



# White Rock Christian Academy

## PARENT & STUDENT HANDBOOK



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



# 2023-2024

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## About Us

### How Did We Get Here?

**Then: 1982 – 2003** White Rock Christian Fellowship opened WRCA in September of 1981, realizing their vision of creating a school that focused on providing a Christ-centered curriculum and on building godly, Christian character. With time, the school began 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. facility with White Rock Christian Fellowship.

### 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 2021 - 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.

### Who are We?

WRCA is a Junior Kindergarten to Grade 12 school. As of 2021, there are over 640 students from different families attending WRCA, along with approximately 21 Japanese students in our International Program. This interdenominational community represents a variety of different churches.

WRCA is an active and accountable member of several different independent school associations. Fully accredited, the school follows the BC Ministry of Education curriculum, while at the same time infusing a Biblical Worldview into course work.

WRCA is a category one independent school, receiving 50 percent of its yearly operating budget from provincial government, and fifty percent from tuition paid by parents.

White Rock Christian Academy Society is governed by a Board of Directors.

### Our Community

WRCA has an exceptional professional and dedicated staff whose love for the Lord spills onto students every day. Each child is viewed and valued as a gift from God, having unique strengths that are a gift to their family, their school, and their world. These strengths are mined and molded, so that together home, church, and school can teach and encourage each student to use his or her talents to serve God and His kingdom.

Staff members work beyond their teaching assignments to provide a diversity of education experiences for students in academics, arts, and athletics, so that each student has an opportunity to explore their interests and be involved in the WRCA family.

## Mission and Vision

White Rock Christian Academy exists to inspire and cultivate citizens of Godly character who transform their world for Christ. This core purpose is more than a desire to see our students graduate and have a diploma, we seek to prepare students for life by engaging their minds, their talents, and their hearts.

## Core Purpose

We inspire and cultivate citizens of Godly character who transform their world for Christ. We can accomplish our purpose if there is harmony between the goals of the school and those of the home. WRCA exists to assist Christian parents in the fulfillment of their Biblical mandate to “train up children in the way they should go” (Proverbs 22:6).

## Vision

We believe all students deserve a quality Christian education through a holistic approach as our four core program pillars serve as the foundation of the educational curriculum. It is best described as a program of education that is comprehensive, holistic, and nurtures excellence. Each faith-based program pillar (academics, athletics, arts and service) focuses on an area dedicated to furthering student growth and development while building a holistic education from a Biblical Christian worldview.

## Values

In all that WRCA does as an organization, and in particular for the Board and Administration, we desire to be held accountable on the basis of our values. We are also asking everyone in our school community to adopt and uphold these values as we partner in achieving the purpose for which WRCA exists. Our values are:

- Be Christ Centered
- Glorify God through the pursuit of excellence
- Honour passion, creativity and initiative
- Provide a holistic education from a Biblical Christian worldview
- Form resilient and mature followers of Christ







## 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

The members of the Board of Directors are trustees who hold the purpose, core values and vision of White Rock Christian Academy in trust for the White Rock Christian Academy community. Directors are members and representatives of the school society. They are legally and ultimately responsible for the school. The board, having been given this trust, makes decisions on policy and procedures necessary to operate the school to enhance the school's performance and reputation. Each board member is requested to serve a three-year term, with the option of a second term renewal of an additional three years.

### Professional Associations

White Rock Christian Academy is a member of several professional associations.

#### FISA BC - [fisabc.ca](http://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.

#### Christian Educators of BC (CEBC) - [christianeducators.ca](http://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.

#### Christian Principals Association of British Columbia (CPABC) - [cpabc.ca](http://cpabc.ca)

Christian Principals Association of British Columbia (CPABC) is a fellowship of education leaders made up of Christian School administrators from around the province. The primary purpose of this association is to promote, encourage and develop servant leaders in Christian Education. Their core values include providing mutual support and encouragement, encouraging professional support and growth, affirming school leaders and promoting and preserving a vision of Christian education.

#### The Society of Christian Schools of British Columbia (SCSBC) - [scsbc.ca](http://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).

### Leadership Team

The leadership team at WRCA is comprised of the Head of School, Senior School Principal, Assistant Senior School Principal, Junior School Principal, Chief Financial Officer and Chief Administrative Officer. 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.

## General Information

### Office Hours and Contact Information

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

Phone: (604) 531-9186

Email: [wrca@wrca.ca](mailto:wrca@wrca.ca)

### Email the Teacher

If you wish to contact your child's teacher via email, type the teacher's last name followed by his/her first initial followed by @wrca.ca. For example: Jane Smith - smithj@wrca.ca

### Contact with Teachers

Your child(ren)'s teacher(s) will be in regular communication with you. However, we ask for sensitivity regarding a teacher's need to effectively manage the classroom time schedule. We recommend you check with them as to the most effective method of communicating with them. Parents are not able to enter the JR & SR School, except by appointment with the teacher.

### Website

The school's website can be found at [wrca.ca](http://wrca.ca).

