



White Rock Christian Academy

PARENT & STUDENT HANDBOOK



Inspiring and cultivating citizens of Godly character who
transform their world for Christ.



2026-2027

White Rock Christian Academy

Parent-Student Handbook

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Section 1

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About Us

Our Core Purpose

White Rock Christian Academy inspires and cultivates citizens of Godly character who transform their world for Christ.

Our Core Values

1. Being Christ centered
2. Glorifying God through the pursuit of excellence
3. Honouring passion, creativity & initiative
4. Providing a holistic education from a biblical Christian worldview
5. Forming resilient and mature followers of Christ

Statement of Faith

We Believe

1. In one God, the creator of heaven and earth, who eternally co-exists in the persons of the Father, the Son and the Holy Spirit.
2. That the Bible, comprised of the sixty-six books of the Old and New Testaments, is the Word of God as originally written, is inspired by the Spirit of God, entirely free from error, and is the supreme authority in all matters of faith and conduct.
3. In the sovereignty and grace of God the Father, the Son and the Holy Spirit in creation, providence, revelation, redemption and final judgment.
4. In Jesus Christ, the Saviour of man, conceived of the Holy Spirit, born of the Virgin Mary, fully God and fully man.
5. That man was created in the image of God, but fell into sin and is therefore lost, and only by grace through regeneration by the Holy Spirit can salvation and eternal life be obtained.
6. That Jesus Christ died for our sins, that He was buried, and that He was raised on the third day according to the Scripture.
7. In Christ's substitutionary death and resurrection as the sole ground of our salvation.
8. In the ordinance of water baptism of believers to be observed by the local church.
9. In the ordinance of communion for believers to be observed by the local church.
10. In one church, the body of Christ; practically expressed through the local church as the place of membership and accountability where each believer is to be disciplined and empowered as a witness to their faith.
11. That every believer in Christ shall manifest, through the operation of the gifts of the Holy Spirit including the charismatic gifts enumerated in I Corinthians 12 – 14, a joyful, living witness to the transformational power of Christ.
12. That God instituted marriage as a lifelong covenant between one man and one woman for the purpose of companionship, encouragement, sexual intimacy and procreation.

13. In the reality and personality of Satan.
14. That the Lord Jesus Christ will return triumphantly at the end of this age to judge all who have rejected Christ to eternal separation from God and to unite the believers with Christ to reign eternally with God in glory.

History

How Did We Get Here?

1982 – 2003 White Rock Christian Fellowship opened WRCA in September, of 1981, realizing their vision: to create a school that focuses on providing Christ-centered curriculum and building Godly, Christian character. Within time, the school begins to grow and change from an exclusively White Rock Christian Fellowship demographic to a broader church community-based demographic.

In 1982 WRCA offered Accelerated Christian Education (ACE) as its core curriculum. In September of 1990 the curriculum was changed from ACE to a B.C. approved curriculum taught from a distinct Christian perspective. The school was housed in the combined 30,000 sq. ft. facilities with White Rock Christian Fellowship.

And Where Are We Now?

Now: 2003 – Present The WRCA circle continues to widen as a new era in governance and leadership is established. In 2003/04 school year, WRCA transitions from a parochial model to an independent school Society, governed by an elected Board of Directors. In September 2007, Heritage Christian School joined WRCA, contributing to a one third increase in attendance.

Fast forward to 2025 We now have 3 buildings housing the various schools and departments. The Junior School building opened in 2018 and the Senior School building opened in 2020. Our beautiful play field and covered sports court opened in Spring 2025. During these building phases, WRCA also became authorized to offer the International Baccalaureate Program. We are a Continuum IB school offering the Primary Years Program (Junior Kindergarten Grade 5), Middle Years Program (Grade 6 – 10) and the Diploma Program (Grade 11-12).

Who Are We?

White Rock Christian Academy (WRCA) is a BC Ministry of Education and Child Care and International Baccalaureate (IB) certified Independent Christian school with students from Junior Kindergarten to Grade 12, located in the Lower Mainland of beautiful British Columbia, Canada.

Core Programs



We believe students need to be challenged, encouraged and supported in their learning. We offer all three IB Programmes to all students as a comprehensive, inclusive educational model. As a Christian school, we also provide a biblical worldview as the foundation of learning with students participating in Biblical Studies classes, daily devotions, chapel and spiritual retreats.



Our athletic program is designed to introduce core sports and build fundamental skills at the Junior level while Senior athletes act as mentors and role models. Through sportsmanship and teamwork, our athletes seek to impact the community in positive ways.



Our arts program develops our students to glorify and worship God through their creative and innovative expressions in visual art, band, choir and musical theatre. In addition to concerts in the community, there are major performances throughout the year.



Our service program encourages a servant heart in God's world through local and global mission projects. We plan for Mission and Service Learning using four contexts: Seeing God's world, caring for God's world, knowing God's world, and going into God's world.

International Baccalaureate® Programme

An International Baccalaureate® (IB) education provides students with the tools needed to succeed at university: Preparedness, research skills, self-confidence and time management. Students develop a sense of the world around them and their responsibility in it and, as such, can contribute to class discussions and the community.



JUNIOR K TO GRADE 5

The PYP is based on the recognition of a child's natural curiosity, creativity and ability to reflect, generating a stimulating, challenging learning environment to foster a lifelong love of learning for all. Students learn across subject areas while inquiring about big ideas.



GRADE 6 TO GRADE 10

In an MYP classroom, students draw connections between all subject areas, learning infuses global points of view wherever possible in order to promote understanding of other cultures, and a variety of formal and informal assessments are used in teaching and learning.



The IB Diploma Programme is a challenging two year pre-university curriculum, leading to a qualification (IB Diploma) that is widely recognized by the world's leading universities.

Governance and Structure

Society

Our school is operated by the White Rock Christian Academy Society. Applications for membership can be found [here](#).

Board of Directors

WRCA is governed by an elected Board of Directors who are responsible to, and appointed by, the WRCA society membership.

The Board of Directors hold the purpose, core values and vision of WRCA in trust for the WRCA community. Additional responsibilities of the Board are to:

- Set policy
- Hire, support & evaluate the Head of School, who reports to the Board
- Assist Administration in developing long-range plans
 - Approve annual school goals and school budget
 - Provide financial and legal oversight
 - Be ambassadors for the school

Terms of Service:

Board members are requested to serve a 3-year term with the option of a 2nd term renewal of 3 years. A one-year rest time is required before being eligible for nomination.

Officers of the Board:

- **Chair:** The chair presides over all Board of Directors meetings and performs such duties as approved by the Board. The chair is the Head of School's point of contact with the Board when the Board is not in session.
- **Vice Chair:** The Vice Chair performs the duties of the Chair in the latter's absence.
- **Secretary:** The secretary records the minutes of any and all meetings of the Board. The Secretary has custody of the Board records and documents and shall conduct necessary correspondence and perform other duties associated with the office.
- **Treasurer:** The Treasurer maintains the financial records showing the financial condition of the corporation and is the custodian of all monies of the corporation.

Leadership Team

The leadership team at WRCA is comprised of the Head of School, Senior School Principal, Junior School Principal, Director of Advancement, and the Director of Finance & Operations. The role of the leadership team is to oversee the operations of the school.

IB Coordinators

Three coordinators (PYP, MYP and DP) plan and oversee the implementation and management of the IB programme. Through coordination with teachers, administrators, and the IB regional office, the coordinators are responsible for delivery of the IB curriculum including documentation, reporting, analysis, and evaluation.

Educational Associations

FISA BC - fisabc.ca

The Federation of Independent School Associations in British Columbia (FISA BC) is an umbrella organization of independent school associations formed in British Columbia. FISA consists of five member groups: the Association of Christian Schools IB in British Columbia (ACSIBC), the Associate Member Group (AMG), the Catholic Independent Schools of British Columbia (CISBC), the Independent Schools Association of British Columbia (ISABC), and the Society of Christian Schools in British Columbia (SCSBC). These five member associations select directors to serve on the FISA BC Board of Directors, which formulates the policies with which the organization advances its mission.

