

**Elementary Handbook
Grades Kindergarten - 7
2016 - 2017
British Columbia Christian Academy**



1019 Fernwood Avenue
Port Coquitlam, BC, V3B 5A8
(604) 941-8426
www.bcchristianacademy.ca

British Columbia Christian Academy (BCCA) is an independent Christian School established in 1992. The school is committed to providing quality Christ-centred education to students in the Tri-Cities area.

British Columbia Christian Academy is fully accredited with the Ministry of Education of the Province of British Columbia. All teachers are certified with the British Columbia Ministry of Education's Teacher Regulation Branch or Independent Schools Branch.

BCCA is an interdenominational Christian School which teaches from an evangelical Christian perspective. The curriculum is taught through scriptural truths, challenging students to think and act in a Christian manner.

Principal's Message Fall 2016

Dear Elementary Parents/Guardians:

BCCA is turning 25! God has graced us with 25 years of serving students and families who value a Bible-centered education, who desire to learn about the world through God's eyes, who want to see every student equipped to impact the world for Christ, and to share His redeeming love with the lost. We are overflowing with thankfulness for all He has done for us!

Our music program is expanding as we make a joyful noise unto the Lord, and welcome our new music specialist, Mark Yang, who will teach all 4 intermediate grades. Miss Bevaart is stepping up to direct our Intermediate Choir after a strong start its first year.

Thanks to the Lord for answering our prayers, all our classes are full, most to capacity. Especially we thank those who made referrals to friends and family – your personal endorsement is of great value as we build our school community.

All classrooms have been outfitted with brand new Smart-boards. The Grade 3-7 classrooms also have new document cameras - the high-tech version of an overhead projector - so versatile for group instruction. The Grade 5 and 6-7 classes now have I-Pads to assist with research and to give students alternate learning options. We are SO thankful for these new teaching tools.

Our new uniform code ensures that we look sharp and, well, uniform! You will find specifics in this Handbook to guide you. This is the year we are all making extra efforts to have our students looking sharp all year long, as smart-looking representatives of the Lord Jesus.

This is our second year of our 4-year Mastery Learning launch, and you will discover Language Arts and Math being taught from a mastery approach, as we know that one who has mastered his lessons, is able to teach them to others, and will retain that knowledge for longer than one who simply passes with a minimum grade. In addition, as our school grows, our Learning Resource Centre is expanding into two distinct programs with both Primary LRC and Intermediate LRC using the inclusive learning model at BCCA.

So much to celebrate! We warmly invite both our returning families and our new ones to join us in thanking our Lord for His blessings, and trusting Him for a 25th year of rich and wholesome Community, genuine Compassion and all things done for the glory of Christ, our Saviour!

Beth Peters

Elementary Principal

BCCA at 25...firmly rooted and faithfully growing.
(Colossians 2:7)

Mrs. Beth Peters

Elementary Principal

TABLE OF CONTENTS

A. Vision and Beliefs	1
1. Brief History	1
Vision Statement.....	2
2. Basic Beliefs	2
B. Faculty and Staff	3
1. Elementary Teachers	3
2. Administration.....	3
3. Office Personnel	3
C. School Calendar	4
D. Hours of Operation and Supervision	6
1. School Hours	6
2. Supervision of Students.....	6
3. Recess and Noon Hour	6
4. Lunch Time	6
5. School Office Hours.....	6
6. Snow Days.....	7
7. BCCA Kids Club.....	7
E. Communication with the School	7
1. Address	7
2. Who to Contact.....	7
3. Communication Expectations	8
4. Procedure for Misunderstanding	9
5. From the School	10
6. Information Meeting.....	11
7. Outreach	11
8. Personal Information Policy.....	11
F. School Community	12
1. Class Parent	12
2. Volunteers	12
3. Parent Prayer Group	12
4. Fundraising Activities	12

Table Of Contents Continued...

