



Handbook
2026-2027

LANGLEY CHRISTIAN MIDDLE SCHOOL

MIDDLE SCHOOL HANDBOOK

Your guide to partnering as we equip students to thrive in faith and purpose.

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 PURPOSE

We want to help students grow in purpose, serve with impact, and discover who God created them to be.



Our 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*



Welcome to the Middle Campus!

LCS equips generations of students to thrive confidently in faith and purpose. We appreciate the privilege of walking together as a community with God on this journey.

The purpose of this handbook is to provide the information you need in order to connect, thrive, and be equipped at the middle campus.



Danny Nagtegaal
Principal



Brenda Wind
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 each 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: Our students hear daily about the love of Jesus and are invited into prayer, worship, and reflection. When faith is lived out at home—through prayer, conversation, and participation in a local church—middle school aged student learn 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 starts and ends with students meeting in their homeroom. The day begins with devotions, reminding students who they are in Christ and inviting 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 totally get that mornings can be challenging, but being on time consistently is important.

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 is 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

- **Learner Profile**
- **Shining the L.I.G.H.T. of Jesus**
- **Bible and Faith Formation**
- **Literacy and Numeracy**
- **The Arts and Music**
- **PHE**
- **Library/Learning Commons**
- **Technology**
- **Getting Involved and Volunteering**

The LCS Learner Profile



We aim to foster the development of each of these Six Learner Attributes that describe what we strive to develop in all learners. This shapes the essence of everything we do. We encourage students and parents to make connections between the things that are happening at school, and these attributes. Some ways that you can do that are as follows:

- Our day always starts with devotions and prayer in homerooms. We are intentional about developing habits and routines in our days that call us intentionally into God's presence. We encourage students and families to talk about prayer at school – what is the class currently praying for? How can this be part of your own prayers at home?
- Students have Bible class twice a week. Families- talk about what students are learning at school. Look at those parts of the Bible together and talk about what it means and share how you are all 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. Families- talk about what what students are learning about – are there ways you as a family can connect with this in a faith context?

Introducing our...

SUMMIT Program

The middle school SUMMIT program encourages students to embrace personal growth through exploration and discovery, nurturing their curiosity while building essential skills for the future and fostering a love for learning. In the SUMMIT program, students grow in purpose, serve with impact, and discover who God created them to be.

What is SUMMIT?

In middle school, students will:

Serve

Understand

Make

Move

Imagine

Transform



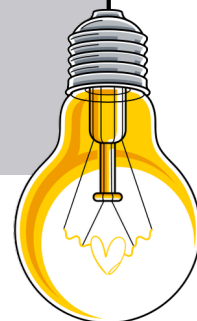
BeLIGHT

We're dedicated to creating a safe 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 six different areas that we want to encourage students to grow and shine in. We celebrate students who live these things out with our monthly "BeLIGHT" recognition awards in chapel.

BeLIEF | LEADERSHIP | INTEGRITY | GRATITUDE | HELPFULNESS | TOGETHERNESS

BIBLICAL DISCERNMENT • PURPOSEFULLY DISCIPLINED • GRACE-FILLED INTEGRITY • COURAGEOUS AND HOPEFUL • SERVANT LEADERSHIP • FAITHFULLY ENGAGED

CLASSROOM:	HALLWAYS:	CHAPEL:	WITH EACH OTHER:	GYM:	OUTDOOR/ BREAK TIMES:	WASHROOMS/ CHANGEROOMS:
Arrive on time	Use appropriate volume levels	Come with a worshipful heart	Listen to supervisors, teachers, EAs and YCWs	Be willing to try and don't give up	Wear weather appropriate clothing	Use the space quickly and exit
Bring necessary supplies	Walk when using the stairs	Join and enjoy the worship	Respect peers	Bring your full PHE gear	Stay within boundaries and out of trees & plants	Use appropriate voice volume
Be ready to learn	Respect classes in session	Actively listen to the speaker	Say thank you	Participate positively	Transition inside and outside quickly	Wash hands with soap
Enter the learning space calmly	Keep space clean and tidy	Save chatting for later	Actively listen when others are speaking	Look after and use equipment properly	Put all garbage in the bins provided	Flush toilets
Try your best	Close lockers quietly	Transition quickly	Encourage others	Look for ways to help	Bring sports equipment back inside	Respect privacy
Use devices with permission	Transition quickly	Set-up / put away gladly when asked	Speak kindly to and about others	Follow the rules	Stay within your grade level activities	Respect property
Stay focused and on task	Walk	Be an active participant	Include others	Play fairly, honestly and include others	Go and stay outside during break time	Keep the space clean and tidy
Participate	Allow others to walk through freely	Keep your hands and feet to yourself	In conflict — ask for help, walk away, take a break, get some space	Help your teacher setup and / or clean up		Ask for help if there is a mess or something is broken
Return borrowed items to their spot	Put instruments in band/classroom		Show compassion, forgive and have grace			Wait outside if full
Leave space clean and tidy	Say hello to people you pass		Be joyful and have fun			
Put garbage away			Greet guests			
Push in chairs						



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 speak truth into their lives.