The Society of Christian Schools of British Columbia (SCSBC) - scsbc.ca

The Society of Christian Schools in BC is a not-for-profit organization of Christian school communities sharing a biblical vision for Christian education in the province of British Columbia, Canada. SCSBC provides a wide range of services for its member schools as well as others seeking resources and support in the provision of Christian education. Member school societies elect a nine-member SCSBC Board, which includes a teacher representative nominated by the Christian Educators of BC (CEBC) and a principal representative nominated by the Christian Principals' Association of BC (CPABC). SCSBC is also affiliated with Christian Schools International (CSI) and Christian Schools Canada (CSC).

Christian Educators of BC (CEBC) - christianeducators.ca

Christian Educators of British Columbia (CEBC) is a service organization formed to support the varied needs of Christian teachers, and those serving in the fields of educational support, English

language learning, early learning, and library services in communities across the province. They focus on promoting professional development, providing educational resources, advocating for our educators in matters such as employment issues and conflicts, and representing the educator's voice in decision making arenas across BC and Canada.

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General Information

Office Hours and Contact Information

Office hours are 8:00am to 4:00pm.

Phone: (604) 531-9186

Email: wrca@wrca.ca

Website: <https://wrca.ca/>

Contacting Teachers

Teachers can be contacted via email (lastnamefirstinitial@wrca.ca. For example: Jane Smith would be smithj@wrca.ca). We ask that you email teachers to arrange in-person meetings, rather than dropping by at the start or end of the day as this helps ensure they can prepare and give you their full attention.

Your child's teachers will be in regular communication with you via email, Seesaw (for Junior School) and Managebac (for Senior School).

Schedules & Calendars

To view our daily schedule, school holiday calendar (school holidays, closures, and professional development/non-instructional days), and access our events calendar, please visit our website at <https://wrca.ca/schedules-calendars/>.

To access our Events calendar, enter the case sensitive password: WRCA4LIFE

Weekly Newsletter

The WRCA Weekly Newsletter is distributed by email every Friday to the school community containing:

- News & Announcements
- Calendar at a Glance
- Volunteer Opportunities
- Athletics & Arts News

To stay informed, please read each newsletter. If you don't receive a copy of the newsletter each week in your inbox, check your Promotions or Junk folders and ensure your current email address is on file with the school.

Seesaw & ManageBac

WRCA uses Seesaw and ManageBac for curriculum and assignments as well as to facilitate communication between classroom students, parents and teachers.

WRCA also uses ManageBac to distribute report cards and support communication among teachers, students, and parents. Parent accounts are created before the school year begins using the email addresses we have on file. Families then receive a welcome email with instructions for completing the account setup. If you would like a different email address used, please contact admissions@wrca.ca. Report cards are issued via ManageBac at the end of each term in December, February, and June.

School Closures

The school will remain open unless heavy snowfall, weather-related damage or another circumstance (e.g., power outage) makes it impossible to operate safely. The school will do its best to communicate school closures by 6:30am. The announcement will be posted on the front page of the school website (www.wrca.ca).

If appropriate, the school administration may also decide to have a late start or dismiss school early. The school will communicate to parents in the best way possible through the school's normal communications channels. There will be no offsite learning during weather-related school closures.

Please note that typically, no announcement will be made when the school is open.

Tuition and Fees

Information regarding current tuition is available on our website at <https://wrca.ca/admissions/tuition-and-fees/>.

Please see the link for the complete [Tuition Payments Policy](#).

Lost and Found

The WRCA Lost & Found is located just outside the Staff room door in the main building. In Junior School, a team of volunteers works to return all labeled items to the classrooms. To help ensure lost items get returned to your child's classroom, please ensure all school items (shoes, water bottles, hype jackets, lunch bags, umbrellas, coats, etc.) are clearly labeled. We recommend checking the Lost & Found regularly for any missing items.

Several times throughout the year, lost and found tables will be set up (in the foyer for Senior School and in the Hub for Junior School) displaying all lost items. Unclaimed, non-uniform items

will be donated and non-labelled uniforms will be donated to the Gently Used program of our uniform store.

Preview Days

Preview days are an opportunity for prospective families to see what our school is like on a regular day. It includes a 45-minute presentation providing a deeper understanding of our school, followed by a guided tour of our facilities led by one of our students.

To have a friend or family register for a Preview Day, please visit our website (<https://wrca.ca/admissions/visit-us/>).

Visitors

Visitors to the school must sign in and out at our front office; they will be given a visitor lanyard.

Hot Lunch Program

WRCA offers a hot lunch program for all students and staff, with help from volunteers to distribute orders to students. Information on how to register is included in the weekly newsletter.

Additional hot lunch notes and a FAQ page can be found on our website at: [Hot Lunch Notes and FAQ - White Rock Christian Academy](#)

All hot lunch inquiries can be directed to hotlunch@wrca.ca

School Supplies

School supply lists for each grade can be found on our website at [School Supplies - White Rock Christian Academy](#)

Uniforms

At WRCA our school uniform serves as a symbolic representation of our commitment to being part of a community of faith filled learners. A simple, modest, yet aesthetically pleasing uniform indicates a humility in keeping with our desire to be Christ-centered while glorifying God through the pursuit of excellence. It also permits students to actively engage in a variety of educational opportunities as we seek to provide a holistic educational experience. A uniform serves to provide continuity and connects us with our past. It is intended to be worn with pride

as we seek to work together to grow in our shared understanding of our core purpose and values and communicates something of who we are to our larger community.

Please see the link for the complete [Uniform Policy](#).

Uniform specifications vary between our Junior Kindergarten, Junior School, and Senior School students. Our uniform requirements can be found on our website ([School Uniforms Information – White Rock Christian Academy](#))

InSchoolwear

Our uniform supplier is InSchoolwear (<https://inschoolwear.com/collections/white-rock-christian-academy>). Uniforms can be purchased from the InSchoolwear online store or through their retail location in Burnaby. Please visit the WRCA website for information on their store hours and address.

WRCA Uniform Store

WRCA also has a small uniform store, located in the foyer of the Admin Building where you can:

- Purchase gently used items
- Try on InSchoolwear samples
- Purchase ties for Senior School

Please visit the WRCA website for store hours ([School Uniforms – White Rock Christian Academy](#)).

Gently Used Items

We welcome donations of gently used uniform items that were originally purchased from our supplier, InSchoolwear, as well as hype pants and hype jackets. Hype wear from our previous supplier is also accepted, as it is the same make.

To ensure consistency with our current uniform requirements, we are unable to accept uniform items from any other suppliers (e.g., Marks & Spencer's).

Volunteering

Volunteer Requirements

Volunteers are an integral component of the WRCA Community. Families are asked to volunteer a minimum of 20 hours per family/year. If families cannot fulfill the 20-hour requirement, \$400 will be deducted via their PAD agreement at the end of the school year. Families can track their hours using the Volunteer form available on our website

(<https://wrca.ca/resources/volunteer-hours-form/>). Volunteer opportunities are posted in our Weekly Newsletter.

Criminal Record Checks

All volunteers must have a valid Criminal Record Check (CRC), including a vulnerable sector check, completed specifically for WRCA. Once completed, a CRC is valid for five years. There is no cost to the applicant.

For instructions on completing your Criminal Record Check and/or Driving for WRCA, please visit: [Volunteering-at-WRCA-Fee-Waiver-Letter-Oct-2025.pdf](#)

Volunteer Drivers

In addition to a valid CRC, **each year** all volunteer drivers:

- Must fill out the WRCA Driver's Form: <https://wrca.ca/resources/volunteer-drivers-form/>
- Email a copy of their current insurance to whitef@wrca.ca showing you have a minimum of \$2 million in third party liability insurance for the car you wish to volunteer with.

Attendance

Regular participation and attendance at school in registered classrooms and courses is closely correlated with better long-term wellness and achievement outcomes for students. WRCA believes that the discipline of regular and timely attendance at school fosters future success, accountability and responsibility.

Unnecessary absences and lates are shown to result in decreased achievement, particularly for senior school students enrolled in challenging academic courses. Prolonged or regular absences and lates are also associated with decreased achievement in the foundational junior school literacy and numeracy instruction all students need to experience success later in their educational journey. Absenteeism also places additional strain on staff and school resources to make up for learning loss, prepare additional learning plans and/or add extra assessment and feedback outside the teacher's normal routines.

Please see the link for the complete [Attendance Policy](#).