G. Health.....	12
1. Immunization.....	12
2. Health Screening Tests.....	13
3. Chronic Health Conditions Requiring Emergency Services	13
4. School Nurse	13
5. Medications	13
6. Student Illness During the School Day	13
7. Communicable Disease Control Regulations	13
H. Operational Policies	15
1. Attendance.....	15
2. Student Behavior	16
3. Homework and Assignments	18
4. Student Life and Regulations	19
I. Curriculum.....	24
1. The Curriculum	24
2. Spiritual Life.....	24
3. Kindergarten.....	24
4. Primary	25
5. Intermediate.....	25
6. Learning Assistance	25
7. Sports Programs	25
J. Grade and Subject Level Placement	27
K. Grading and Reporting Procedures.....	28
L. Awards.....	29
M. Responsibilities to the Ministry of Education.....	31
1. Curriculum.....	31
2. External Evaluation	31
3. Learning Assessment.....	31
4. Certification.....	31

Table Of Contents Continued...

N. Tuition and Payment Policies	32
O. School Supplies.....	33

APPENDIX

A. Constitution.....	35
B. Matthew 18	41
C. 16 Ways to Help Your Child Do Well in School.....	44
D. A Few Things Christian Schools Cannot Do For Your Child.....	47
E. Uniform Guidelines/Requirements.....	49

A. VISION AND BELIEFS

1. Brief History and Vision

British Columbia Christian Academy first opened its doors in September of 1992. Its first year was at the Burnaby North High School building where several classrooms were leased to teach a handful of high school students.

The vision and purpose of the school was established at that time by a group of Christian families who had a shared vision for a private Christian school in the Tri-City area. In May of 1993, British Columbia Christian Academy Society was incorporated with a constitution and bylaws that set out that vision.

There would be many hurdles in the early stages. Facilities, equipment and support were all integral to British Columbia Christian Academy becoming firmly rooted. Although meager in the early years, those families endured through the challenges of developing a Christian school. They had strong convictions and believed that God would bless them.

From 1993 to 2000 the school leased church space in Coquitlam, first at Eagleridge Fellowship Church and then at Coquitlam Christian Centre Church. British Columbia Christian Academy enjoyed tremendous growth during that period. Enrolment grew from 70 students to 170 students. In 1993, a full range of classes from kindergarten to grade 12 was established. Also, in 1993 the Ministry of Education granted Group 1 Independent School status to British Columbia Christian Academy. In January 2001, the out-of-school care program began; in September 2003 the Pre-school opened; and in September 2004 the Group Daycare was established. In the summer of 2000, the Foreign Studies program was first launched using teachers from within British Columbia Christian Academy. The first Director of Foreign Studies and Continuing Education was hired in 2002 and his role was to not only market the summer and winter program to international students but also to begin developing summer camps consisting of academic, fine arts, and computer courses, as well as sports camps.

From 2000 to 2008 British Columbia Christian Academy leased a portion of a public school in Port Coquitlam, known as the Wellington Campus. The school continued to grow and develop during that period. Enrolment reached a peak of 260 students. In 2003, British Columbia Christian Academy purchased approximately 9.4 acres of land in Coquitlam with the intent of developing its new Burke Mountain Campus at some time in the future.

In June of 2008, British Columbia Christian Academy leased a public school building and grounds in Port Coquitlam, known as the Fernwood Campus. British Columbia Christian Academy finally has an entire building that it does not have to share with other users. Additional portable buildings will be brought onto the site to accommodate a growing school population.

Indeed, God has truly blessed British Columbia Christian Academy. Enrolment has grown significantly, new programs developed and land for a future campus has been secured.

Vision Statement

Equipping students to impact the world for Jesus.

Basic Beliefs

Statement of Faith

1. We believe the Bible to be the inspired and only infallible, authoritative, written work of God. II Timothy 3:16-27
2. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit. Matthew 28:19; II Corinthians 13:14
3. We believe that the universe originated by the creative act of God as revealed in Holy Scripture, and that the form of every kind of life was fixed at the time of its creation. Genesis 1:1; John 1:1
4. We believe in the true deity and true humanity of our Lord Jesus Christ: His preexistence, His virgin birth, His sinless life, His miracles, His vicarious and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His future visible return in power and glory. Colossians 1:13-20; John 1:14
5. We believe that the Lord Jesus Christ is the only mediator between God and Man. Timothy 2:5
6. We believe that all men are lost and sinful, and that salvation is received through personal faith in the Lord Jesus Christ and by the act of regeneration of life by the Holy Spirit of God. Romans 3: 23-26; Titus 3:5
7. We believe that by the present indwelling ministry of the Holy Spirit, the Christian is enabled to live a godly life, and that every believer should practice the holiness which God requires. Ephesians 1:13-14; Romans 8:1-4; and 12:1-2; Titus 2:11-13
8. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation. John 5:24-25; 28-29
9. We believe in the spiritual unity of believers in our Lord Jesus Christ. John 5:20-23; 1 Corinthians 12:12-13
10. We believe that support of, and participation in, the task of fulfilling the Great Commission is an obligation of all believers in our Lord, Jesus Christ. Matthew 28:19-20

