



Kindergarten

2026/27 PARENT HANDBOOK



Bulkley Valley
Christian School
PRE K - 12 | SMITHERS, BC

Mind. Heart. Service.

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The Mission of Bulkley Valley Christian School

At BVCS students are led to appreciate, understand, and evaluate the world so that, as they grow in faith and knowledge, they will take up the challenge to bring the healing power of Christ to all areas of life.

Goals of Kindergarten

Kindergarten in a Christian school:

- Builds on a child's knowledge of God.
- Guides children to reflect God's love to others around them.
- Excites children about new knowledge of God's world and helps them learn and experience new ideas and skills.
- Helps children to develop as responsible and responsive disciples of Jesus Christ.
- Makes children aware of their task in caring for God's creation.

A Child of Kindergarten Age

Each child is created by God as a unique individual with different abilities, tendencies and experiences. Kindergarten contributes to the growth of a child's knowledge of themselves as children of God and adds to their understanding of the world around them, a world created and sustained by God. In a stimulating, secure and responsive Kindergarten environment, the child can experience the joy of discovery in learning as well as receive encouragement to develop their gifts and talents.

The social, emotional, physical, intellectual and spiritual development of one child will not be the same for all children in a Kindergarten class. Development varies from the latter stages of those seen in an average four-year-old to that of a six-year-old. Within one Kindergarten class, it is possible to have an age span of eleven months from the youngest to the oldest; a significant difference considering this is one-sixth of the child's life span at this stage. Therefore, we cannot expect all children to perform at the same level. This visual representation is to illustrate the possible span of development found within a kindergarten classroom.



Student A



Student B

General Characteristics

A Kindergarten classroom encourages development of all their gifts and talents. The following examples are general characteristics of children at this age. Not all children exhibit all of these characteristics, but all children will exhibit many of them.

Kindergartners need to move around frequently. They must learn how to use spaces, especially large open spaces like gymnasiums or hallways. A change of position or scenery is often helpful.

Kindergartners need to learn when it is appropriate to talk. They need outlets for verbal as well as physical energy.

Kindergartners need to listen. Teachers design activities to specifically teach listening skills.

Many Kindergartners are shy and may need time to adjust when transitioning.

Many Kindergartners are outgoing and uninhibited.

Kindergartners are egocentric. They view the world only from their own perspective. They need a wide variety of familiar encounters, as well as some unfamiliar experiences in order to learn about other people and how others feel about them.

Kindergartners are often selfish and very possessive of their own things. They need to be encouraged to share and take turns. Praise them when they do.

Kindergartners want to feel proud, successful, and important. Finding success each day develops a good sense of who they are.

Kindergartners have vivid imaginations. They may not be able to distinguish between reality and fantasy.

Kindergartners are sensitive and their feelings are easily hurt.

Kindergartners are resilient. They are quick to forgive. Hurt feelings are quickly mended when addressed.

Kindergartners are naturally trusting. They are eager to learn about Jesus and are convinced that He hears their prayers and cares for them always.

Kindergartners have a strong sense of justice. Rules are important! Consistent discipline is very important.

Kindergartners are candid. They are often blunt and honest to the point of tactlessness. They need to be reminded that their words can hurt others' feelings.

Kindergartners think in practical and concrete ways. Hands-on curriculum is extremely important.

Kindergartners are dependent. They must do activities in which they make choices in order to become responsible independent thinkers.

Kindergartners are curious and eager to learn. They enjoy being stimulated and are easily motivated.

Parents As Partners

Is your child ready for kindergarten?

Readiness for Kindergarten depends more on development than age, and there is a wide range of abilities among children who are five. If your child does not have all the skills or abilities of others his age, it may indicate that their developmental age is younger and they may need more time before they can master those skills. Children who turn five after September may fall in this category.

How can you tell if your child is ready? You know your child best. Look at the material below and see if it supports your opinion. You can also obtain valuable information from preschool teachers (if he/she attended) and your child's teacher-to-be. If you are at all concerned about your child's readiness for Kindergarten, discuss some of the following readiness questions with the teacher. Remember that Kindergarten will provide valuable structured learning experiences even for those less developmentally mature although a second year may be needed before development and skill mastery are achieved.

General Readiness Checklist

Has your child:

1. had his vision checked;
2. had her hearing checked; and
3. had his immunizations?

Is your child:

1. aware of dangers such as electricity, traffic and fires;
2. able to express himself in complete sentences;
3. able to cope with new situations;
4. able to remember a song or nursery rhyme;
5. able to dress him/herself;
6. able to toilet independently;
7. able to name colours; and
8. able to follow instructions?