Our goal is always 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 kindness, 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.

We have high expectations on how students treat each other, the staff, and the school space. By middle school, students are expected to be able to self regulate, to get their school work completed, and to be respectful towards staff and students.

When expectations of behaviour are not met, parents or guardians are given every opportunity to support the school and their child 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
- Being sent home for the day
- Reduction of privileges (such as participation in extra curricular activities)
- In-school suspension, an out-of-school suspension, or an expulsion
- Lunchtime or after school detention
- Acts of service to the community

For more specific information, please see Policies [2203 Student Discipline](#) and [2204 Student Harassment and Bullying Prevention Policy](#).

Student Learning

Bible

Bible is a foundation subject at Langley Christian school, and we work hard to deliver a formational Bible curriculum with our learners.

Please see our website for the overviews: <https://www.langleychristian.com/curriculum/>
You'll find all the skills and content that we teach and learn together in our Bible classes.

Teachers have done extensive work to build meaningful learning in this subject discipline. 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; it is our goal for Bible classes to be places where students are equipped to thrive in faith and purpose.

We seek to:

- Deepen skills in reading and discerning perspectives in light of Scripture.
- Explore key biblical themes (justice, peace, wisdom, diversity, servant leadership, spiritual disciplines, ethical decision making).
- Develop Christian character and spiritual practices.
- Grow in learner profile attributes (purposeful discipline, biblical discernment, grace-filled integrity, courageous and hopeful, servant leadership, and faithfully engaged).
- Integrate faith into practices with community, relationships, and service.

All Middle School students are required to bring an NIV Study Bible to school.

Literacy

Literacy development continues to be foundational to learning across all subject areas. At LCS, we recognize that the ability to communicate well is important both for children and adults. We believe that strong reading, writing, listening, and speaking skills are essential tools for students to engage with the world and to grow as thoughtful, discerning followers of Christ.

Our approach to literacy in the middle years is balanced and intentional. Students are encouraged to think critically, communicate clearly, and reflect deeply—skills that serve them not only in academics but also in their walk of faith.

Core Components

The Middle School Language Arts curriculum, guided by the BC Curriculum, is built around four key strands:

- Listening & Speaking – integrated into class discussions, presentations, collaborative projects, and Socratic dialogue to develop confident and respectful communication. We also have our annual Speech Fest, where each student writes and delivers a speech in class. The top speeches are selected to be delivered in front of the entire school, and are evaluated by a panel of external judges.
- Reading – students engage with a wide range of literature, including Canadian, global, and faith-based texts. Reading is both independent and collaborative, with opportunities for novel studies, literature circles, and cross-curricular exploration. Students also have the opportunity to participate in extra curricular reading competitions, such as Battle of the Books, and Book Club.

- Writing – writing instruction follows a workshop model, giving students time and support to develop clarity, voice, and structure in their writing. Students practice narrative, persuasive, expository, creative, and reflective writing.
- Critical & Creative Thinking – students are encouraged to make meaningful connections between texts, their own experiences, the world, and God’s truth.

Instructional Practices

Teachers create rich literacy environments that build fluency, vocabulary, comprehension, and a love of reading. Instruction draws on well-researched strategies such as Adrienne Gear’s Reading and Writing Power to help students extend their thinking, and on responsive practices for small-group instruction that meet students at their level.

Supporting Literacy at Home

Families play an important role in nurturing literacy development during the middle years.

Parents/guardians can support children at home in the following ways:

- Encouraging daily reading of a variety of genres, including novels, non-fiction, poetry, and Scripture.
- Discussing books, news, and current events together—ask thoughtful questions and invite your child’s opinions.
- Connecting stories and ideas to faith and family life (e.g., How does this character’s struggle remind us of God’s faithfulness?)
- Providing time and space for reading and writing at home, while limiting screen time that competes with sustained focus.
- Supporting word study and vocabulary growth as your child encounters more complex texts.

At LCS Middle Campus, we desire for students to become lifelong readers and writers who think critically and communicate well with wisdom, grace, and truth.

Numeracy

At LCS, we believe mathematics is more than a set of skills—it is a way of seeing God’s order, creativity, and beauty in the world. Rooted in creation, math reveals patterns, structure, and precision that point us to the wisdom of our Creator. From the spiral of a seashell to the symmetry of architecture, mathematics allows students to see both the wonder of God’s design and the practicality of applying knowledge to solve problems.