Valid excuses for absences or lates:

- Participation in a school approved activity or instructional program;
- Illness, health condition or medical appointment for the student or a person for whom the student is legally responsible;
- Family emergency including, but not limited to, a death or illness in the family;

- Absence resulting from a disciplinary/corrective action (e.g. suspension or expulsion)
- Principal and parent/caregiver agreed upon activity

Unexcused absences:

- Family or personal vacations
- Skipping the school day and/or a class

Attendance Procedures

Junior School

Each morning (after first bell) and afternoon (after lunch), the classroom teacher completes the attendance. Junior School Teachers will make reasonable efforts to support students who are absent but are not required to provide individual learning plans for students due to their absences.

Students arriving late should check in at the office before going to class. Students leaving early should sign out at the office.

Senior School

Teachers take attendance in each block. Students will be considered late if they arrive within 30 minutes of the start of a block. They will be considered absent if they arrive later than 30 minutes after the start of a block or not at all

Students arriving late must check in at the office before going to class. Students leaving early must sign out at the office.

Consequences for Being Late or Missing School Days/Classes

Frequent absences or lates will negatively impact student's achievement regardless of the origin of those absences. For this reason:

- Students and their parents/guardians will receive a written notice when a student reaches 5 total absences or lates (excused or unexcused) within a term.
- When a student reaches **10 total absences or lates** in a term, administration will contact the student and their parents/guardians and request a meeting; the purpose of this meeting is to identify the barriers to the student's regular and on-time attendance and the supports and resources that may be available to help the student regularly attend school on time. Another meeting will be required each time a student reaches an additional multiple of 5 total absences or lates in a term.
- A student who has had a meeting regarding absences or lates will be considered on Academic Probation for a minimum of one school term or until attendance improves. While on Academic Probation, the student's attendance will be closely monitored, and any further absences or lates may result in additional interventions or consequences to support their academic success.

- Should a student reach 20 total absences from a senior school course in one school year, their standing in the course will be placed in jeopardy and they may not receive course credit. The administration reserves the right to exercise discretion in the application of attendance-related consequences, considering individual circumstances as deemed appropriate.

Specific Consequences for Being Late/Missing Classes in the Diploma Program

- If a student in the Diploma Programme (DP) is required to attend a meeting due to absences, that meeting will include the DP Coordinator. This meeting will also include a discussion on the student's future in the DP Programme.
- Students who have reached 35 total absences from an IB course are at risk of not being allowed to sit for the IB exams in May without an approved administrative waiver.

Leaving Campus During Lunch Time

Only students in grade 8-12 are permitted to leave the school grounds during their lunch break if they and their parents have signed the **Off-Campus Waiver Form** (available at the front office). This typically starts after the Student Spiritually Retreats in September.

Library

Library Procedures – General

- The library is open 8am – 4pm Monday, Tuesday, Thursday, Friday and 9am – 4pm on Wednesday. There may be occasions when the library will be closed to allow for meetings or lunch. All students are permitted to check out books before or after school or throughout the day as permitted by their class schedule.
- All students must use the library in a quiet and respectful manner.
- Food and drink are not permitted in the library.
- Library computers are to be used for school work and/or research only.
- Students must take proper care of library materials.
- Students that lose or damage library materials (including textbooks) will be charged the replacement cost for the item. Library fines must be settled before students will be permitted to check out any further items (including textbooks). Once a fine is paid, a refund will not be issued even if a lost book is returned.
- Maximum check outs (including textbooks):
 - Grades JK - 2 may sign out 2 books at a time
 - Grade 3 may sign out 3 books at a time
 - Grades 4 - 5 may sign out 4 books at a time
 - Grades 6 - 9 may sign out 10 books at a time
 - Grades 10 - 12 may sign out 14 books at a time

- Students may request books to be placed on hold at the discretion of the librarian. Books on hold are placed on the Hold Shelf and must be checked out within two weeks or they will be returned to the shelf for general check out.
- Reference books (R) may not be removed from the library (e.g., WRCA yearbooks)
- Students may renew library books at the discretion of the librarian.
- Parents and/or guardians may check out books from the library under their own name. The checkout limit for parents is 4 books.

Library Procedures – Junior School Students

- Junior School students have weekly assigned library class or book exchange time.
- Library books for Junior School are due in one week.
- Students in grades JK – 2 will be assigned a library book bag and are expected to use the book bag each week for their library books. The book bags help to prevent loss or damage to the books.

Library Procedures – Senior School Students

- Senior school students may use the library during their spare blocks, unless there is a Junior School class during that time.
- Library books for Senior School are due in two weeks.

Overdue, Lost or Damaged Books

- Students in grades JK to 12 with overdue books will be informed weekly. Emailed fine notices will be given to students in grades JK to 12. As we also encourage parents to check out books, they will also receive notices regarding due/damaged/missing library materials.
- The library technician will send notices home via email regarding fines and overdue books.
- Students who have overdue books are encouraged to return or renew before checking out any new books.
- Students that have lost/heavily damaged their library book(s) must pay replacement costs. This includes the cost of the books and the administration fee.
- Students with overdue textbooks, library books, or fines as of the third Friday in June will be notified by email that their student has a concern and that it needs to be taken care of by the set dates given by the library.
- Students who still have textbooks, library books or fines will be charged via the WRCA PAD for the required expenses.

Textbooks

The school pays for all textbooks. For some classes, students pay for consumable workbooks. Students who misplace, deface or damage textbooks are responsible for providing a replacement copy or payment for the cost of the textbook(s) with an additional \$5 administration fee.

Textbook Check-Out Procedures

- Students who fail to return or lose textbooks by the end of the school year will be charged for the cost of the book(s). Textbooks will be replaced by the library in order to support classroom text requirements.
- Students will be expected to return their textbooks after their exam(s) or at the end of a semester or year-end.
- Should a student lose their textbook during the year, they are to request a replacement through the library. Students will be issued a replacement if available, but teachers should be aware the student may be without a textbook for a while.
- Found textbooks should be returned to the Library. There is a drop box outside the library for ease of return.

Textbook Return Procedures

- At the end of the year or term, students need to return their textbooks and novel studies to the library.

Library Computers

- Student Library Computers may only be used for word processing or research.
- They are not to be used for e-mail or computer/internet games.
- Library computers are not to be removed from the library.
- Students are encouraged to use their personal computers for school purposes only.

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PARENT & STUDENT INFORMATION

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Parents

Parent and School Partnership – A Shared Commitment

We believe that students thrive when home and school work together. A strong partnership built on shared values, open communication, mutual trust, and a common commitment to each child's growth creates the best environment for students to flourish academically, socially, spiritually, and emotionally.

As a school, we commit to:

- Fulfill our mission and purpose
- Provide a safe, nurturing environment
- Provide consistent communication regarding your child
- Provide consistent communication regarding the school
- Provide opportunities for involvement
- Provide consistency in values/discipline
- Offer a listening ear at any time
- Show respect for your child(ren) and your family
- Pray for and support your child(ren) and your family
- Use wisely the resources entrusted to the school

As parents we ask that you:

- Support the school's mission and purpose
- Provide a quiet study environment at home
- Provide consistent communication and attend parent teacher conferences
- Attend pertinent school meetings and events
- Be appropriately involved
- Support the values and policies of the school
- Seek information and facts and not believe rumours
- Respect school administrators, teachers and support staff
- Provide prayerful support for your child(ren) and the school
- Honour your financial commitments to the school

Parent/Teacher Conferences

Parent-Teacher Conferences are held twice a year, in the Fall and the Spring. For Junior School students, the Spring conference is a student-led conference. Prior to each conference, a sign-up link is emailed to parents. Parents are also welcome to meet with their child's teacher throughout the year by appointment.

Class Parent Representative (CPR)

At WRCA, each class has a Class Parent Representative (CPR) who supports the school, the teacher, and the parents in that class. The CPR program exists to:

- Facilitate communication between parents and the school's administration, faculty, employees, and students.
- Foster a sense of community among families and between parents and the school.
- Provide a platform for constructive and positive parent input.
- Communicate school views, policies, and programs to parents.
- Help organize student and parent activities that align with the school's vision, mission, and purpose.
- Serve as a resource to the school community.