Goal of the Christian Academy

1. Full understanding of the Gospel and the need for personal conversion.
2. Fully devoted discipleship to Jesus characterized by service and witness to others.
3. Growing knowledge of the Bible and practice of spiritual growth habits.
4. Skill in defending the Biblical worldview in a pluralistic society.
5. Personal excellence in academic achievement and study skills.
6. Maturing social awareness and Christ-like response.
7. Development of good physical and emotional health habits.

B.FACULTY AND STAFF

Our teachers have a tremendous impact on the lives of their students. They play a significant role in making our school a Christian school.

Our teachers are committed Christians who desire to serve the Lord by nurturing the children. They are concerned with the intellectual, spiritual, emotional, and physical development of each student. As God-centered teachers they teach from a biblical perspective, seeing all truth as God's truth.

Our staff is fully qualified and certified to teach within the province of British Columbia through the B.C. Ministry of Education.

1. Elementary Teachers

Kindergarten	Mrs. Breanne Rosenau
Grade 1/2	Mrs. Melody Bell
Grade 2	Mrs. Elizabeth Dol
Grade 3	Mrs. Jessica Fenske
Grade 4	Mr. Drew Slaght
Grade 5	Miss Karen Mende
Grade 6/7	Miss Anne-Marie Chamberlain
Grade 7	Mr. Joe Brandsma
Music grades K-3	Miss Joanna Bevaart
Music grades 4-12	Mr. Mark Yang
Librarian:	Mrs. Tracy Ko
	Mrs. Patrica Gouthro
Learning Resources:	
Department Head	Mrs. Evangeline Torres
Primary Learning Resource Co-ordinator	Mrs. Doris Granados
Teaching Assistant Grade 2/7	Mrs. Karen Harris
Special Education Assistants:	
	Miss Ana Chursinoff
	Mrs. Laurie Carrasco (Jackson)
	Miss Nina Granados
	Ms. Sozan Kras
	Miss Jasmine Lee
	Mrs. Charmaine Lim
	Mr. Kevin Luong

2. Administration and Office Personnel

Head Principal:	Mr. Ian Jarvie
Elementary Principal:	Mrs. Beth Peters
Director of Marketing & Development:	Mr. Doug Dowell
Administrative Assistant:	Ms. Peck Lim
Secretary:	Mrs. Robyn Masse
Bookkeeper:	Ms. Rosie Shen
Finance Assistant	Mr. Alan Chiang

C.SCHOOL CALENDAR** Please check our school website and weekly email for calendar dates.

D. HOURS OF OPERATION AND SUPERVISION

1. School Hours

- 8:15 a.m. K-7 students line up with their class outside
- 8:20 a.m. Elementary students are led in by supervising teacher
- 8:25 a.m. Classes begin for grades K-7.

All students should be in their classrooms and be ready to begin their day by 8:25 a.m., otherwise, Students are considered late and should go to the office for a late slip.

- 10:05 am – 10:20 am Recess
- 11:50 am – 12:40 pm Recess/Lunch
(eat in class from 12:20-12:40)
- 3:00 pm – Grades K-7 dismissed (Mon-Thu)

* **Friday** – Grades K -7 dismissed – **12:35 pm**

2. Supervision of Students

Outside supervision is provided from 8:00-8:20 a.m., during recess and noon hour. **Students are to be picked up by parents no later than 3:30 p.m. Students are not permitted to remain at school past 3:30 p.m. (or 1:00 p.m. on Fridays),** unless they are participating in one of the extracurricular activities. The school cannot be responsible for students who remain on the school grounds after dismissal. Parents must phone the school office and inform them of any delays.