In the middle years, students deepen their mathematical understanding by moving beyond foundational number sense into algebraic reasoning, proportional thinking, and data analysis. Lessons are designed to help students explore why math works, not just how to complete a procedure. Teachers use a variety of approaches—visual models, real-world applications, technology, and collaborative problem-solving—to strengthen fluency and to develop reasoning, perseverance, and flexible thinking.

Our program draws on a range of resources, including Math Focus, MathLinks and Carole Fullerton materials, alongside other evidence-based strategies that support critical and creative problem-solving. Teachers intentionally integrate collaborative tasks with opportunities for independent practice so that students can build confidence, creativity, and resilience as mathematicians.

Families play an important role in encouraging a healthy perspective on math. Parents and guardians can support numeracy development by:

- Talking positively about math, emphasizing persistence, curiosity, and the joy of solving problems.
- Discussing real-life applications—percentages when shopping, geometry in building projects, or statistics in sports and news.
- Exploring how math reveals God’s design: patterns in music, symmetry in nature, or precision in science.
- Encouraging the use of multiple strategies to solve problems and asking why a solution works.
- Playing strategy or number-based games that strengthen reasoning and fluency.

When students experience math as both meaningful and purposeful, they grow not only in skill and confidence but also in their appreciation of the Creator’s order woven into the world around them.

Music and the Arts

At LCS, we believe the arts are a powerful avenue 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. Our Art program at LCS allows students to use their gifts to reflect God's creativity and express their ideas and faith.

In Grades 6 and 7, students build a strong artistic foundation with weekly, 90-minute sessions in both Concert Band and Visual Arts – both led by specialist teachers – where they explore foundational elements of performing and visual arts. Additionally, students experience a dedicated Drama module as part of their Summit Labs rotations.

By Grade 8, students have the opportunity to specialize. They can choose to dive deeper into either Concert Band, Visual Arts, or Drama, allowing them to spend significantly more time (155 minutes per week) mastering their chosen elective.

Beyond the classroom, our middle schoolers can expand their talents through vibrant extracurricular programs, including Honour Band, the Grade 5–8 Choral group, and our biannual musical theatre production.

Students share their learning through events like Remembrance Day, Christmas celebrations, and our Spring Arts concert. Music is also woven into many parts of our week — classroom routines, extracurriculars, and chapel worship where students often take leadership roles.

Athletics & Physical and Health 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 and Health Education, students are encouraged to develop healthy habits, acquire skills, 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. Students in the middle school have PHE three times per week.

To foster a sense of unity and purpose, all middle school students are required to wear the LCS PHE uniform, which consists of an LCS PHE shirt and LCS PHE shorts. This policy, which applies to all students in Grades 6-12, ensures that all students are prepared for class in a consistent, non-restrictive uniform that is safe for physical activity. It also helps to build a routine of being prepared for class, a valuable skill that extends beyond the gym. Finally, this standard promotes a hygienic environment as it ensures students change into a different set of clothing for physical activity.

Beyond PHE classes, students have access to co-curricular athletic opportunities, including cross country, volleyball, soccer, basketball, badminton, ultimate frisbee, and track and field. These teams provide another space for students to build confidence, teamwork, and physical ability—all within a supportive and encouraging environment.

For further information on our Athletics program, please see Policies [2400 Lightning Athletics Purpose & Goals](#) and [2401 Athletics Program Handbook of Procedures Guidelines](#)

Library Learning Commons

The Library Learning Commons plays an important role in supporting our educational goals by providing a rich collection of fiction and non-fiction literature, as well as valuable classroom resources. We aim to foster a love of reading and inquiry through a wide range of services:

Our Library Learning Commons offers weekly classes for all middle school students, focusing on the development of essential research and library skills. Our Library Technician works closely with teachers to select curricular resources that directly support classroom learning. Through engaging activities and shared reading experiences, we invite students into the world of story, discovery and reflection.

Every student participates in a weekly book exchange and may borrow as many books as they wish to read. We are proud of our extensive and thoughtfully curated book collection, which is continuously reviewed and expanded. It reflects the diverse interests of middle school learners, making the learning commons a vibrant and essential part of our literacy environment.

Reading challenges such as Battle of the Books and the Summer Reading Challenge offer additional motivation for students to explore books beyond their preferred genres. In Battle of the Books, students compete against other schools to demonstrate their understanding of selected texts in a fun and competitive setting.

We also run a Speech Fest and teach speech writing skills in the learning commons. These opportunities allow students to build confidence in public speaking and develop their ability to express ideas clearly and persuasively. Further information can be found in Policy [2007 Library Learning Commons](#)

Applied Design Skills & Technology (ADST)

All students participate in our weekly 90 minute ADST modules called Summit Labs. These class incorporates skills such as coding, building, creating, planning, collaborating, and wondering in areas such as Foods, Graphic Design, Photography, Robotics, Aviation, Textiles, Leadership, Metalwork, Woodworking, and Drama. In our Summit Labs, science, technology, and art are all brought together in one creative and equipping course.