### School Hours

Grade Level	Start Time (Mon/Tues/Wed/Fri)	End Time (Mon/Tues/Wed/Fri)	Start Time (Thurs)	End Time (Thurs)
Junior K	8:35am	12:35pm	9:00am	1:00pm
K-G5	8:30am	2:50pm	9:00am	2:50pm
G6-12	8:05am	3:20pm	8:40am	3:20pm

#### Notes:

- Our start and end times are staggered for both the morning and the afternoon to accommodate for traffic.
- Research and Development for Teachers will take place on Thursday mornings.
- PARENTS: Underground parking hours are Monday to Friday  
6:45am – 9:00am  
12:30pm – 1:00pm  
2:45pm – 3:30pm

### Weekly Newsletter

Our weekly newsletter is sent out via email every Friday to the WRCA community. We include important FYIs regarding things you will need to know about the upcoming week. They may be announcements, deadlines, reminders, or upcoming events. Please help us keep you “in the loop” by ensuring you are reading them, and by ensuring that the school office has your primary email address.

### ManageBac

WRCA uses the ManageBac online course management system to distribute report cards as well as facilitate communication between classroom students, parents and teachers. To receive a report card at the end of each term for your child(ren) and to stay updated about your child(ren)’s progress, you will need a ManageBac parent account. One will be created for each parent at the beginning of the school year using the email addresses provided in your family’s application document. At that time, you will receive a welcome email from ManageBac containing a link to finish setting up your account and also further information on using your account. If you prefer to use a different email address than the one you provided in your application document, please [contact the office](#).

### 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 closure by 6:30 a.m. The announcement will be posted on the front page of the school website.

If appropriate, the school administration may also decide to have a late start at 9:30 a.m., and if snow falls during school hours, the administration can decide to dismiss school early (if weather conditions create a concern for the safety of students returning home). The principal and staff will communicate this decision to parents in the best way possible through the school’s normal communications channels. Please note that no announcement will be made that the school is open; assume the school is open unless a closure announcement is made.

### Tuition and Fees

Information regarding current tuition amounts and ways to pay are available on our [website](#). The per student tuition amount includes fees for all mandatory school activities, but does not cover fees for optional activities. Please see the PAD Form (also on the [website](#)) for information about authorizing WRCA to collect for miscellaneous fees/charges associated with programs under the direction of White Rock Christian Academy (for example: Sports dues, Music/band dues, library dues, Mission & Service-learning dues, etc.).

### Lost and Found

Lost & Found items are located within the box near the Uniform Store in the main building foyer. Onus is on parents and students to frequently check for their lost items. Lost items will be placed in the foyer on tables for retrieval a few times a year. Unclaimed items will be donated to a local thrift store.

### Preview Days (aka Open House)

Preview Days are an opportunity for prospective families to see what our school is like on a regular day and offers them a chance to meet some of the staff, check out our facility, and learn more about our programs. The day begins with a presentation from a member of our administration team, continues with a Q & A session and concludes with a tour of the facility conducted by some of our leadership students. There are a number of Preview Days scheduled per year. Check the [website](#) for details.

## Visitors

Visitors to the school must sign in and out of the front office; they will be given a visitor label.

## 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.

## Parents

### Parent and School Partnership – A Shared Commitment

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

### Mandatory Parent Meetings

At the beginning of the school year, typically on the Thursday of the first week of school, there is a mandatory all parent meeting. Look for more details in the Weekly Newsletter.

### Parent/Teacher Conferences

Parent conferences are held twice a year. Parent/teacher conferences occur in November. In April, Junior School student-led conferences and Senior School parent/teacher conferences occur. Parents are also welcome to meet with their child's teacher throughout the year by appointment. Look for more details in the Weekly Newsletter.

## Volunteer Program

We require all WRCA parents to volunteer a minimum of 20 hours per family at the school throughout the academic year. These hours can also be completed by other family members, such as grandparents, aunts, and uncles, or even friends of the family. In the event that your family is not able, or willing, to meet the volunteer hour requirement, a \$400 volunteer hour forfeit fee will be levied instead.

The volunteer activity sheet for submitting your volunteer hours can be found on our [website](#).

All volunteers are required to complete a criminal record check.

## Parent Advisory Group (PAG)

The Parent Advisory Group (PAG) was established to support school-wide issues, initiatives and programs. The PAG provides an opportunity for the Head of School to meet with a group of parents for two-way communications regarding school issues.

## Class Parent Representative (CPR)

In an effort to encourage parents to become more involved at the school, WRCA has developed a Class Parent Representatives (CPR) program. Each class will have a designated CPR who supports the school, teachers and other parents in the class.

The purpose of the CPR is:

- To facilitate communication between the parents and the school's administration, faculty, employees and students (the School).
- To foster a sense of community among parents, and between parents and the School.
- To provide a platform for parents' constructive, positive advice and input.
- To communicate to parents the views/policies/programs of the School.
- To organize for students and parents programs and activities which are in harmony with the school's vision, mission and purposes.
- To act as a resource to the School.

## Fundraising

All families are asked to pray about how they can support WRCA financially through our community fundraising initiatives. The main initiatives to consider include:

### Annual Drive

The Annual Drive is our fundraiser to raise money to support co-curricular programs the students participate in, e.g., camps, athletic teams, Mission-Service Learning trips and the arts.