Fundraising

We believe that providing an exceptional Christ-centred education is a shared responsibility between the school and our community. While tuition supports the day-to-day operation of the school, fundraising provides opportunities to invest in projects and initiatives that enhance the educational experience for our students. We encourage families to prayerfully consider how they might partner with the school through our fundraising initiatives as we continue to steward the resources God has entrusted to us and invest in the lives of our students.

Conflict Resolution Process

When conflict develops between people in our school, it is important that we have a process to address conflict in a way that demonstrates love of God and neighbor. Thankfully, the Word of God has the remedy when conflict happens between Christians (Matthew 18:15–17), that is, if we are prepared to lovingly look hard at our own hearts and commit to stepping closer together and pursue true reconciliation.

However, sometimes conflict resolution requires a different way of addressing concerns or complaints. We acknowledge a conflict resolution process that can also help to manage disagreements, yet always remembering that dealing with conflict biblically is the most effective way of bringing together those who are hurting or feeling wronged.

We are exhorted to rejoice in the process of conflict resolution (again I say, rejoice!), to be gentle, to present our case to God first, and to, “Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things” (v. 8, NIV). We

support adopting the attitudes of Philippians 4 and then applying them in a loving manner toward those with who we share conflict.¹

Formal Process for Handling a Student Issue.

- **Step 1:** Talk to the teacher or staff member about the concern. If it is an issue that will require some time, please arrange an appointment so that the matter can be given proper attention. If unresolved, proceed to Step 2.
- **Step 2:** If the matter is not resolved by the Step 1 meeting, then the issue can be dealt with in a meeting with the principal. It is expected the principal will follow a standardized complaint process. If unresolved, proceed to Step 3.
- **Step 3:** Should further discussion be required, all parties involved at each level should meet together with the head of school to bring the matter to resolution. It is expected the head of school will follow a standardized complaint process. If unresolved, proceed to Step 4.
- **Step 4:** If Steps 1-3 have not brought about a resolution, then an appeal can be made in writing to the school board by way of a standardized appeal form. This written appeal must be dated no later than two weeks from the last meeting and include all related correspondence to date. See Appeal Policy. If unresolved, proceed to Step 5
 - The school board will not respond to communications that have bypassed the Steps 1-3, except to direct them to the proper process.
 - Individual school board members will not meet or discuss concerns with parents or students related to an ongoing conflict resolution process as set out by the appeals process (see policy statement 4). School administration will inform the school board upon successfully initiating and concluding a formal appeal application involving a parent or student.
- **Step 5:** After an appeal committee is appointed by the board, and the appeal committee's decision has been delivered, the student and parents may appeal to the Society of Christian Schools of BC for mediation.

Please see the link for the complete [Conflict Resolution Policy](#).

Students

Bible

Bible is taught as a separate subject from K-12. Although the story of the Bible is the framework for the whole curriculum and permeates all subjects, the purpose of Bible class is to familiarize students with its content. Bible is not an elective, but one of White Rock Christian Academy's mandatory courses.

¹ <https://blog.acsi.org/developing-deeper-school-conflict-resolution>

Transformational Learning Opportunities (TLO)

Our Core Purpose is to “Inspire and cultivate citizens of Godly Character who transform their world for Christ.” This transformational aspect is at the heart of all these experiences, whether international or local.

Transformational Learning Opportunities (TLOs) include both international trips and **Service Week** experiences. These opportunities are designed to help students develop a deeper understanding of God's world by experiencing different cultures, communities, and ways of life. Through serving others, students encounter both local and global needs, build meaningful relationships with God's people, and gain a broader perspective of His work in the world. These experiences encourage students to grow in compassion, humility, and a greater understanding of their role in living out God's call to love and serve others.

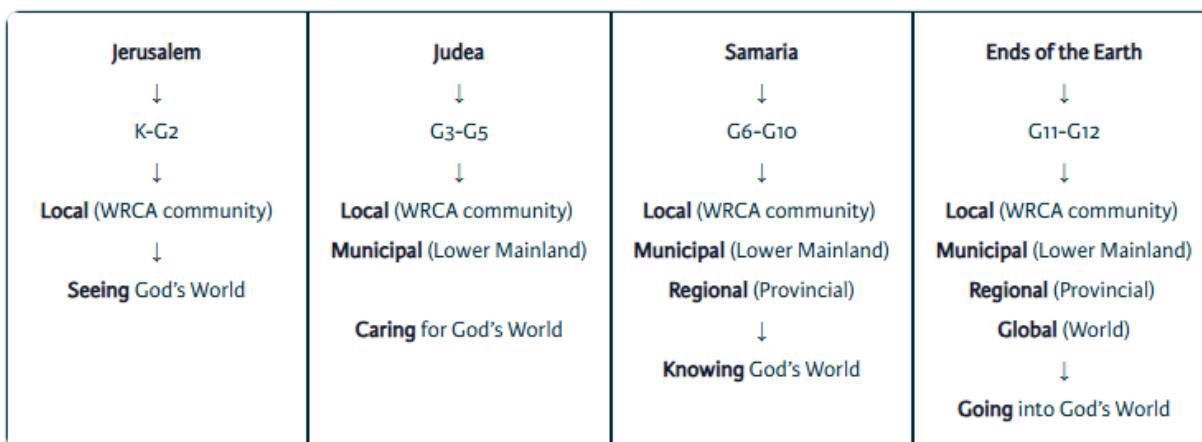
By engaging in these experiences, we invite God to transform our students on their spiritual journey, and in turn, God can use that transformation to impact their world.

The hope is that students will reflect on how the trip transformed their hearts, their faith, and their future.

Service Program

Our service program encourages a servant heart in God's world through local and global mission projects.

The framework is organized into four developmental phases: **Kindergarten–Grade 2, Grades 3–5, Grades 6–10, and Grades 11–12**. It draws on John Westerhoff's four stages of faith development—**experienced faith, belonging faith, searching faith, and owned faith**—as well as Lawrence Kohlberg's stages of moral reasoning. Together, these developmental models help shape age-appropriate Service Learning experiences within four key contexts: **Seeing God's World, Caring for God's World, Knowing God's World, and Going into God's World**.



Athletics / Team Sports

WRCA has a long history of achievement in athletics; locally and provincially. Our goal is to use athletics as a method of implementing our vision to inspire and cultivate godly citizens who will transform the world for Christ. We do this with a broad and intentional athletic program, which integrates our competitive goals with our Christian worldview. Everyone has a role to play on a team. We teach our athletes how to play for a team, and connect this to Romans 12 – Humble Service in the Body of Christ. We love the motto, **“Many Parts, One Body. Many Players, One Team.”** We also focus on three words: **character, excellence, and joy.**

Each human being is created by God to praise and serve Him. The whole person is called to be an instrument of service to God and others. Through our athletic program, athletes learn character development, leadership skills, athletic skills, teamwork, humility, service, courage, responsibility, and cooperation. Our teams play hard, play smart, and play together.

From junior school to grade 10, our athletic program focuses on introducing core sports and building fundamental skills. At the Senior level, our goal is to be competitive in BC while honoring God in our efforts. As a JK to Grade 12 school, our athletes serve as important role models for younger students, inspiring them with the vision of what a committed team can achieve.

Throughout their seasons, our athletes experience tremendous growth both physically and spiritually. They learn about Godly character, self-discipline, and self-control. They also learn to balance the pressures of athletics with other life demands. Our athletes are challenged to transform their world for Christ, demonstrating not only athletic excellence but also strong character.

We have found that our focused efforts on our philosophy also leads to success in competition. Please see the link for the complete [Student and Parent Athletics Handbook](#) (password: WRCA4LIFE) for all the details and regulations we follow regarding athletics at WRCA.

Fine Arts

Our arts program develops our students to glorify and worship God through their creative and innovative expressions in music, performing arts and visual arts.

Music

We believe that music is important in developing a student's relationship with God, with other students, and with the world. Vocal and instrumental instruction are the two primary focuses of music at White Rock Christian Academy. Whether the function or style of music is worship, education, or appreciation, it is always to glorify God.

Visual Arts

At WRCA, students are taught to develop and explore their creative expression through many different mediums. Students are encouraged to share and display their artwork throughout the school.

Performing Arts

Our school is proud to have produced drama productions. More recently, WRCA has produced “Anne of Green Gables” and “Dorothy Meets Alice” and “Little Women.”