French

French is an opportunity for students to open their minds to the world of languages beyond English. Each middle school student has French for 90 minutes a week, split into two blocks. In learning French, students use their whole brains through various learning strategies and inputs (speaking, reading, writing, using actions, visuals, etc.), and do a lot of learning through play and enthusiastic whole class collaboration. In grade 6 and 7, students learn French through studying a play, along with other discreet grammar lessons along the way. In grade 8, students learn French through project-based assignments, along with a film-study. A fantastic way for students to stay on top of their French work is to review relevant materials on Google Classroom, and to use daily language learning apps like Duolingo - a little bit of practice every day goes a long way!

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



Assessment

Recognizing that assessment can sometimes feel vulnerable or even just confusing and unknown, we strive to make it a clear and supportive process. For further information, please see [Put Assessment of Student Learning at LCS Middle Campus](#), as well as Policy [2003 Assessment & Reporting Policies](#)

Volunteering and Field Trips

In order to participate in field trips, drive students for athletics events, or help out with off or 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](#)

Parents may not volunteer, supervise, or drive without the appropriate documents completed and up to date. This includes driving for sports teams or for class trips. Parents are encouraged to make it a practice to enter the school year with these done and ready to go so there are no surprises when opportunities arise! For further information, please see our [2009 Field Trips & Off-Campus Activities Policy](#)

Grade 6 Overnight Trip: Camp Stillwood

We believe in launching the middle school journey with clear intention. Right from the start, we want to help our newest middle schoolers understand who we are as a community, how we live, learn and play together, and how to treat one another with honor and respect—all while anchoring their core identity in Christ. To kick off this pivotal year, our Grade 6 students embark on a three-day, two-night retreat during the second week of school. This adventure takes place at Camp Stillwood in the beautiful Cultus Lake area.

More than just a fun getaway, the heartbeat of this trip is community building. By taking students out of the traditional classroom and into nature, we intentionally bring the entire grade together, ensuring every student begins their middle school experience feeling connected, valued, and ready for the years ahead. More information about the camp can be found at www.stillwood.ca

Grade 8 Overnight Trip: SALTS Sailing Trip

The culmination of the middle school experience at Langley Christian is an unforgettable sailing trip aboard a tall ship through the Sailing and Life Training Society (SALTS). During this hands-on outdoor learning adventure, students experience the rigor of running a sailing vessel while discovering the beauty of God's creation alongside their peers. This four-day, three-night journey offers a once-in-a-lifetime opportunity for students to build deep community, discover their unique gifts, serve one another humbly, and ground themselves in the truth that they are deeply loved for who they are. More information about this trip and organization can be found at www.salts.ca

The Administrative Details You Need to Know

- **Secure Campus**
- **School Schedule**
- **Attendance**
- **PE Shoes**
- **Before and After School Supervision**
- **Safety Drills**
- **Bussing**
- **Technology Use**
- **Playground Use & Boundaries**
- **Dress Code**
- **Parking**
- **Enrolment and Class Placement**
- **The School Office**
- **Work Block Procedure**
- **“Bolt” The Water Buffalo**



Secure School

Our middle 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.

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

- Visitor Sign-In: Given our school's size, we ensure that all visitors (including parents) sign in at the office.
- Controlled Access Doors: Side entrances such as the west doors (far stairwell) and the learning commons doors are kept locked during the day and regularly monitored. The front doors into the main entrance (by the office) remain unlocked to welcome visitors.

How Parents Can Help:

Parent cooperation is vital in maintaining our secure campus.

- Entering the Building:
 - Always sign in and explain why you need to enter the building.
 - 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.
 - Please only enter the specific classroom you need to visit and avoid exploring other areas of the school.

Thank you for helping us keep a safe space for all learners!

School Schedule

Monday through Thursday

8:22	First bell
8:25	Homeroom begins
8:35	Block 1
9: 23	Block 2
10:08 - 10:28	Recess
10:28	Block 3
11:16	Block 4
12:01 - 12:46	Lunch
12:49	Oasis
1:12	Block 5
2:00	Block 6
2:45	Homeroom
2:55	Dismissal

Friday – Late Start

9:07	First bell
9:10	Chapel/Connect
9:58	Block 2
10:41 - 10:56	Recess
11:01	Block 3
11:47	Block 4
12:30 - 1:15	Lunch
1:20	Block 5
2:05	Block 6
2:47	Homeroom
2:55	Dismissal

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). The [Absence Form](#) linked here and on the website should always be used 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 also to maintain accurate records.

School begins at 8:25, (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 and settle into classrooms. Students who are regularly late cause many disruptions in the office and in their classrooms and homeroom time is valuable and missing this impacts students negatively. Being on time is important.

Students may not leave the school grounds at recess or noon hour, unless parents make arrangements through the office and they are accompanied by an adult.