3. Recess and Noon Hour

Unless it is an official “indoor day” all students from Kindergarten through grade 7 are expected to go outside for the duration of the break. Students should be dressed appropriately for cold and damp days. It is important for students to have boots/suitable footwear to change into when the ground is wet as well as “outside” shoes for daily recess times.

4. Lunch Time

From 11:50-12:05 p.m. is Run/Walk. From 12:05-12:20 pm is Lunch Recess. From 12:20-12:40 p.m. the K-7 students will eat lunch in their classroom.

5. School Office Hours

Monday to Thursday – 8:00 am until 4:00 pm
Fridays – 8:00 a.m. until 2:00 p.m.
Before and after these times an answering machine will record messages.
All staff meets daily at 8:00 a.m. for prayer and devotions and are not available until after 8:15 a.m. However, it is not advisable to try and meet with teachers before school begins as they are making final prep for their day.

6. Snow Days

Occasionally, snowfall makes traveling to and from school unsafe. When this happens, a message will be placed on the school's answering machine by 7:00 a.m., an announcement will be made on **CKNW (980 AM) radio**, and a message will appear on our website, www.bcchristianacademy.ca if the school will be closed for the day.

7. BCCA Kids Club

PROGRAM	FOR CHILDREN	OPEN WEEKDAYS FROM-TO
GDC: Group Daycare (September to June)	3—5 year olds	6:30am—6:30pm
PS: Preschool (Morning classes) PS: Preschool (Afternoon classes)	3—5 year olds	8:45am—11:15am 12:15pm—2:45pm
OOS: Before &/or After Out-of-School Care (September to June)	Kindergarten—12 year olds	6:30am—6:30pm
IT: Infant & Toddler Care (All year)	Newborn—3 year olds	7:30am—5:30pm
SC: Summer Camp (July and August)	Kindergarten—12 year olds	7:00am—6:00pm

E. COMMUNICATION WITH THE SCHOOL

1. Address

British Columbia Christian Academy
1019 Fernwood Avenue
Port Coquitlam, V3B 5A8

Telephone: 604-941-8426

Fax: 604-945-6455

Website: www.bcchristianacademy.ca

Email: admissions@bcchristianacademy.ca

2. Who to Contact

1. Behavior: Class/Subject Teacher/Principal
2. Progress: Class/Subject Teacher/Principal
3. Personal Matters: Principal
4. Policy/Procedures: Principal
5. Facilities: Chairperson of the Board

(All email addresses are on our website on our contact us/staff list page.)

3. Communication Expectations

Building and Maintaining Healthy Teacher / Parent Relationships

1. Parents should feel as though B.C. Christian Academy is not only a welcoming place for their children, but they too should always feel warmly received by their child(ren)'s teachers.
2. Parents should have little doubt that all of the BCCA teachers genuinely care for their child(ren) as if they were the parents, and the teachers desire to both model Christ for the children and provide the safest, caring, and nurturing environment possible for them in order to maximize their learning experience.
3. Teachers will contact every family in their classes by the end of September to touch base and see how the beginning of the year is going for their child(ren) and for the parents. In addition, teachers are encouraged to try and phone or meet in person each family at least two more times during the year for the same purpose (i.e. in December and again in March).

Finally, all teachers are encouraged to make use of the student planners as a means of communicating short messages to the parents, and parents are encouraged to write or phone back as per need.

4. Teachers will send home a classroom newsletter once per month.
5. If the teacher or the parents (on behalf of their children) have been offended in any way by the other, then we remind both parties to employ the Matthew 18 Principle or the Matthew 5 Principle.
6. Teachers or parents seeking to bring their issues about the other to the principal before talking with the other party will be directed to talk first with the other party (in accordance with the Matthew 18 Principle).
7. Avoid overstepping time expectations – keep all set appointments with each other, and avoid trying to discuss matters during class time or just before the bell rings to begin day (unless it is a matter of physical or emotional safety).
8. Teachers shouldn't be called at their homes or on their cell phones. All contact with one another should be made through the school [i.e. make known the need to talk with your child(ren)'s teacher through the office]. Only teachers' email accounts should be used and not personal ones. Teachers are advised to check their e-mail accounts daily.

9. Teachers and parents need to mutually agree to not talk about school issues when they run into one another unexpectedly. Instead, they should set-up an agreed upon appointment time if either party desires to 'talk shop'.