Education Support Services

Philosophy of Inclusion

White Rock Christian Academy believes that all students, regardless of their physical, academic, social and emotional needs, have an essential role to play in the school community. They are all to be valued as members of the Body of Christ. On the basis of this belief, an inclusive model of education has been set up whereby students can be educated with their same-aged peers.

The Educational Support Services program at WRCA assists students and strives to provide all students equal access to the curriculum as well as the opportunity to achieve excellence in their learning. Through classroom-focused and collaborative approaches to teaching and learning, we support students’ diverse learning profiles in each of the IB programmes.

Program Goals

- Provide a continuum of inclusive support for all students in each IB Program
- Provide a continuum of support services for all students and is organized through a tiered system
- Provide Essential or Universal Supports deemed appropriate from Student Learning Profiles and recommendations from Psycho-educational assessments.

Primary Years Programme

We strive for early intervention, which is critical in the development of effective foundational learning competencies. Regular review of student progress is undertaken by the classroom teachers. In PYP, students that are identified as struggling or below Grade level in specific areas receive support from their classroom teacher and the ESS department. All students enrolled in JK thru Grade 5 will participate fully in the Primary Years Programme.

Middle Years Programme

During the Middle years, it is the exploration and application of effective learning strategies that will enable students to achieve success. Students are taught learning skills through the SHAPE program (self-regulation, work habits, attitude, preparation and engagement). The ESS department will liaise with the school-based team, tailoring supports to the specific needs of the student. All students enrolled in Grades 6 thru 10 will participate fully in the Middle Years Programme.

Diploma Programme

White Rock Christian Academy aims to have well-established documentation in place prior to students entering Grade 11. The IB has specific protocols to which schools must adhere if formal accommodations are to be made throughout the two-year programme. Psych.-Ed results should be completed no earlier than Grade 10. Once documentation has been submitted and reviewed, the IB Diploma Program Coordinator and the Education Support Services Coordinator will collaborate to make an application to IB for formal accommodations. The school Academic Counsellor is available to provide specialized advice and assistance throughout the post-secondary application and selection process. Standard and Higher-Level DP courses are offered for all students enrolled in Grades 11 & 12, in conjunction with BC Ministry of Education courses. Students are not required to be working towards an IB Diploma.

Intervention

Tier One: School-wide (approximately 80% of student body)

This level of support refers to instruction that is provided to all student in the general education classroom. Universal screening, researched-based instructional strategies and intentional instruction in key content areas for all academic supports as soon as a student is identified as at-risk. At-risk students receive in-class, group or specialized intervention (e.g. Speech Language Therapy).

Tier Two: Targeted Supports (approximately 15% of student body)

This level of support refers to intervention that is provided to small groups of students who need more support than they are receiving in Tier 1. It focuses on students who do not demonstrate adequate progress in the classroom. Specific skills instruction is provided in small groups or individually by the ESS department in collaboration with the classroom teacher. These students participate in a Student Learning Plan (SLP) or an Individualized Education Plan (IEP).

Tier Three: Individualized Supports (approximately 5% of student body)

This level of support serves students who have received a Categorical Designation that requires specific, individualized, specialized interventions. These students participate in an Individualized Education Plan (IEP).

Referral

White Rock Christian Academy recognizes that each child is a unique individual with special gifts and talents given by God. Their individuality is demonstrated through different learning styles and abilities. Certain children may have learning strengths and stretches, which cannot be adequately met in the classroom. A school-based program is then established to assist the teacher in addressing their different instructional needs.

When the classroom teacher identifies a child who experiences continued difficulty, the teacher can make a formal referral. A letter is then sent home requesting permission for the child to be referred to the ESS department. The ESS department will then co-ordinate a team that may consist of the principal, referring teacher, IB coordinator, parents and other possible specialists. The team meets to define, analyze, and determine a Student Learning Plan (SLP) or an Individualized Education Plan (IEP).

Documentation

Individualized Educational Plan (IEP) Inclusion will be documented in an Individualized Education Plan (IEP) for each student formally identified by qualified professionals and who meet specific criteria established by the MoE for Categorical Allocation.

Student Learning Plan (SLP) Inclusion will be documented in a Student Learning Plan (SLP) for students who do not meet a Categorical Allocation and require supports beyond the universal design.

Student Learning Plans (SLP) describe the level of intervention and services that are provided to students in addition to their regular program. An SLP may be created for students:

- In the process of being formally assessed
- Where assessments are considered out of date
- As a record of documentation for accommodations being received in Gr. 6-12
- Receiving 1:1 intervention from the ESS department.

Jr. School (PYP) Student Learning Plans will be reviewed and reported to the parents at the end of each term. Student Learning Plans in PYP (Jr. School) may contain:

- Intervention goals and objectives
- Basic facts and concepts learned
- Universal or Essential supports
- Student Progress

Sr. School (MYP) Student Learning Plans will be reviewed and reported to parents annually. MYP Student Learning Plans will be created if a need arises and the school-based team recommends documentation to record the universal supports and are updated annually.

Sr. School (DP) Student Learning Plans will be reviewed and reported to parents annually.

Counselling & Youth Care

WRCA's School Counsellor supports students in their academic, social, emotional, and spiritual growth. Through short-term individual and small-group counselling, students are encouraged and equipped to develop healthy coping skills, build positive relationships, navigate challenges, and work toward personal and academic goals. The School Counsellor also partners with families and staff to support student well-being and success. Parents are encouraged to contact their child's teacher or the School Counsellor to learn more about the counselling supports available at WRCA.

WRCA also has a Youth Care Worker who provides encouragement, guidance, and practical support to students and families. The Youth Care Worker works alongside the counsellor in helping students throughout the school day, helping them develop emotional regulation, social skills, resilience, and positive connections within the school community.

Student Conduct and Behaviour

At White Rock Christian Academy, we believe that character is formed through both instruction and daily practice. The Student Code of Conduct is intended to guide students in living out our shared commitment to honour God, love others, and contribute positively to our school community. Rooted in biblical principles and supported by the attributes of the IB Learner Profile, these expectations help create a safe, respectful, and caring environment where every student can learn, grow, and flourish. We recognize that students are continually growing in maturity, and we are committed to walking alongside them with grace, encouragement, accountability, and restoration as they develop into resilient and mature followers of Christ.

Student Code of Conduct

As a student at White Rock Christian Academy, first and foremost, I will strive to be Christlike in my behaviour. I will try to emulate and demonstrate the attributes of the fruits of the spirits (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control) as found in Galatians 5.

I will also strive to personify the attributes of the International Baccalaureate Learner Profile (inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective) to become a responsible member of our school community.

1. Relationships

In all my relationships I will work to treat others as I myself want to be treated, with love as the central virtue to work toward. I will endeavor to treat everyone with respect.

I can expect the staff to help me academically, socially, emotionally, and spiritually. I can expect they will respect, encourage, and listen to me. I can expect they will understand that students have different learning styles. I can expect they will display a sense of humour and fun. I can expect they will ask me for forgiveness when wrong, confront me gently when wronged, and pray for me.

In my relationships to the staff, I will show respect; I will voice disagreement with proper tone at an appropriate time and place. I will listen appropriately and show courtesy. I will ask for forgiveness when wrong, confront properly when wronged, and pray for staff.

In my relationships to other students, I will help keep this school a safe place. I will respect those who are different from me. I will use others' belongings with permission. I will listen appropriately. I will ask for forgiveness when wrong, and confront properly when wronged. I will use physical touch in encouraging and appropriate ways. I will pray for my fellow students.

2. Academic

I will be honest, finish my assignments on time, work neatly and to the best of my abilities, and participate appropriately.

3. Use of Time

I will use class time effectively, allowing others to work undisturbed, and helping others when appropriate.

4. Attendance

I will be at school, attend all classes, and be on time, unless I have a parental excuse.

5. Language

I will greet visitors and newcomers with hospitality. I will use encouraging words, speaking kindly to and about others. I will use God's name with reverence, and avoid name-calling, and vulgar or rude words.

6. Treatment of School Grounds, Buildings, Furniture

I will respect God's world, disposing of garbage properly and recycling when possible. I will respect the school property, and treat school supplies with care.