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

PE Shoes

To ensure both the safety of our students and the condition of the gym floor, all students must have separate, indoor shoes that they wear for PE.

Before and After School Supervision

Supervision before school starts at 8:15. Upon drop off, students may head straight inside, or to the back of the school.

Supervision after school is in place until 3:15 at the front of the school. If students are not picked up by 3:15pm, there is no direct adult supervision after this time and they are expected to respect the property, school space and people in it who may be working, meeting, playing school sports, etc. If there are concerns about student behaviour during this time, parents will be contacted by the school.

Safety Drills

To ensure that students are prepared in the event of an emergency, the school will have regular emergency drills (fire, earthquake, lockdown) throughout the course of the year.

Bussing

It is a shared concern of the Combined Christian Schools Transportation Association (CCSTA), 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).

Technology Use

In Middle School, all students use school computers or iPads when at school. Students may not bring their own electronic devices to school.

Use of LCS computer network/internet: This is a privilege extended to responsible users. Users accept responsibility to use the school provided computer network/internet in a manner consistent with provincial and federal regulations and the educational goals of LCS. Students may not access other internet providers while at school. Students may not damage or alter school devices in any way. Students will pay for repairing or replacing items damaged. Students are able to use devices and access the network/internet according to the rules below.

Cell phones: Students at LCS middle campus are not to have cell phones at school. Any cell phone that is seen by staff will be taken and handed in to the office. Parents must pick up their child's cell phones, and may do so at their earliest convenience.

Messaging and E-mail: Students may not use computers or network/internet for sending personal email or instant messaging without prior authorization from a teacher or administrator.

Personal Safety: Students may not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school, church, etc. Students will promptly disclose to their teacher (or another staff member) any message they receive that is inappropriate or makes them feel uncomfortable. Students may also not post pictures of other students in any program (Canva, Slides) without permission.

Social Media: As per the [Family & School Partnership Agreement](#), parents are reminded that they should be monitoring their child's social media usage and communication.

System Security: Students are responsible for the use of their individual account and everything sent from their account. Students should take all precautions to prevent others from being able to use their account. Under no circumstance should a student provide his/her password to another person. Students will immediately notify a staff member if they have identified a possible security problem.

Smart Watches: Smart watches are not permitted at school. In the event that a student is wearing a smart watch, it will be treated like a cell phone, and given to the office, where parents can pick it up at their earliest convenience.

Etiquette: Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages. Students will not use inappropriate language. Students will not engage in personal attacks, including prejudicial or discriminatory attacks. Students will not harass another person. If a student is told by a person to stop sending such messages, they must stop. Students will not knowingly or recklessly post or forward false or unkind information about a person or organization.

Should a student violate any of these technology rules, they may face further disciplinary action, including potential loss of technology privileges, or discipline in line with the [2203 Student Discipline](#) policy. For further information, please see Policy [2206 Student Technology Use](#).