### Capital Campaign

The Capital Campaign is an ongoing endeavor to raise funds for the construction of our new faculty spaces. A major event for the Capital Campaign is the annual Gala, which includes a great evening of entertainment and community building, and a wonderful meal together.

## Conflict Resolution Process

The steps for dealing with parent and/or student conflicts and concerns are based on our Conflict Resolution Communication Policy No: 3402. Please find the process below.

### **STEP 1:**

Talk to the Staff Member (or if appropriate, the IB Coordinator) 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 Supervisor (if appropriate). If unresolved, proceed to Step 3.

**STEP 3:**

Should further discussion be required, all parties involved at each level should meet together with the Principal to bring the matter to resolution. If unresolved, proceed to Step 4.

**STEP 4:**

If unresolved, all parties involved at each level should meet together with the Head of School to bring the matter to resolution. If unresolved, proceed to Step 5.

**STEP 5:**

If Steps 1-4 have not brought about a resolution, then an appeal can be made in writing to the School Board. This written appeal must be dated no later than two-weeks from the last meeting. See Appeal Policy ([School Policies – White Rock Christian Academy \(wrca.ca\)](http://www.wrca.ca)). If unresolved, proceed to Step 6.

**STEP 6:**

After the Appeal Committee’s decision has been delivered, the student and parents may appeal to the Society of Christian Schools of BC for mediation.

## Students

### Bible

Bible is taught as a separate subject from Gr 3 - 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.

### Mission-Service Learning Trips, Camps and Retreats

Our service program encourages a servant heart in God’s world through local and global mission projects. At WRCA the Bible is foundationally central to our understanding of Mission and Service learning. Throughout the Bible it is clear that God’s heart is to bring justice and righteousness to the earth through his children; his desire is that his children “do justly, love mercy, and walk humbly with (their) God” (Micah 6:8). Amos says worship without doing justice is displeasing to God. “Away with the noise of your songs! I will not listen to the music of your harps. But let justice roll on like a river; righteousness like a never-failing stream” (Amos 6:12). As we teach our students to know, love, and worship God, we must also give them opportunities to serve God and bring justice to the world in which we live. WRCA provides these opportunities through mission-service learning trips, camps, and student spiritual retreats.

### Athletics / Team Sports

WRCA athletics exists to help our students to be the best they can be. Through sporting endeavors, we seek to help them discover who God has created them to be and reach their highest potential in whatever path they take in life. Sport is a fantastic avenue to provide teaching and experience in many different aspects that lead to success in sport and beyond. WRCA athletics desires to see our student athletes discover how fulfilling it is to worship God by giving ones all on whatever path He has for you.

As one of the key pillar programs at WRCA, the foundations of the athletics program is woven into the school’s core purpose and values. In order to fulfill the core purpose and the goals of the program, the athletics program at WRCA focuses on three key pillars: Joy, Excellence, and Character



At the high school level, WRCA currently offers volleyball, cross-country running, basketball, and track and field as extra-curricular team sports. All of these sports require a commitment to the team and it is expected that athletes will put in the time required for a successful team.

At the elementary school level, WRCA currently offers volleyball, cross-country running, basketball, soccer, track and field, and ball hockey as extra-curricular sports. Some of these sports are for grades 4-7 and others only for grades 6-7. These programs do not have the same time commitment as the high school sports, but it is still expected that athletes commit to their team.

WRCA holds the following expectations of team sport participants:

- Athletes are expected to attend all scheduled practices. Athletes that can not commit to their team are asked to first consider their level of commitment before the season starts. In season, players that consistently miss practice may lose their place on the team. Teams can not function if players do not attend practices. Players MAY be excused for medical reasons or other reasons but only after this has been discussed with and approved by the coach.
- During practice, athletes should wear proper shoes and respectable practice clothing.
- Athletes should be on time and ready to begin at the scheduled time.
- There is a zero-tolerance policy regarding any incidents of cheating, swearing, angry outbursts, unsportsmanlike conduct or lack of respect for opponents, spectators, or officials. Should an incident such as this occur, it will be discussed with the parent, coach, athletic director and/or the principal. It is imperative that we model what we believe through Christian conduct.
- Student-athletes must attend school in order to attend practices and games. Students that are absent from school are not allowed to attend practices or games on the same day they are absent from school.
- All athletes must complete an Athletic Program registration and permission form before they are able to play in any competitions.
- To represent WRCA on a team is a privilege, NOT a right. Students not in good standing will not participate in that sport until the issue has been corrected. This may include academic concerns, behavioural concerns, or other situations that the school determines may preclude a student from representing the school.

Additional details:

Schedules vary from sport to sport, but practices can occur anywhere between 3:30pm and 8:00pm. Teams play league games mostly on week nights and often have tournaments that take place on weekends. Due to the many costs associated with having an athletics program, there are additional fees charged that can range from \$100-\$400 per athlete per sport. Parents may be asked to help with transportation to and from sports competitions.

## 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.

### Performing Arts

Our school is proud to have produced school-wide musicals. More recently, the school has produced Broadway-style musical productions including “Joseph and the Amazing Technicolor Dreamcoat”, “The Little Mermaid”, “Peter Pan”, and “My Son Pinocchio.”