7. Care of my Body

I will have nutritious eating habits, proper sleeping habits, and be physically active to the best of my ability. I will practice healthy hygiene. I will not use prohibited substances, drugs or alcohol, or be involved with inappropriate public displays of affection or sexual activity.

8. Clothing

I will wear the uniform properly as outlined by the school.

9. Public Assemblies

I will “cheer for, not against” in competitive events. I will watch performances with dignity, and give my attention to presenters. I will leave a place cleaner than when I arrived.

10. Electronic Devices and Online Etiquette

I will adhere to the Technology Use Policy, and be a respectful and responsible digital citizen. I will be polite and respectful online, and only share appropriate photos and content. I will be aware of the dangers of inappropriate online activity. I recognize that my online activity can be considered to be under school authority if it affects others at the school.

Harassment (Bullying)

We are called to be faithful and just. Our approach to addressing bullying, harassment, and intimidation is twofold: we are committed to preventing these behaviours through education and proactive measures, and we will not tolerate them when they occur.

Our expectations are that students will maintain an attitude that is cooperative, courteous, inclusive, and respectful while at school, school events, and where their actions affect the school community. Students have a responsibility to respect the rights and dignity of others and to become actively involved in their own academic learning, social growth, and personal relationship with God. Our goal is that students can study in an atmosphere that fosters success in reaching our mission and the school will be a safe, caring and orderly environment. Parental involvement is a very important factor in situations involving bullying. We will work together to address bullying issues.

According to the IB Learner Profile, being principled means that “we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.” WRCA further interprets that by stating “we act justly, love mercy and walk humbly. We recognize and speak against injustices that we encounter. We reflect our creator by exhibiting the fruits of the Spirit - love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control – in our choices and actions.”

Please see the link for the complete [Harassment and Bullying Prevention Policy](#).

Academic Honesty

White Rock Christian Academy’s mission includes ‘cultivating citizens of Godly character’ which we believe includes honesty in all our actions, whether they are in the academic, co-curricular or service fields of our school. Furthermore, our school promotes an active responsibility

amongst our students through the development of character qualities including honesty, integrity and justice. Therefore, encouraging students to be truthful in their academic work is integral to our school. Philippians 4:8 states ‘. . . whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.’

The responsibility for producing authentic work is shared amongst the community of learners. However, it must be clear that whenever an individual (or group) authors a work it must be produced with integrity, by exemplifying the best possible scholarship, including careful research and writing (correct grammar, punctuation, expression and spelling) and the appropriate acknowledgement of all sources in an age-appropriate way. Particular responsibility rests with the subject, or classroom teacher and teacher librarian to ensure the criteria for authentic work is understood and modelled. Yet, the student has the final and ultimate responsibility for practicing academic honesty (IB July 2011 8).

Students are encouraged to take pride and care in the production of all schoolwork, including writing and presentations. Furthermore, the IB learner profile identifies behaviour that supports the development of academic honesty in students. The document states: ‘IB learners strive to be thinkers’ who make ‘ethical decisions’ and to be ‘principled’ by taking ‘responsibility for their own actions and the consequences that accompany them’ (2009 5).

Please see the link for the complete [Academic Honesty Policy](#).

Weapons

Students bringing weapons, or any imitation thereof, to school may be suspended for up to three weeks, expelled, and/or may receive probationary status for one calendar year. Students who are aware that weapons are at school should notify the staff immediately to ensure the safety of the students and staff.

Technology Use

Technology is an important part of learning and everyday life. At White Rock Christian Academy, we believe that technology is a gift that, when used wisely, can enhance learning, foster creativity, strengthen communication, and equip students to serve others effectively. As with all areas of life, we encourage students to use technology in ways that honour God and reflect Christlike character. We desire that students exercise wisdom, discernment, self-control, and integrity in both their in-person and digital interactions, remembering the encouragement of Philippians 4:8 to focus on "whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable."

The use of technology carries both opportunities and responsibilities. Personal digital devices can support learning when used appropriately, but they can also become sources of distraction,

interfere with meaningful face-to-face relationships, or provide access to content that is inconsistent with the values of our school. For these reasons, the School establishes clear expectations for the use of personal devices and online resources while students are on campus or participating in school-related activities.

Appropriate use of technology enhances teaching and learning and prepares students to be responsible digital citizens. At the same time, not all online resources are suitable for an educational environment. The Technology Use Policy is intended to promote a safe, respectful, and productive learning environment while protecting students, staff, and the School's technology resources.

Please see the link for the complete [Technology Use Policy](#).

Student Health

Medical Attention

Students who become ill or are injured during the school day should inform their teacher or the nearest staff member. The School has staff members who are certified in first aid and will respond to provide appropriate assistance as needed. Parents or guardians will be contacted if a student needs to go home or requires further medical attention. The School does not administer medication (e.g., Tylenol) without prior parental consent.

Nut-Free School

White Rock Christian Academy is nut-free. Products containing peanuts or tree nuts are prohibited, including snacks and event treats, to ensure student safety.

Allergies

Parents must inform the school of any allergy updates, and student allergy information is kept on file.

Communicable Diseases

WRCA prioritizes safety and follows communicable disease prevention measures, including hygiene practices, cleaning protocols, and health awareness.

- Link: [Communicable Illness Control for Schools](#)
- Staff, students, and visitors must monitor their health and stay home if unwell.
- A designated space is available for sick individuals until they can leave school.

- Masks are provided for those with respiratory symptoms.

Personal Hygiene Practices

Students and staff are encouraged to wash hands frequently and practice respiratory etiquette (e.g., coughing into elbows, discarding tissues).

Cleaning and Ventilation

Integral Services Group handles janitorial needs. Cleaning focuses on removing dirt, while disinfection kills bacteria and viruses. Frequently touched surfaces are cleaned daily, and ventilation systems are maintained for optimal air circulation.

Junior School

PYP Summative Assessment Explained

IB rubrics are criterion-related. The level of student success in reaching objectives is measured in terms of levels of achievement described in each assessment criterion. All report card grades are based on leveled indicators that reflect how the student has met expectations. The Primary Years Programme of WRCA uses 4 leveled indicators. Students are not marked in comparison to each other (norm-referenced), rather they are marked in comparison to the leveled indicator (criterion-referenced). A criterion-related rubric also means that grades are not percentage based. In a percentage based system, a 2 out of 4 equals a 50%, which may be interpreted as a “D”. In most systems, 50% indicates a student who has not met most expectations. In a criterion-related system, receiving a 2 does not mean it’s a 2 OUT OF 4. Rather, it indicates that the student has achieved the criteria described in the 2nd level indicator (e.g., "In the process of developing grade level knowledge and skills"). It’s important to note that IB grading uses a “best fit” approach and not an average of term grades.

4	Highly Competent	Excellent application of grade level knowledge and skills; demonstrates superior performance and in-depth understanding of learning outcomes.
3	Competent	Proficient in grade level knowledge and skills; evidence that learning outcomes have been met through both performance and understanding.
2	Developing	In the process of developing grade level knowledge and skills; evidence of progress towards learning outcomes; some support is needed.
1	Not Yet Evident	Development of grade level knowledge and skills is not yet evident; limited evidence of progress towards learning outcomes; significant support and guidance is needed.
N/A	Not Yet Assessed	There is insufficient evidence to assess understanding of learning outcomes.

Criteria Continuum: In addition to the Assessment score for subject areas, students are also assessed on Approaches to Learning and Effort. The score for each of these categories reflects the student's development and effort and serve as a guide for students, parents, and teachers as we seek for our students to grow in these areas.

EX	Excelling	Student demonstrates expectations consistently and independently in a variety of situations, often modelling for others.
P	Performing	Student demonstrates expectations independently in most situations.
D	Developing	Student demonstrates expectations some of the time and requires some support.
E	Emerging	Student is at the beginning stages of demonstrating expectations. Support is needed.
N/A	Not Yet Assessed	There is insufficient data to determine whether or not a student is demonstrating expectations.

Timetable

The Junior School timetable allows for a balanced school day, consisting of three learning blocks separated by two extended nutrition and recess breaks. This model has been shown to improve focus, task completion, and student well-being. With two extended nutrition breaks, parents are encouraged to pack two lunches as opposed to a snack for morning and a lunch for afternoon.