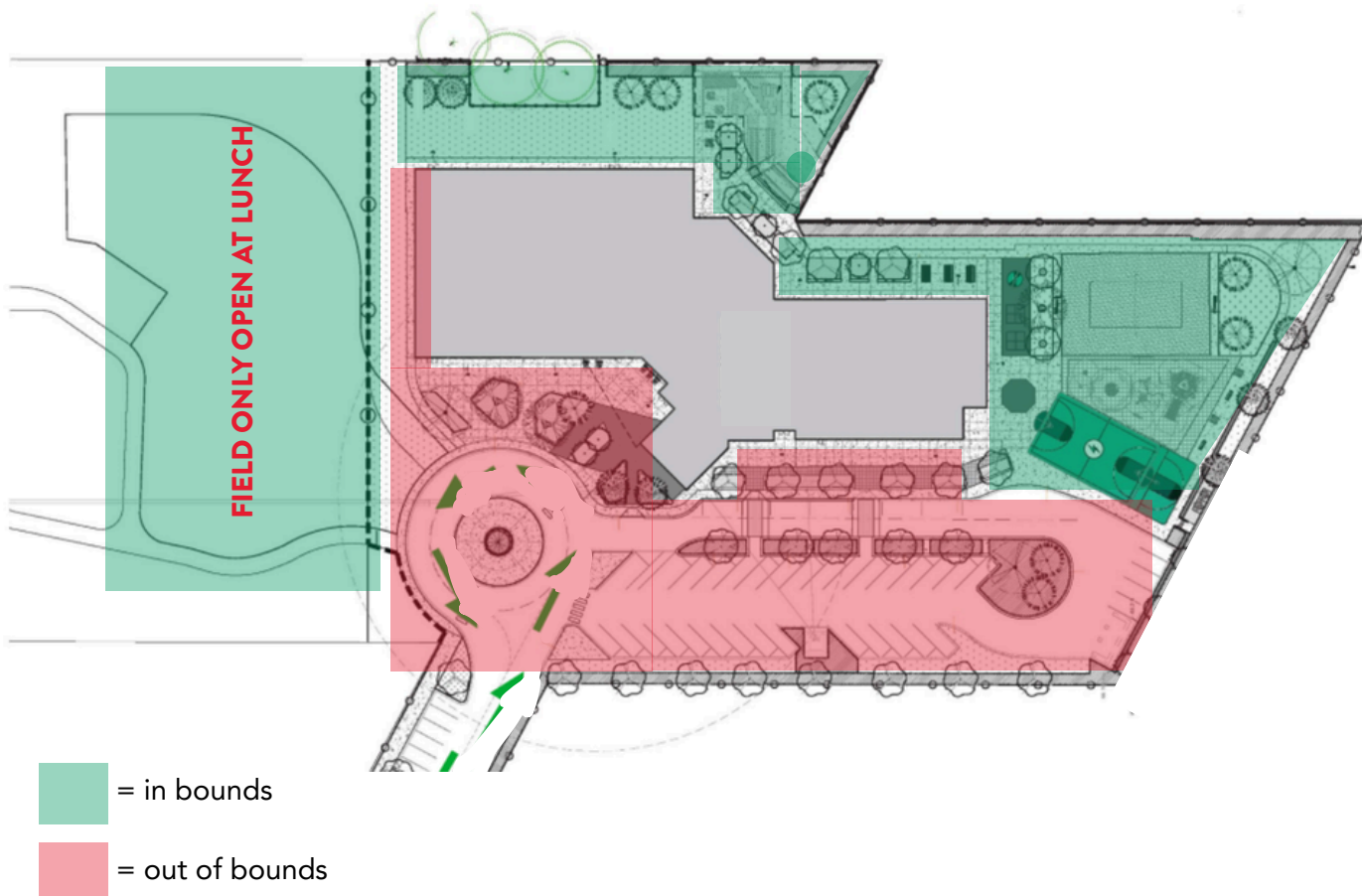
Playground Schedule

There are a variety of places on the playground where students love to play. In order to most fairly ensure that all students get to enjoy all parts of the playground, there is a weekly schedule in place that gives each grade access to play places, including the beach volleyball court, the sport court, the basketball hoops, and 9 Square. These schedules will be communicated to students in the daily announcements. Students will have access to the elementary school field at lunch time, but not at recess time.

Break Time options:

- Outdoors
 - Beach Volleyball Court
 - Sport Court
 - Basketball
 - Field for wide games (Mon-Thurs lunch breaks only)
 - Playground & climbing structures
 - Benches & tables
- Indoors (lunch only)
 - Our Learning Commons will be open for quiet reading/work on Mon/Wed/Fri
 - Learning Stairs – for conversation, reading or quiet sitting activity

Middle School Break Time Boundaries



Dress Code

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

The first time a student is found to be in violation of the dress code, they will initially be asked not to wear the article of clothing that is in violation in the future, or asked to change out of the article of clothing for the duration of the day.

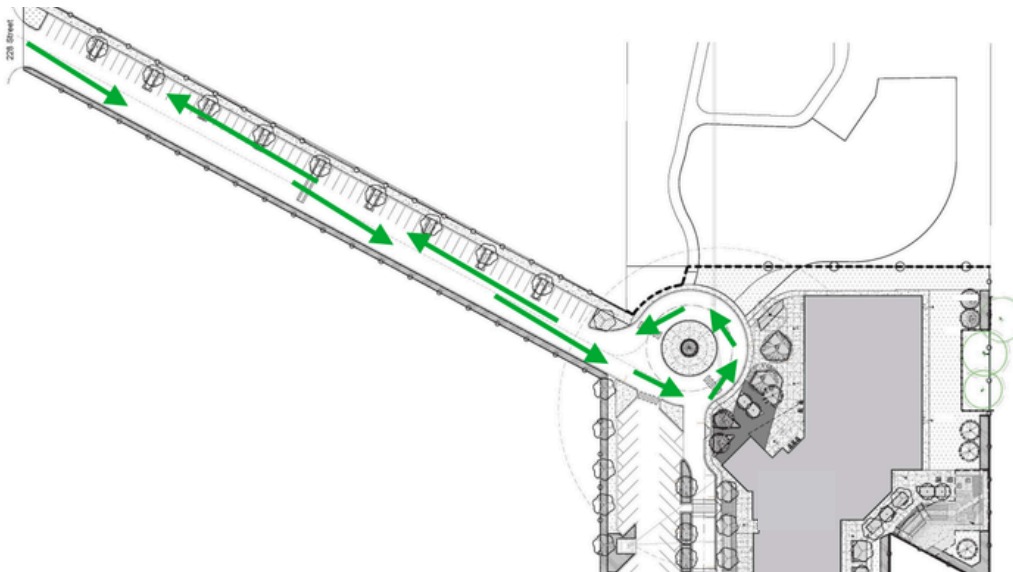
Should a student violate the dress code a second time, parents will be contacted.