4. Procedure for Misunderstanding

If / When a Conflict Should Arise Between the Parent(s) and Teacher

If the other party has offended you, then follow Matthew 18, verses 15 – 17 and 19 – 20, specifically (but read all of Matt. 18 to better understand the context), in which Christ teaches the following [formatting inserted]:

If your brother sins against you,

- a. *Go and show him his fault, just between the two of you. If he listens to you, you have won your brother over.*
- b. *But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses.*
- c. *If he refuses to listen to them, tell it to the church, treat him as you would a pagan or a tax collector.*

Again, I tell you that if two of you on earth agree about anything you ask for, it will be done for you by my Father in heaven. For where two or three come together in my name, there I am with them.

Practically speaking in our school community, if the parent or the teacher knows/feels that the other party has wrongly insulted or offended him, then Jesus is teaching us to go directly to that person and "...show him his fault, just between the two of you." Note that this is a command and not a suggestion from our Lord. He commands it of us because of the importance of the Body of Christ (we, His Church) being unified in Him and, thereby, able to fulfill what it means to glorify Him, instead of being a poor testimony of Him. The attitude with which the one goes to the other is very important. We are called to go in love and humility, having no desire to lord it over the other, but instead desiring to restore relationship and return the other back into the fold of the community. And we are to go prepared to offer forgiveness to the other if they receive the rebuke/correction.

If, however, the other party refuses to listen, receive your gentle rebuke/correction, and/or respond in a manner which shows that he has taken your rebuke/correction to heart, then you are to take one or two others with you to address him again. In the school community, this should not be two or three parents "ganging-up" on a teacher, or, conversely, shouldn't be two or three teachers "ganging-up" on a parent. Instead, the "one or two others" whom you bring with you should be known to the other party, but should also be perceived by them as neutral about the issue(s) around which the conflict is about. Perhaps, the "one or two others" are another parent or a teacher or even the principal. Whoever the "one or two others" are, they should not be perceived as partial to one party, and, therefore, should be agreeable to both parties.

Finally, if the other party won't receive the rebuke/correction of "one or two others", and neither the issue has been adequately resolved nor the relationship acceptably restored, then the parent or the teacher may rightfully request the principal to make the issue known to the Board of Directors to ask for their directive to be passed down.

If you realize that you have offended the other party, then follow Matthew 5:23 – 24, in which Jesus Christ teaches...

If you are offering your gift at the altar and there remember that your brother has something against you, leave your gift there in front of the altar. First go and be reconciled to your brother; then come and offer your gift.

In the BCCA community, this means that if the parent or the teacher knows that the other party has spoken poorly of the other or thinks poorly of the other, then Jesus teaches us to again go directly to that person and ask them what he has done to cause them to speak of or think of him in such a way. Once again, as with the Matthew 18 Principle described above, the attitude with which we go to the other person is of utmost importance. Often the person speaking of or thinking poorly of the other is doing so without either knowing all of the pertinent information or, worse yet, is doing so without really knowing the other person. Going directly to the other person and inquiring what he has done to offend/hurt them prevents that person from immediately being on the defensive and usually opens a healthy dialogue with the other that results in better relationship.

5. From the School

1. The Connector and Newsletter:

The information flyer “The Connector” is generally published on the third Thursday of each month and emailed to the email address that you have provided to us.

The school’s Elementary newsletter, “The Anchor,” is published on the first Thursday of each month, and emailed home. Occasionally, Board newsletters are emailed as well. Parents are asked to read these publications and the calendar carefully.

2. Reporting and Assessment:

Parent-Teacher conferences may be arranged at any time of the year, or after any reporting period, at the request of either the home or the school.

3. Classroom and Subject Teachers:

Teachers are encouraged to contact parents whenever necessary, regarding either commendations or deficiencies.

4. Class Newsletters:

Elementary class newsletters are sent home each month. These letters contain details of current and upcoming activities and curriculum updates. Please advise your child’s teacher if you have not received one. Homework and other information will also be made available via the computer.

6. New Parents 101 & B.C.C.A. Information Meeting

All new families are required to attend our “**New Parents 101**” session scheduled within the first two weeks of starting school. The date and time will be posted in our summer mail outs and our website calendar.