Has your child had an opportunity to:

1. make some of his/her own choices;
2. have experience with crayons, pencils and scissors;
3. be regularly responsible for some tasks at home;

4. spend time away from home without mom and dad;
5. have group experiences;
6. what was the experience like; and
7. play with a variety of children?

What can parents do at home to help children learn?

1. Talk with children. Ask them questions. Children learn to think by trying to formulate answers. Listen to them and encourage them to listen when people speak. This is a vital skill for learning.
2. Read with your child. Reading with your child is important because it contributes to vocabulary and oral language development. Take children to the public library on a regular basis.
3. Help them to be independent in dressing, toiletry, tying shoelaces, cleaning up after themselves and caring for their own possessions.
4. Try to maintain regular sleeping habits. Ten to twelve hours of sleep are needed. Lack of sleep interferes with their school progress and hinders their ability to function.
5. Send children off on a positive note as this often makes a difference between a happy or unhappy school day.
6. Remind them how they will be getting home from school. This will help them feel secure.
7. Encourage them to be considerate of others and to develop respect for adults and authority. If they see you support the teacher and the school, they will too.
8. Be consistent. Follow up what you asked children to do; if they have not done it, insist. Be firm in carrying out said consequences.
9. Limit screen time.

How Can Parents Communicate Well with Teachers?

1. Make your first contact a positive one.
2. Understand clearly the teacher's expectations.
3. Accept your own responsibility for your child's education.
4. Become involved in your child's educational experiences.
5. Talk with the teacher first about a problem.
6. Set up a conference.

Curriculum

Introduction

Thematic units form the basis of a Kindergarten curriculum. Each unit contains engaging lessons and activities relating to each theme. Topics relate to the child, family and friends, plants and animals as well as seasons. All take into consideration provincial learning standards. Meaningful opportunities to make connections to God, his character and his creation are given.

Many of the following skills are uniquely integrated within the units taught.

Bible

Includes; singing, prayer, devotions, Bible stories and memory work. Many children are already familiar with a number of Bible stories. The life, love and miracles of Jesus will be a central focus throughout the year.

Language Development

God blessed His people with the gift of language to communicate with one another and with Him for His glory.

A child begins to learn to read, from the first time a parent introduces books/stories to them as a young child. Reading books to children, is crucial for developing their reading and writing skills and creates a special bond between family members.

Not all students learn to read in Kindergarten and their reading experience must be enjoyable, encouraging and not at all stressful.

Emergent Reading

Emergent Reading can be developed at home and at school as the child is encouraged to enjoy and appreciate a realm of books through experiencing what language and books are all about. This can be found in:

- the appearance of the cover and title;
- the feel of the paper, the turning of the pages;
- the beauty and clarity of the illustrations;
- the sound and rhythm of the words, the excitement and expectancy of what might happen next;
- learning the names and sounds of the alphabet letters; and
- finding what a word, sentence, etc. is?

Children are exposed to a variety of experiences and opportunities for language development. These take place throughout the day:

- at library time
- at sharing time
- in classroom discussions
- through memorizing and reciting
- when using and recognizing rhyming words and opposites
- when trying to make themselves understood
- through expressing conceptual understanding of the world around them
- through listening activities
- by classifying, sorting, matching shapes and symbols
- by recognizing and making patterns, etc.
- by experimenting with writing words and sentences (kindergarten spelling)
- through environmental print such as words on the wall, labels on grocery items, and road signs
- through creating classroom big books and stories, matching print

Printing

Printing is introduced in Kindergarten. Because most five year olds do not have small muscle control fully developed, an abundance of activities is provided to help the child:

- develop the small muscles of wrists, hands and fingers
- to use his eyes to pick out fine details
- to coordinate movement of his hand and eyes as he follows the teacher, e.g. in directed drawing and in observing the left to right progression of print

Mathematics

Patterning is one of the most important skills for math and critical thinking skills

- Line up car, truck, car, truck (AB pattern)
- Boy, boy, girl, boy, boy, girl (AAB pattern) etc.

Number concepts. Experiences leading to the formation of number concepts take place not only at school, but also in the home:

- “I have 6 candies, 3 for you and 3 for me.”
- “Count how many children are here today.”
- “Let’s make some cookies. We’ll need three eggs. You can measure out one cup of water.”

Before the child can make sense of abstract symbols, they must experience math concretely.

Counting (one to one correspondence)

- one count to each object
- count a lot with your children; some children are able to count well over 100 at this age

Matching and sorting is a basic thinking skill

- Is this picture the same as the other? How are they the same? How are they different?
- Sort all the soft things into the green box and the hard things into the brown box.

Problem solving skills will develop as children sort for likeness and differences and express the thinking that went into their choices.

Graphing is a useful recording device frequently used in problem solving as a means of organizing information.