Parking

Student drop off or pick up should take place in the drive through loop in front of the main office (see diagram below). Traffic here needs to keep flowing. If a child is not ready, parents are asked to please drive the loop again or park in the parking lot on the pan handle. Additional parking is available at SouthRidge Church, located to the east of the high school campuses. However, please note that if students are walking to the middle campus from South Ridge, they must cross at the crosswalk on 48th and may not cut across 228th St.

In the morning between 8:15 and 8:30am and in the between 2:30 and 3pm, the staff parking lot (the lot closest to the school) is reserved for our school buses. Parents are not to park or wait in this space.

Our school parking lots 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. Thanks for helping us keep things safe and smooth for everyone!

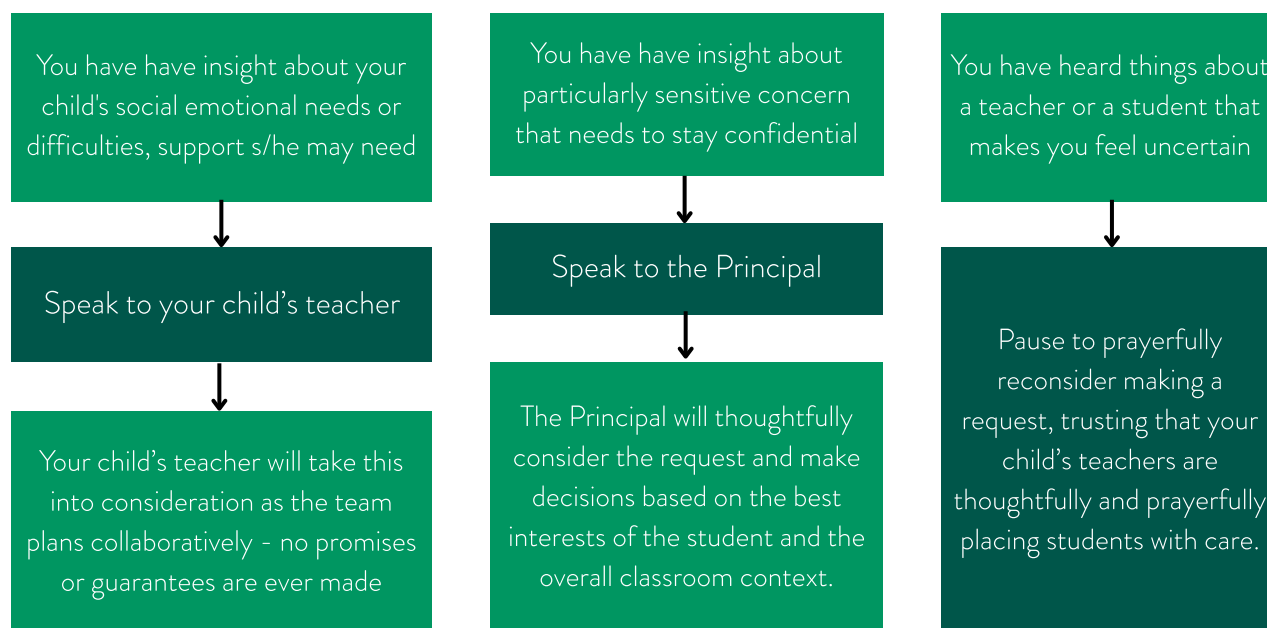


Classroom Placement

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 on the LCS website at the beginning of the Labour Day weekend.

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

Injuries

Students should report all injuries to the staff. 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 school telephone in special circumstances and emergencies only. If a phone call is necessary, students 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.

Grade Level Emails

Each grade level communicates weekly with families through the form of a grade level email. The purpose of these emails is to keep parents up-to-date on what is happening in the grade, school events, big projects, tests, the beginning and ending of units of study and any other pertinent information for that grade.

LCS E-Mail

For those who would like to email the school, our e-mail address is mh@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. Further information on person privacy can be found in Policy [4003 Personal Information & Privacy Policy](#).

Immunization

In Grade 6, Fraser Health visits the school to administer routine vaccinations. The public health nurse provides the school with consent forms for immunizations which get distributed to the parents by the school. Parents have the option to opt out of this vaccination for their child should they choose to do so. For further information, please visit <https://www.healthlinkbc.ca/healthlinkbc-files/grade-6-immunizations-bc>

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 student is required to take at school. Such medication needs to be clearly labeled and sent along with a child in only daily doses.

Wellness 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 wellness room. When students become ill at school, parents will be notified.

Communicable Diseases

Should a student contract a communicable disease, please see the chart below for information pertaining to how long they should be away from school. For further information, please see Policy [4405 Communicable Disease Control Policy](#).