Chapel

In Junior School, there are two chapels that take place Wednesday afternoons. One for G1-2 and another for G3-5. There is an open-invitation for Junior School parents to attend these chapels.

Senior School

Grading for IB MYP Classes – How the Student and Work are Assessed

The IBO has developed assessment criteria against which the student's work will be assessed. The student will not be judged against the work of other students, but against assessment criteria which the teacher will show and explain to the student. This will help the student to keep an eye on her/his progress and to see where she/he needs to improve.

The criteria may be modified to suit the work the student is working with. However, for the final assessment in grade 10, teachers must use unaltered IBO criteria and descriptors, basing their assessment on a range of activities the student has done towards the end of the course. The descriptors help the student and the teacher to find the student's level of achievement for each criterion.

Final assessment takes place at the end of the programme in order to determine the levels individual students have achieved in relation to the stated objectives for each subject group and for the personal project. Grades from 1 (lowest) and 7 (highest) are awarded to the students, for each subject and for the personal project, according to predefined grade boundaries based on the levels students have achieved.

How the final grade is achieved in the IBO grading system:

1. There are a set of objectives for each subject to match the assessment criteria.
2. Every subject has four different criteria with numerical bands of 1-8.
3. Grading is based on the level of achievements for each criterion.
4. The final achievement level for all the different criteria is based on the year's assessed formative and summative work and the teacher's professional judgment. The so called "best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
5. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up to a score out of 32. The teacher then applies the grade boundaries below to determine the final grade for each specific subject.

1-5	6-9	10-14	15-18	19-23	24-27	28-32
1	2	3	4	5	6	7

Ideally, we would like to see students achieving at a 4 or better in each of their classes. Globally, the distribution of grades around the world over the past few years is as follows.

Level	1	2	3	4	5	6	7
% of students	0-2	2-5	8-12	27-31	29-33	18-20	3-5

In traditional terms this means most students are achieving between a C+ to an A. The highest level of achievement is awarded to only a very few students.

How term grades are determined: Early in the year many classes will not yet have assessed all 4 criteria. In this case, teachers will adjust the grade boundaries to reflect the number of criteria they have assessed. Grades shown on term 1 and term 2 reports are progress grades only.

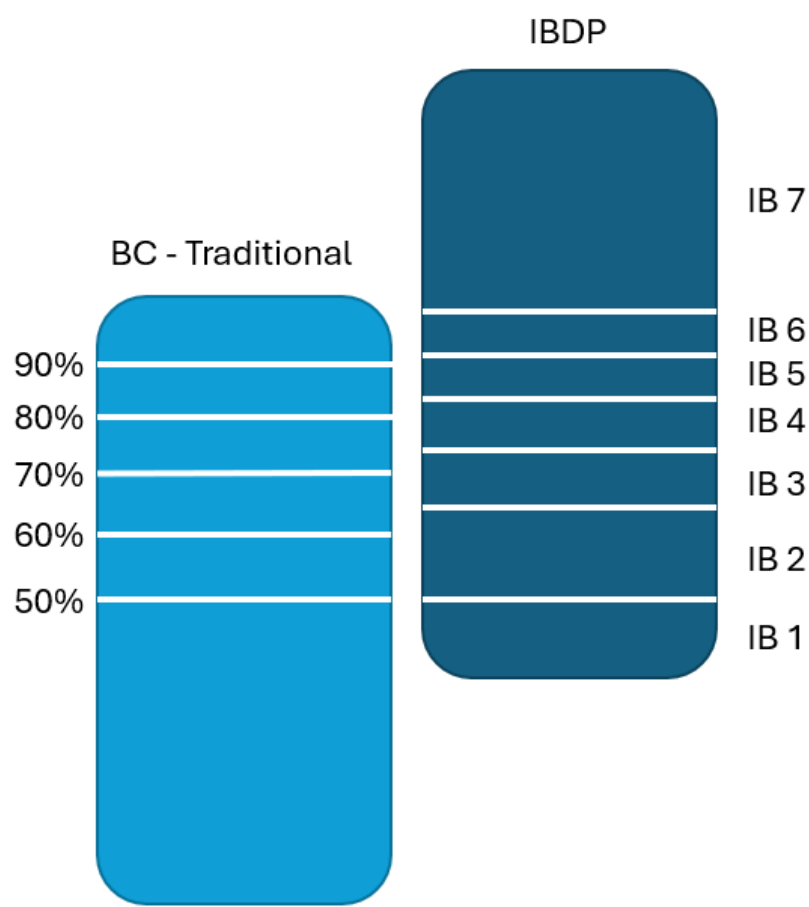
MYP Cumulative Grade:

Grade	Descriptor
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
IE	Produces insufficient evidence in order to assess student learning.

IB Courses: Understanding Assessment

Each subject is graded 1-7, with 7 being the highest grade.

Anticipated Grade SL Course	% Range for Reporting	Anticipated Grade HL Course	% Range for Reporting
7	96-100	7	98-100
6	90-95	6	96-97
5	86-89	5	90-95
4	76-85	4	86-89
3	70-75	3	76-85
2	50-69	2	70-75
1	0-49	1	0-49



Grading for IB Diploma Classes – How the Student and Work are Assessed

IB assessment is criteria-based. When assigning a mark to an assessment task, teachers use a 'best-fit' model, placing the student's work on the criteria descriptor that best describes the work. If a task appears to be between two levels, teachers use their professional judgement to place the work in the best-fit descriptor. Teachers do not use decimals, percentages or fractions when assigning a mark to an assessment task.

Students are given a grade from 1-7 for each subject studied at the end of each reporting period, except for Theory of Knowledge (TOK) and CAS which are graded on a A-E scale.

Report card grades are ultimately based on a teacher's holistic judgment of where a student's achievement over the previous reporting period places them on the subject-specific grade descriptors published by the IBO.

TOK Grade	Descriptor
A	Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.
B	Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/or assumptions and includes some consideration of counterclaims and/or different perspectives.
C	Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.
D	There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.
E	There is no consideration of knowledge questions. Few, if any, references are made to areas of knowledge or ways of knowing. The discussion is simplistic and descriptive. Counterclaims or different perspectives are not identified.

IB Grade	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are

IB Grade	Descriptor
	highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.

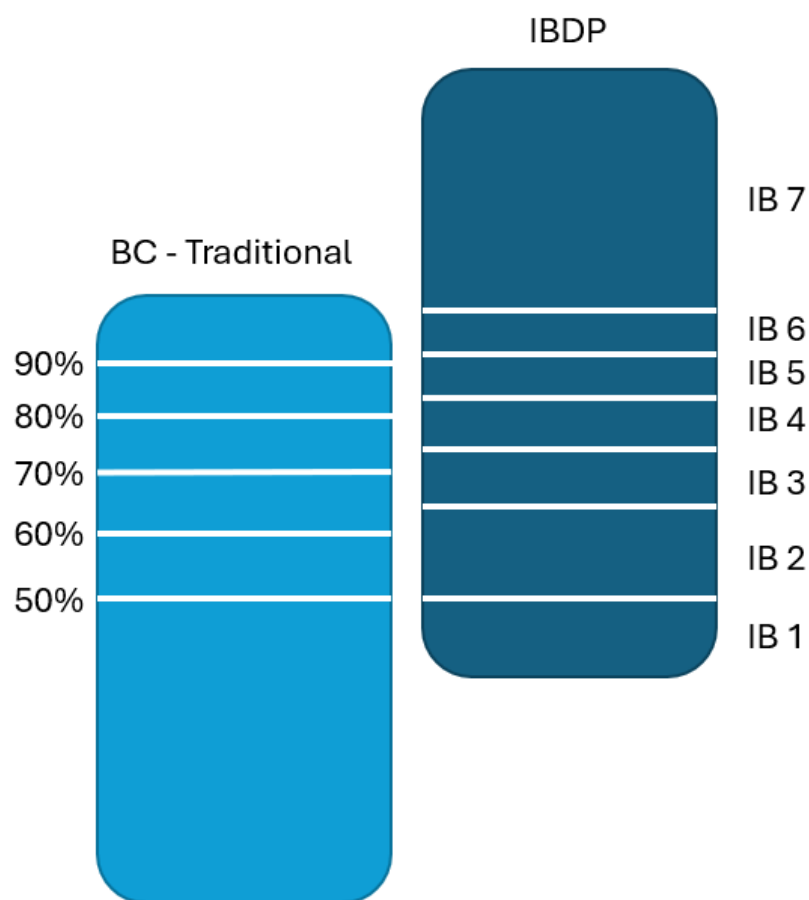
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little

IB Grade	Descriptor
	evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
IE	The student produces insufficient evidence in order to assess student learning.