### 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.

## International Department

At WRCA our community includes students from abroad. International students from all over the world come and study at WRCA. There are no boarding facilities at WRCA; instead, students are assigned to homestay families.

In addition, each year Grade 11 Japanese students who enroll in Chukyo High School’s International Student Program (Japan) come to Canada to study abroad for a year. While in Canada the students live with homestay families for their 11-month stay (April – February). The Japanese Student Program (JSP) is set up to develop English Language skills through an inquiry-based approach to learning and experiences in a Canadian classroom. Throughout the year the students learn about Canadian culture from a Christian perspective and participate in educational field-trips that highlight Canadian and Indigenous history and landmarks, and excursions to uniquely BC attractions and destinations, as well as participating in summer camps.

## English Language Learning (ELL)

An English Language Learning (ELL) student is defined as an enrolled student needing additional English language development support in order to succeed in their academic environment.

WRCA provides support to enable ELL students to develop their language and literacy skills, to achieve the expected learning outcomes of at WRCA and to become capable young people thriving in our diverse society.

## Education Support Services

The Learning Assistance Department provides support for all students at WRCA. The goal is to place an emphasis on early intervention from K - 3 and as the student gains skills, support is slowly removed unless the student receives a formal diagnosis of a learning disability, the student is then supported until graduation.

Much of school life revolves around academics; the ability to read fluently with understanding, to write ideas clearly, and to solve mathematic problems is essential to experiencing school success. In Learning Assistance, before assuming that the difficulty is academic, we consider the whole child’s situation. If a proper assessment is done and good instructional methods are used, many children can overcome learning difficulties through accommodations of their learning.

When deciding who needs learning assistance, the issue is not so much who can’t read at grade level or who does not have the required study skills but whose needs cannot be met by the instructional program in the classroom. Certain tests might indicate that the student is working below grade expectations and if the teacher is aware of this fact and is implementing instructional methods to meet the student’s needs and they are making progress, LA pull-out support will not be necessary. It is the goal of the LA Program to strive for self-sufficiency of the student within the regular classroom. Teachers are expected to adapt

their instructional techniques and their expectations in such a way that students with learning difficulties can make progress in their classrooms.

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 Learning Assistance Program. The Learning Support Services will then co-ordinate a team that may consist of the principal and/or head teacher, referring teacher, the Learning Coordinator, parents and other possible specialists. The team meets to define, analyze, and determine the level of support.

#### Tier One: School-wide

Quality, core curriculum, universal screening, researched based instructional strategies, 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 intervention, increased intensity of instruction and progress monitoring of instructional responsiveness.

#### Tier Two: Targeted Supports

The focus is on students who do not demonstrate adequate progress in the classroom program. Specific skills instruction is provided in small groups or individual format. The LA team and classroom teacher work together. Regular progress monitoring to evaluate performance is completed at the end of each term.

#### Tier Three: Individualized Supports

Students who continue to struggle in their academic performance compared to their peers, in spite of intervention attempts. Specific, individualized, intensive interventions in either Learning Assistance or Special Education Settings. These students participate in an Individualized Education Plan (IEP) which is reviewed at the end of each term.

### Counselling

WRCA offers personal counselling for all students through our School Counsellor. Parents are encouraged to contact their respective principals (Junior and Senior School) for more information on personal counselling.

## Attendance

### Excused Absences

Parents/Guardians should phone the school before 8:00 AM of the day of the absence, giving the reason for the absence. We do have a 24-hour answering service where you may leave a message. For absences that are known beforehand, parents should call the school well before the day of the absence. Students are responsible to contact each teacher before these planned absences so that teachers can outline the required make up work or other consequences. If a test is missed because of an excused absence, it must be taken at the teacher's discretion upon the student's return to school. Arrangements for this and taking the test must be done outside of class time.

The practice of taking vacations during the school year is discouraged. When families choose to take an extended vacation, it is not required that teachers provide work for students. Upon return, the teacher and student will establish a schedule that will enable the student to make up any missing homework, assignments and/or tests. Students who miss classes for vacation cannot expect help or tutoring during or after class.

Final exams are an integral part of the final mark for most courses and they must be written at the time scheduled. Summer activities should not be planned until the conclusion of the school year in June.

### Un-Excused Absences (Truancy) and Skipping Class

Truancy is defined as “absence from school without a valid reason.” Whether a student is truant all day or part of the day, students will serve a detention for the first offence. If there is a second offence, a suspension may occur and a conference with the parents may be required before the student returns to school.

### Late Arrivals and Early Dismissals

If a student is late for school, s/he must report to the school office to receive a late slip. This late slip must be given to the teacher of the class you enter. If a student has a legitimate reason for being late, such as a doctor or dentist appointment, parents/guardians must notify the office. Upon coming to school with an unexcused late, the student will have to serve a lunch hour detention. Missing lunch hour detention and/or repeated unexcused lates will result in further disciplinary consequences.

If a student becomes ill during the course of the day s/he must inform the teacher of the class s/he is leaving and report to the office. The office staff will inform parents requesting that they pick up the student or make arrangements to leave for home. All students need to sign out at the office for an early dismissal.