- Everyone who rides the bus stand here; everyone who came by car stand here. See more people ride the bus than a car.

Shapes (circle, square, triangle, rectangle, oval etc.)

Information About Our Kindergarten

Parent Volunteers

There will be opportunities for parents to assist in Kindergarten room after September. These will be communicated by the teacher. The sooner your child can be independent about coming to school, the happier he will be here. He should be able to leave you at the door. Volunteering in the classroom is an opportunity to see your child in the school setting. Let the teacher know about your desire to volunteer. Some areas where you would be welcome to volunteer are field trips, art, or in the classroom during centre time.

Assessment

During the first months, teachers will assess your child so that we can plan the program to best suit his/her needs. There will be opportunities to communicate assessment through conferences and reporting.

Fall Emphasis

In the beginning of the year, the emphasis will be placed in particular on:

- emotional and social adjustment to school

- establishing routines for effective learning such as listening to and following directions, being responsibly independent, participation in lessons, completing learning tasks and cleaning up
- stimulating intellectual development

Attendance

- If your child is sick or unable to come to school, please call the office before 9 am.
- If your child is doing something different on a given day, please send a note or contact the office (e.g. go home with someone else, going to a birthday party)
- For busing information please contact the school office if you have questions.

Snacks and Lunch

Snacks and lunch in Kindergarten are a part of teaching nutrition. We encourage healthy food.

Newsletters

Communication between home and school is important. Please read all newsletters carefully and write down the information you need to remember. Your child will bring home a classroom newsletter regularly regarding the Kindergarten program. Newsletters may come in print or via email.

MyBVCS

We strongly encourage all parents to install our custom mobile app called “My-BVCS” on your phone or tablet. This free app is available on the Apple App Store and Google Play. Just search for MyBVCS. Once installed, tap “Sign Up” to create an account. If you need assistance, please contact the office.

Please feel free to communicate with the classroom teacher by phone, text, email or a note.

Learner Support Involvement In Kindergarten

The role of Learner Support in Kindergarten is one of observation and early intervention. The things observed are:

- Listening skills – Is the child able to hear what is said?
- Auditory processing – i.e. Are directions followed properly?
- Visual skills – Are the child's eyes functioning correctly? Do they focus on a task? Are there reversals?
- Gross motor skills – Is the child physically coordinated? Is there proper eye-hand coordination?
- Speech – Is the child able to speak clearly?

Since we strive to intervene and remediate a problem before it interferes with learning, we communicate our concerns to the parent and do the following:

1. If a child displays difficulty with hearing a recommendation will be made for parents to get a hearing test done by an Audiologist.
2. If a child appears to have a visual problem, a recommendation will be made for parents to get a vision test done by an optometrist.
3. If there is a concern that a child is experiencing coordination problems (either with gross motor skills or with fine motor skills) parents will be asked for permission to consult an Occupational Therapist to assess the child.
4. The school does an informal speech assessment and provides exercises to correct minor issues regarding development of age appropriate sound formation. If there is a concern with a child's speech that is beyond the scope of this program parents will be asked for permission to consult a Speech Therapist to assess the child.

If assessments determine that there are serious on-going concerns that may affect learning, the school will attempt to address these issues by providing learner support.

The Kindergarten Day

The schedule of any two days is never alike in Kindergarten. Primary assemblies, all-school assemblies and special programs, gym times, library periods and differing classroom activities all demand a certain amount of flexibility within the day. Understanding the above variables, your child's day in Kindergarten will probably proceed something like this. As the year progresses, quiet time will transition from rest to reading.

A Sample Day in Kindergarten

A typical day in kindergarten might look something like the following. Please note that this is a sample only. Exact times, orders and content is going to vary from year to year and month to month.

8:40	Opening/Attendance, Singing, Prayers	8:45	Devotions and Sharing
9:00	Calendar, Weather, & Graphs		
9:15	Phonics, Bible, Math		
9:48	PE, (French), Math		
10:18	Washroom break, snack		
10:48	Recess		
11:04	Bible, Show & Share, etc.		
11:39	Daily Five, Play		
12:05	Wash, Eat, Story		
12:15	Break		
12:55	Quiet Time		
1:30	Music, Art		
2:00	Unit Studies		
2:30	Closing Circle		
3:00	Dismissal		

Supplies Needed

- inside runners that are appropriate for physical education (don't leave scuff marks). Please only send shoes with laces if your child can tie on their own. Please LABEL all items belonging to your child with their full names.
- a regular backpack (big enough for library books, newsletters and art projects)
- the school provides all necessary school supplies
- a change of clothes, including socks and underwear to be left at school for emergencies
- a box of tissues (e.g., Kleenex, Scotties)
- a water bottle (water bottles are bleached once a week)
- a blanket for quiet time



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