IB Courses: Understanding Assessment

Each subject is graded 1-7, with 7 being the highest grade.

Anticipated Grade SL Course	% Range for Reporting	Anticipated Grade HL Course	% Range for Reporting
7	96-100	7	98-100
6	90-95	6	96-97
5	86-89	5	90-95
4	76-85	4	86-89
3	70-75	3	76-85
2	50-69	2	70-75
1	0-49	1	0-49



Grading for High School Classes – How the Student and Work are Assessed

Students may be enrolled in BC Ministry courses in which assigning a DP grade is not feasible or appropriate. Progress for these courses will be reported to students and families using the BC Provincial Letter Grades Order. Teachers will provide assessment tasks and/or performance criteria which will be translated into a percentage score. Assessment tasks will be appropriately weighted to reflect a student's overall progress towards the learning outcomes of the course.

Grade	Percentage	Descriptor
A	86-100%	The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.
B	73-85%	The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.
C+	67-72%	The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.
C	60-66%	The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
C-	50-59%	The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.
F	0-49%	The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
IE	N/A	The student produces insufficient evidence in order to assess student learning.

Timetable

The senior school timetable follows a three-day rotating schedule (Day 1, Day 2, and Day 3) instead of a traditional Monday-Friday model. The rotating schedule ensures that classes scheduled earlier or later in the week are not consistently impacted by long weekends or holidays, allowing for a more balanced distribution of instructional time across all subjects. Each day is made up of five learning blocks which gives teachers and students more time for focused, meaningful learning and reduced the cognitive load of frequent transitions. Each block start and end times are consistent across most days of the week helping students to establish a daily rhythm, reduce confusion, and allow for smoother transitions throughout the day.

Wednesdays are a late start to allow staff time for Research and Development. Chapel will also take place on Wednesdays.

In grades 6 & 7, we introduced recess into the timetable four days a week. This provides students with more time for unstructured play, where they can relax, build friendships, and develop social skills in a natural way.

Homeroom

Every Senior School student is part of a homeroom with both a teacher and a co-teacher. The presence of two adults creates stability and ensures that every student has at least one caring adult who knows them well. These teachers will plan fun activities, create a space where students feel heard, and guide prayer time together. Homerooms provide a consistent place of connection, a classroom that students can call their own, where they can eat lunch, ask questions, and gather with a familiar community.

Homerooms meet weekly around chapel time for twenty minutes. This time may be used before chapel to prepare hearts, pray, and reflect on expectations, or after chapel to debrief, apply learning, and connect spiritually.

Chapel

Chapel services take place every Wednesday. Students and staff participate together in worship, with guest speakers giving testimonies and spiritually edifying messages. Chapels are conducted as in-person senior school assemblies.

Lockers

Lockers are the property of the school and the contents of lockers are subject to school supervision. Lockers are assigned during the first week of school. Students are responsible for locker cleanliness. The school reserves the right to revoke locker privileges for neglect or abuse of the locker. Students can expect the examination of lockers and locker contents at any time.

Locks are mandatory and are supplied by the school. The school is not responsible for lost items from a locker. Students will be asked to remove any inappropriate pictures or articles. If students lose their lock, they are to inform the Student Life Coordinator who will supply them with a new one. The parents will be charged \$5 for the cost of the lock through the authorized PAD form.

Students are encouraged to **not** bring valuables, such as large sums of money or expensive clothing, jewelry, or watches to school. During P.E. class, items such as watches and jewelry should be locked in a locker and not left in places easily accessible to others. Students are responsible for the care and safety of all their personal belongings. The school cannot accept responsibility for lost or stolen articles.

Academic and Career Counselling

Our Academic Counsellor is available to assist students with educational and career plans. Students can make appointments to discuss high school elective selection, graduation requirements, scholarships and post-secondary education plans.

Graduation Events

All events that are organized by our school fall under the School Trips Policy. This includes grad events. Events must meet the standards set out in this policy. This means students must adhere to the WRCA Student Code of Conduct at all WRCA events, including all graduation events organized by the school. Failure to do so may result in disciplinary action including students not being permitted to participate in all graduation events.

Graduating students may request permission to bring a non-WRCA date to certain graduation events. The permission process includes:

- Submitting a written request
- Meeting with the Academic Counsellor and/or the Senior School Principal to ensure the WRCA code of conduct will be followed. The final decision will be made by the Academic Counsellor and the Senior School Principal.

Additional information, including guidelines and expectations, is given to graduates and their parents at the initial Grad Meeting at the beginning of the school year.

Section 4

SAFETY AND SECURITY

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Parking

Parking Guidelines

- **Traffic Flow:** Our start and end times are staggered to manage traffic.
- **Parking Attendants:** Please follow the parking attendants' directions.
- **Drop-Off:** Only let children out of the car in the designated drop-off lane and never on 152nd Street. Parents stay in your vehicle; do not get out.
- **BE READY:** Have your children ready to go when you arrive.
- **Lane Guidelines:** Pull forward to the end of the drop-off lane.
- **Merge:** Please "zipper-merge" (alternate), and do not squeeze others out.
- **Parkade Use:** Parents can use the underground parkade in the morning and afternoon and walk their children to their classrooms from the parkade. Drive slowly and cautiously.
- **Reserved Spots:** Please refrain from parking in any reserved spots.
- **Turn Right Only:** Turn right onto 152 street.
- **Be Kind:** Please be good neighbors. Turning on 22nd avenue dramatically increases volume on that quiet street.

Student Vehicle Use

Students in grade 12 who drive their own vehicle to and from school may use their vehicle at lunch; however, they may not drive other students without written consent from that student's parent/guardian. Parental consent must be given to the office for approval.

E-Scooters & E-Bikes

Due to municipal regulations and safety concerns around storage and charging, e-scooters are not permitted to be used or stored on WRCA property including all sidewalks, pathways, parking lots, and surrounding school areas.

Students at WRCA who use e-bikes must meet the age restrictions set out by the Motor Assisted Cycle Regulation:

- Students must be at least **14 years old** to ride a *light e-bike*.
- Students must be at least **16 years old** to ride a *standard e-bike*.

Additionally, WRCA students who use e-bikes are expected to dismount when on school property and are not permitted to charge or store e-bikes inside school buildings (including the underground parkade). Outdoor bike racks are available for people to securely lock their bikes during the school day.

Picking Up Students

Students JK-G3 will be dismissed to their parents/guardians picking them up. If a parent or guardian will be late picking up, communication with the Teacher is mandatory. The best way to communicate is by phoning the front office as emails may not be seen in time by the Teacher.

All other students will be dismissed when the bell rings. Parents can view the daily schedule on our website: <https://wrca.ca/schedules-calendars/>

White Rock Christian Academy will not be held liable after the dismissal time.

Emergency Preparedness

To ensure the safety and preparedness of all staff and students, WRCA participates in the following emergency drills throughout the year: 6 fire drills, 3 earthquake drills, 2 lockdown drills, and 2 bus safety drills.

Personal Information Privacy

Safeguarding personal information of parents and students is a fundamental concern of White Rock Christian Academy. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation.

Please see the link for the complete [Personal Information Privacy Policy for Parents and Students](#).

School Trips

School trips enhance classroom learning by providing students with opportunities to experience curriculum content in a meaningful context. Generally, a teacher chooses a particular trip because it relates to an aspect of the curriculum. WRCA establishes safety procedures for all aspects of student and community life at the school and all school rules apply during a School Trip.

Bus Transportation

WRCA buses are used wherever possible on school trips, otherwise rental buses are used.

Appendix A

POLICIES

1. [Uniform Policy](#)
2. [Attendance Policy](#)
3. [Conflict Resolution Policy](#)
4. [Harassment and Bullying Prevention Policy](#)
5. [Academic Honesty Policy](#)
6. [Technology Use Policy](#)
7. [Personal Information Privacy Policy for Parents & Students](#)