### Leaving the 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).

### Prolonged Student Absences during Regular School Times

Absence from school at any time for any reason has the potential to disrupt the learning process for students. When this absence becomes longer than a few days, the student misses a significant amount of content and class activity, and risks falling behind academically. Our Admissions Policy states that if educational issues exist at the time of re-enrolment, a probationary period may be imposed to determine whether the school is able to properly provide ongoing education. In some cases, this may result in retention or the withdrawal of the offer of re-enrolment.

## Uniforms

### Uniform Information

Please visit [our website](#) for information on uniform requirements.

Students are expected to have a full uniform set consisting of the regular uniform, the formal uniform and the PE uniform. All uniforms must be clean and in good condition; e.g., no missing buttons, undone hems.

WRCA reserves the right to deal with students who, in the opinion of the administration, violate the dress code. At times, this may include sending them home. When this happens, students will be expected to make up some or all of the time that has been lost.

### WRCA Uniform Store

The WRCA Uniform Store stocks samples of all uniform pieces along with gently used items. Items may be tried on. Ties may be purchased from the Uniform Store. Please see the Uniforms section on our website for ordering all other pieces.

### Gently Used

The “Gently Used” uniform program is a program in which current and past school families donate their gently used uniform pieces back to the school to sell at a discounted price. Proceeds of these sales go to our Benevolent Fund for school families. For assistance, please contact the Gently Used Coordinator or visit the WRCA Uniform Store (see above). Families are asked to donate outgrown current uniform items in good condition and drop off in clearly marked bags “Gently Used” in the school office.

### Labels

Please label all of your child(ren)’s uniforms clearly. We have a lost and found from which you can claim lost items, but non-labelled uniforms turned into the office will be donated to the Gently Used program (see above). We encourage you to also label lunch boxes, water bottles, and school bags etc., anything that could end up in the lost and found.

## Junior School

### School Supplies

School supply lists (grade specific) are posted on [our school website](#).

### Student Evaluation

#### *Assessment*

IB rubrics are criterion-related. The level of student success in reaching the objectives of each subject 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 (i.e., 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. Below is the Achievement Rubric used in determining final term grades:

*Assessment Criterion (Product of Learning)*

- 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 are not yet evident; limited evidence of progress towards learning outcomes; significant support and guidance is needed.
- NA - Not Yet Assessed - There is insufficient evidence to assess understanding of learning outcomes.

*Criteria Continuum*

In addition to the Achievement Assessment score for subject areas, students are also assessed on the Learner Profile Attributes, Transdisciplinary Skills, Attitudes 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. Below is the Criteria Continuum used in scoring this category:

*Criteria Continuum: Learner Profile Attributes – Transdisciplinary Skills – Attitudes – Effort*

- 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.
- NA - Not Yet Assessed - There is insufficient data to determine whether or not student is demonstrating expectations

## Senior School

### Schedule

Senior school classes follow a bell schedule specific to each day, with different blocks taking place during the day. Occasionally, schedules will be adjusted to accommodate special events, early dismissals and other activities.

### School Supplies

School supply lists (grade specific) are posted on [our school website](#).

### 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.

### Chapel and CREW

Chapel services take place on a weekly basis. 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 or via pre-recorded video.

Crew is small groups of students led by a staff member, which meet weekly. Crew is designed to bring our community of students together, promote understanding, develop attachment and encourage community members to become Crew, not passengers. The structure of Crew allows for relationship building, academic counseling, community health, and character development. Crew is a space for students to build connections with their peers and with their Crew leader. It is our desire that each student at WRCA is known academically, socially, spiritually and emotionally, and Crew is an important means of achieving this goal.

### Student Assessment – MYP

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*

Final assessment takes place at the end of the programme (Gr10) 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.

*English Language Learning (ELL)*

Students taking ELL courses have additional criteria used to help place them in the most appropriate level. These criteria focus on reading, writing, speaking, listening and social interaction. Detailed criteria descriptors are available from the teacher.

*Final 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.
N/A	Not yet assessed.

### Student Assessment - DP

Assessment at WRCA is criteria-based. When assigning a mark to an assessment task teachers use a 'best-fit' model, placing the students work on the criteria descriptor that best describes the work. If most of a task appears to be at the upper end of a descriptor but a piece is missing, teachers may choose to reduce the mark to the lower descriptor. If a task appears to be between two levels teachers should re-read the descriptors and 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. When assigning a report card grade teachers make a holistic judgment about the overall work of a student. It is not appropriate to average scores to determine a grade.

### *DP Grading*

Students are given a grade from 1-7 for each subject studied at the end of each reporting period, except for Theory of Knowledge which is 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. Teachers consult the most recent copies of subject guides, subject reports and marks schemes to ensure that they are using the most appropriate evaluation criteria and grade boundaries when determining grades. Ideally, we hope to see students scoring at 4 or better in each of their subjects.

### *Grade Descriptors*

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 analyze, 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 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 analyze, 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, and 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 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.
N/A	Not yet assessed

## 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.

## Awards

At the end of the school year, students achieving excellence in various subjects and areas may receive an award for their efforts and contributions to the WRCA community. Grade 12 students may receive special monetary awards, grants and scholarships.

