needs. We ask that you trust the teacher's professional judgment in creating these groupings to ensure a positive experience for everyone.
- When you arrive, please head straight to the classroom to let the teacher know you're there.

If you want to be involved and aren't sure what to do or where to start - email Lori Van Dop (lvandop@langleychristian.com) and she'll help get you plugged in!

We appreciate your partnership in making these learning adventures successful!



LCS
ELEMENTARY