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.		

Work Block Procedure

This procedure establishes a framework for students to receive a work block in lieu of a regularly scheduled class when they participate in an approved extracurricular activity outside of (or inside of) school hours. The work block would take place during the class that most closely aligns with the activity the student is participating in. The intent is to foster responsible time management and personal growth in character and calling—while maintaining strong academic engagement and accountability.

1. Eligibility Criteria

1. Demonstrate consistent academic effort and satisfactory classroom performance.
2. Exhibit learning behaviours that indicate readiness for independent time use (organization, maturity, and reliability).
3. Obtain a teacher recommendation affirming readiness for self-directed learning.
4. Submit a completed Work Block Proposal Form and receive formal approval from the Principal prior to the start of the year.

2. Activity Requirements

1. The student must participate a minimum of 21 hours of an approved extracurricular activity outside of regular school hours per week throughout the months of September-June.
2. A schedule of participation in the activity must be provided to the principal in advance.

3. Application and Approval Process

Step 1: Proposal Submission – Students complete a Work Block Proposal Form, outlining the activity description, objectives, timeline, supervising adult, and intended in-school work block use.

Step 2: Teacher Recommendation – A current teacher provides input confirming the student's academic readiness and responsible learning behaviours for having a work block.

Step 3: Administrative Review – The Principal or designate reviews the proposal, teacher input, and academic standing. Approval or denial is communicated in writing prior to the activity's start.

Step 4: Formal Agreement – Upon approval, expectations and responsibilities are confirmed with the student, parent/guardian, and Principal.

4. Implementation and Supervision

Supervising teachers or administrators may schedule periodic check-ins to ensure accountability.

5. Academic Integrity and Oversight

Academic responsibilities remain the student's top priority.

If academic performance, attendance, or behaviour declines during the term, the Principal may revoke the Work Block and require the student to resume regular class attendance.

Instructional needs and core learning take precedence over any approved work block.

6. Revocation and Appeals

Failure to fulfill agreed hours, meet expectations, or maintain satisfactory conduct may result in immediate revocation of the work block.

Students whose applications are denied may submit a written appeal to the Principal within ten (10) school days, providing additional context or documentation.

All final decisions rest with the Principal.

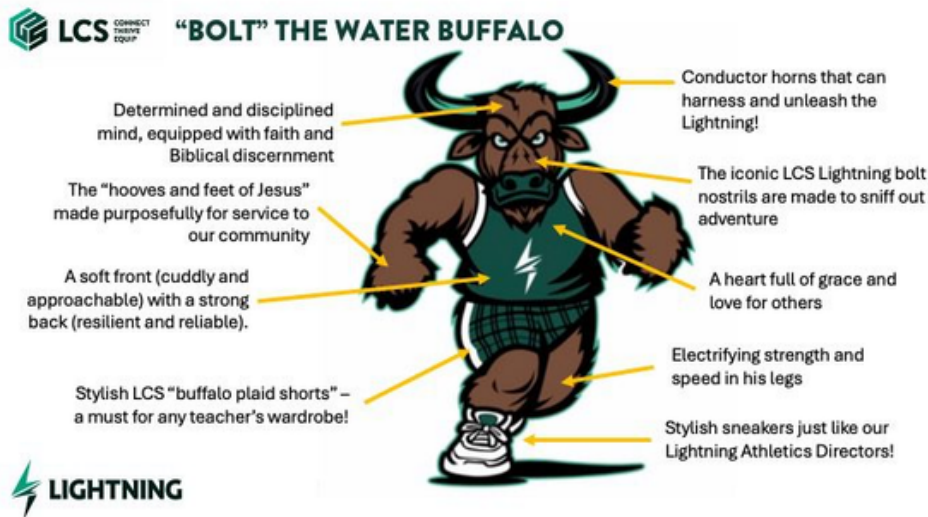
7. Communication and Review

Approved applications, expectations, and timelines must be shared with the student, parent/guardian, and relevant teachers.

A summary of this procedure will be published in the Middle School Handbook.

At the end of each academic year, the administration will review all Work Block cases to ensure fairness, transparency, and alignment with LCS's mission.

This procedure will be reviewed biennially in coordination with handbook updates or administrative review cycles.



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.

Research on school mascots highlight 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!

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!

Each time our students Free the Bolt, we're unleashing the Lightning! #FREETHEBOLT

Final Note

Thank you so much for partnering with us at Langley Christian School. We are grateful that you are here. We recognize that each student is a unique image bearer of God, and we take that very seriously. Please know that we love and care for all of our students as learners, and as young people trying to make sense of the world around them. Please do not hesitate to reach out if you have any questions or concerns. We are here for you!

To each of you:

May the Lord bless you and keep you;
the Lord make His face shine on you
and be gracious to you;
the Lord turn His toward you
and give you peace.

Amen.