## Electronic Technology

Appropriate use of electronic technology at school is a growing concern for all schools. The WRCA [Technology Use Policy](#) serves to protect the interests of the school and its technology resource users. The following are important highlights of the policy and significant changes for technology use at WRCA:

Student use of mobile devices, including cell phones, is prohibited at school during school hours and school related activities. Rationale:

1. Safety concern: We cannot monitor access to the internet. The school's network filters only apply to the school-provided Wi-Fi networks.
2. Social concern: Mobile devices allow students to text, interact on social networking sites, and check their e-mails. This is extremely distracting for not only the student (as they are not paying attention), but can also become distracting for other students around them.

Regulations:

1. During school hours is defined as the time at which the first class starts until the end of the last class of the day.
2. Students may store the mobile device in their locker or backpack but are not allowed to bring the device out during the school day (which includes lunch, recess, and between classes).
3. School related activities include the entire duration of field trips, MSL trips, music, athletics or other school events.
4. Mobile devices will be confiscated if seen or heard at school during school hours or at a school related activity or event.
5. Confiscated mobile devices will be brought to the appropriate principal and stored in a secure place.
6. Confiscated mobile devices will only be relinquished to a parent/guardian of the student who owns the device.
7. If parents need to contact their child, they are requested to phone or email the school. We will do our best to ensure messages for students are received.

Appropriate technological devices will be permitted and/or provided at school for educational purposes.

1. Students in G6-12 are expected to provide their own appropriate technological device (e.g., laptop)
2. Appropriate use of a permitted technological device at school is for educational purposes only (research, word processing, presentations and fulfilling classroom expectations).
3. Students using an appropriate technological device inappropriately will have that device confiscated (same as regulations above).

Inappropriate use of electronic information and communication technology may include, but is not limited to:

- Attempting to bypass the schools firewall and/or other security measures
- Attempting to access internet sites deemed inappropriate by WRCA
- Using technology during school hours for non-educational purposes as defined by WRCA
- Unauthorized use of devices deemed inappropriate in the school's [Technology Use Policy](#).

- Attempting to tether to a “hotspot” or providing a means for other students to access the internet in a manner that bypasses the school firewall (i.e., sharing a personal hotspot with classmates)
- Using the network credentials of another user
- Deliberately engaging in activity that reduces the quality of network services or negatively impacts the user experiences of others
- Disconnecting, removing, disabling or deliberately damaging school provided technology equipment.

### Valuables

Students are encouraged not to bring large sums of money or valuables 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.

### 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 or verbal consent from that student’s parent/guardian. Parental consent must be given to the office for approval.

### 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:

- Written request
- Meeting with the Guidance Counselor and/or the Senior School Principal.

The purpose of this meeting is to ensure the WRCA code of conduct will be followed. The final decision will be made by the Guidance Counselor 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.

## Library

### Library Procedures – General

- The library is open 8am – 4pm Monday, Tuesday, Wednesday, Friday and 9am – 4pm on Thursday. 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):
  - Students in Grades JK - 2 may sign out 2 books at a time
  - Students in Grade 3 may sign out 3 books at a time
  - Students in Grades 4 - 5 may sign out 4 books at a time
  - Students in Grades 6 - 9 may sign out 10 books at a time
  - Students in 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 a 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 must take proper care of library materials and textbooks.
- 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).
- Library- Overdue book process
- 1st warning – verbal from Librarians/parent helper/teaching staff
- 2nd- verbal, printout- overdue screen page of the student/email

- 3rd - email parent final warning that book(s) need to be returned in 1 week (date) or the book will be charged to your parent account so that students can get new books
- Final- parent account billed
- A \$5 administration fee will be added to all lost or damaged materials fees.
- All fines and fees related to damaged or missing books are nonrefundable

### Textbooks

- Senior School students are assigned textbooks by the librarian or their teacher. The subject teacher will advise the student who will be assigning the texts for each course.
- Students must take proper care of their textbooks. Students that lose or damage their 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.
- Textbooks found in the school will be returned to the library for students to claim.

## Student Conduct and Behaviour

### Student Commitment and Code of Conduct

As part of the application process, each student signs a document committing to a standard of conduct. The standard is as follows:

AS A STUDENT OF WHITE ROCK CHRISTIAN ACADEMY, I WILL STRIVE TO MODEL GODLY CHARACTER IN EVERY ASPECT OF MY LIFE. I WILL REMAIN COMMITTED TO DEVELOPING MY RELATIONSHIP WITH GOD. I WILL SERVE GOD BY SERVING THE COMMUNITY IN WHICH I LIVE. I WILL COMMIT MYSELF TO:

1. ATTEND CHURCH ON A WEEKLY BASIS
2. FOLLOW THE RULES OF THE SCHOOL
3. EXHIBIT DILIGENT WORK HABITS
4. WEAR MY UNIFORM ACCORDING TO UNIFORM EXPECTATIONS
5. SHOW RESPECT FOR MY FELLOW STUDENTS, TEACHERS AND THE AUTHORITIES OF THE SCHOOL
6. REFRAIN FROM IMMORAL BEHAVIOR

SHOULD I BE FOUND NEGLIGENT IN ANY OF THE ABOVE COMMITMENTS, I WILL ACCEPT THE APPROPRIATE DISCIPLINE. IF I DO NOT DEMONSTRATE AN ENTHUSIASTIC WILLINGNESS TO FOLLOW THE ABOVE COMMITMENTS, I WILL ACCEPT THAT I SHOULD WITHDRAW MYSELF FROM WHITE ROCK CHRISTIAN ACADEMY.

### Homework and In-Class Assignments

Students are expected to complete their homework and in-class assignments as instructed by their teachers. Teachers keep records of missed assignments and incomplete homework. Students are encouraged to take pride and care in the production of all schoolwork, including writing and presentations.

### Harassment (Bullying)

Harassment refers to behaviours, gestures, comments, or displayed materials of a sexual, racial, gender-based, religious or personal nature that create an intimidating, hostile, or offensive educational learning environment. The issue of sexual harassment, more particularly, refers to any unwelcome conduct of a sexual nature that detrimentally affects the learning environment or leads to adverse consequences for the person being harassed. Claiming that an action was unintentional is no excuse, either legally or in our school setting. Harassment is discriminatory and disrupts the environment of mutual respect, cooperation and trust, which is crucial for ensuring a healthy and productive school community.



All students and staff are expected to conduct themselves with respect for the dignity of others. In accordance with the harassment reporting policy, if a student has concerns about the nature of any (physical) contact by or conduct of an adult employed by the school, a fellow student, or a member of the public, the student should immediately report this to the Academic Principal or school counsellor. Students are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment.

Formal disciplinary action for students engaging in behaviour determined to be harassment/bullying includes but is not limited to detention, suspension or expulsion. A record of offences will be kept.

Self-Questioning: If you ever wonder whether your behavior or comments are appropriate, consider these questions:

1. How would you feel if the behaviour were directed at you, a family member, or a close friend?
2. What would someone you respect think if they witnessed your behaviour?

### Cheating & Plagiarism

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'. As a Christian school, it is our desire that our students be image-reflectors, mirroring the truthfulness and love of God in all things. To that end, WRCA takes incidences of cheating and plagiarism very seriously. (Information on how to cite sources and avoid plagiarism can be found at on our [Library website](#).)

Following incidents of relatively minor plagiarism or cheating, identified by a teacher or reported by a student, the student(s) involved should receive clear feedback regarding the particular behaviour that has been deemed inappropriate and should demonstrate their understanding of how to avoid any future incidents of plagiarism or cheating. A record of all such incidents will be kept by the academic principal and/or using the school's database records.

For more serious incidents, the steps below will be followed.

1. Any student suspected of plagiarism, cheating or collusion must be spoken with by the relevant subject teacher (or invigilator, in the case of an exam) immediately after being suspected. The inappropriate behaviour is made clear to the student.
2. The suspected student is given an opportunity to explain why the incident occurred. This may take place with a parent, other relative or student-chosen advocate present.
3. The reporting teacher will make notes regarding the incident, their observations and the explanation given by the students. Eyewitness statements should be included wherever possible.
4. The student will be allowed to continue working, unless this is prohibited by relevant procedures governing the work (such as examination rules).
5. The reporting teacher will inform the academic principal (or Exams Officer) as soon as possible after the incident occurred, or immediately, in the case of suspected examination malpractice.
6. The academic principal or Exams Officer will report the incident to IB as specified in the relevant procedures set out by the IB organization.
7. The head of school will be informed by the academic principal, in the case of serious suspected malpractice.
8. The parents and student will be informed of the incident and the consequences that apply to the student.
9. The academic principal will review the incident collaboratively and advise relevant teachers of any need to change practices or procedures if identified.

10. The incident report will be filed in the student's academic records folder.

Please refer to the Academic Honesty and Discipline policies for more information.

### School Functions

All school rules, and consequences associated with those rules, will apply to all school functions, including school sponsored extracurricular activities, and/or those activities not held on school property.

### Vandalism

In addition to disciplinary action when students are involved in vandalism, they will have to pay the cost of repairs or replacement arising from their actions.

### School Property (Halls)

Halls are only for walking, not running, skateboarding or roller-blading. Practice consideration in the halls and follow signage.

### Theft

Theft may result in a suspension, with escalating disciplinary measures for repetition.

### Drugs, Alcohol, Smoking and Vaping

Students under the influence of, or in the possession of alcohol or drugs while under the school's supervision, including all transportation, will be suspended on the first offence for up to three weeks and will receive a probationary status for one calendar year. A second offence may result in expulsion, whether that offence is in the same school year or not. Possession of drugs for the purpose of trafficking will result in expulsion from school.

Smoking and vaping is prohibited on or near the school grounds during and after school hours and at school related functions. Students smoking or vaping, or in possession of cigarettes or vapes, will face a possible suspension. A second offense will result in a suspension up to three weeks and the student will be placed on probation.

### Fighting

Fighting may result in a suspension of up to one week. A second offence may result in a three-week suspension and probationary status.

### 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.

### Breaking and Entering

Criminal charges may be brought against students who break and enter into the school building whether part of a prank or as an act of theft.

### Internet/Network Violations

Violations of the [Technology Use Policy](#) will result in confiscation of their mobile device, requiring pickup from the Senior School principal's office at the end of the day from the parent or guardian of the student. Depending on the violation, further disciplinary action may be taken.

## Fire

Students lighting fires of any size will be suspended for up to one week and must meet with the Surrey Fire Department Education Officer along with their parents. A second occurrence will result in expulsion.

## Student Health

### Medical Attention

Students who feel ill while at school should report to their classroom teacher. A staff member will contact parents should a student need to be sent home or to a medical facility. Accidents and emergencies are referred to the office and first-aid personnel. We will not dispense any “over the counter” medication, e.g., Tylenol, Advil, etc., without parental or guardian consent.

### Head Lice

All cases of lice (either inside or outside the school) are to be reported to the school. WRCA will notify the community in the event of a break-out and will remain in contact with public health who will inform the school if any further action is recommended. Students who contract lice may continue attending school after treatment has been administered. Note that school checks are discouraged by public health due to the difficulty of accurate detection and the problems associated with misdiagnosis, therefore parents must take responsibility for regular checks.

Children can contract lice in a variety of ways through day-to-day interactions with others, at home gatherings, in the classroom or on the playground. Head-to-head contact, sharing of headbands, hats, scarves, etc. can spread lice. Note that head lice can spread long before they become visible.

What can be done:

- Check your children’s heads every week for head lice.
- Teach your child not to share head gear (e.g., hats, hair accessories, scarves, helmets, combs...).
- Once you have eliminated lice the first time, continue regular checks to ensure that none were missed in the initial assessment of the situation.

Resource: [www.greatervancouverliceclinic.ca](http://www.greatervancouverliceclinic.ca)

### Nut-Free School

White Rock Christian Academy is a nut-free school. All products or home-baked goods containing peanuts or tree nuts are not permitted at WRCA. This includes classroom snacks, in-school parties and special events. Pay special attention to any items that could be shared with students who may have allergies. The safety of our students is our primary concern.

### Allergies

As part of the admissions process, allergy information is kept on file for every student. Parents and guardians of students are responsible for notifying the school of any new allergy concerns.

### Communicable Diseases

Parents are required to inform the school office when their child has a communicable disease. Schools are to report to the local public health unit any person who may be infected with any of the following communicable diseases:

- [Measles](#)
- [Mumps](#)
- [Rubella](#)
- [Pertussis](#)
- [Meningococcal disease](#)

- [Tuberculosis](#)

## Safety and Security

### Parking Lot Safety

- Please obey the parking monitors that are directing traffic. Please be patient as they work to keep the flow going.
- When parking in the Main Lot, please make sure to back into the parking stall. This will help with traffic flow and safety in the parking lots.
- Please be aware of pedestrians in the parking lot.
- Drive no faster than 10 km/hour everywhere on WRCA property, including the underground parking.
- Pedestrians, be careful at intersections. Watch for drivers turning left or right through crosswalks. Drivers may be focused on oncoming traffic and not see you.
- Always cross at designated crosswalks and follow pedestrian signs and traffic signals. Walk and don't run.
- Make eye contact with drivers, as it's hard to see pedestrians when visibility is poor in fall in winter. Never assume that a driver has seen you.
- Remove your headphones and take a break from your phone while crossing the road/parking lot.
- Be as reflective as possible to make it easier for drivers to see you in wet weather, at dusk and at night.
- When exiting the school parking lot onto 152 St., please turn right for safety and to prevent backup from occurring.

### School Liability

Students (K-5) are dismissed from their classrooms at 2:50 p.m. Parents, or pre-arranged adults (18 or over), should be available to pick up their children at 2:50 p.m. If a parent is picking up a child later than 2:50 p.m. on a day, communication with the teacher should be made via a note or in the child's planner the morning of the day.

Students (G6-G12) are dismissed from their classrooms at 3:20pm.

White Rock Christian Academy will not be held liable after 3:20 p.m.

### Safety/Abuse Policy

- All persons who have contact with children are subject to screening by administration.
- Criminal record checks are done.
- All visitors to the school building are to check in at the front office.
- Staff are aware of our abuse policy and know what to look for in terms of indicators.

### Fire Drills

All students and staff are to proceed in a quiet and orderly fashion to the designated muster area during a fire drill. Fire drills occur several times a year.

### Earthquake Drills

At least once a year, the school participates in an earthquake drill.

### Lockdown Drills

At least once a year, the school participates in a lockdown drill.

### 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. WRCA's Personal Information Privacy Policy for Parents and Students No. 3615 is [available online](#). Should you have any concerns, please contact the school's Privacy Officer.

### School Trips

Field 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.

### Bus Transportation

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

### Transportation of Students by Volunteers

In the event parent drivers are used for School Trips, parent drivers need to:

- provide the school with an updated Criminal Record Check for Volunteers, which includes a vulnerable sector check.
- complete a Volunteer Driver form available at the front office. This form must be completed yearly at the beginning of each new school year.

## Policy Information

The information and regulations contained in this handbook are founded on WRCA's Board approved policies, which are available on our [website](#) or by request.