All families are invited to join us for our BBQ to welcome new families to our BCCA Community; scheduled also with the first two weeks of starting school. The “**BCCA Information Meeting**” will be held immediately following the BBQ.

At these meetings parents are advised of the school’s policies, programs offered, and have a chance to meet with their child’s teacher and to learn about the years’ program.

Child minding will be provided.

7. Outreach

As Christians, we believe God has blessed us in many ways, and consequently we are called to reach out to one another, to the larger community, and to the world in a way that reflects Christ’s love. Outreach activities include assisting the local Food Bank, Operation Christmas Child (Samaritan’s Purse), singing for seniors, and supporting a sponsor child.

8. Personal Information Policy

The personal information that you provide for the school will only be used for School purposes. The desired information is collected in the registration/re-registration forms.

F. SCHOOL COMMUNITY

As a school we need the support and help of all our parents. Please prayerfully consider how you can be involved.

1. Class Parents

Each class has at least one parent who phones to inform the other parents of important upcoming events and emergency phone outs.

2. Volunteers

Parent help is crucial. If you have some time to donate to the school, consider helping in the following areas: fundraising activities, facility maintenance, driving for field trips, and classroom helpers. Parents are encouraged to volunteer approximately 20 hours a year. With everyone helping out the jobs will be completed. Each year the B.C.C.A compiles a list of parents who are willing to assist in various ways around the school. A handout will be mailed to you in which you may put down the areas that you would like to volunteer. Please remember that your help is important to us.

3. Parent Prayer Group

This prayer group is a vital ministry to the school. They meet weekly to pray. If you would like to be involved with the parent prayer group, please contact the school office.

4. Fundraising Activities

The school has a number of key fundraising events. Parents are encouraged to volunteer to assist the event leaders. Your involvement is important to the success of these events.

G. HEALTH

The school carries a basic accident insurance policy covering students. All local and International students **MUST** be covered under a health care plan such as B.C. Medical.

1. Immunization

By the time a child starts Kindergarten he or she is required to have his/her initial series of shots for DPT, Polio, and Measles/ Rubella. The DPT/P must be within 1 year of starting Kindergarten.

N.B. Parent/Guardian consent must be given before any shots are administered at school. Admission to school may be denied if a parent cannot provide satisfactory evidence of immunization.

2. Health Screening Tests

The following tests are undertaken by the Health Unit.

2.1 Hearing & Vision

Kindergarten.

3. Chronic Health Conditions Requiring Emergency Services

Children with conditions (such as bee sting allergy, seizures, diabetes, and severe asthma) will be identified on their permanent school record with a red dot – an indication that a card with emergency procedures is kept to alert school personnel. This card and procedures are updated yearly and as necessary by the school's Public Health Nurse. These conditions should be identified on the child's initial registration.

4. School Nurse

The Public Health Nurse visits the school on a regular basis. Students or parents may contact the nurse through the assistant to our Head principal, or at the **Port Coquitlam Health Unit: 604-777-8700**.

5. Medications

The school keeps a supply of basic medications and first aid supplies on hand. No medications can be administered to the students without written permission by the parents. If your child must take medication for an extended period of time, the school must receive a written directive from your doctor which will be kept on file in the office. All medications brought to school must be kept in a secure place. Parents of younger students may leave the medications with the class teacher or the office. Medication must be clearly labeled with instructions. The school and its staff see this as a service and will make every effort to cooperate with request. However, they cannot accept responsibility for the consequences of administering or failing to administer medication.

6. Student Illness during the School Day

Students who are unable to handle a class instruction due to illness or any other medical emergency are referred to the office, and parents (or alternative emergency contacts) are telephoned. Children with a fever, vomiting or in pain, will be sent home.

7. Communicable Disease Control Regulations

Disease	Incubation Period	Exclude from School
Chicken Pox	14 – 21 days	7 days from appearance of rash
Impetigo	2 –5 days	48 hours after treatment started
Mumps	12-26 days	Until swelling subsides, usually 7 days
Rubella/German Measles	14 –21 days	5 days from onset
Rubella/Red Measles	10 –14 days	7 days from appearance of rash
Pink Eye	7 – 10 days	48 hours after treatment started
Whooping Cough	3 – 5 days	Until recovery (approx. 21 days)
Lice		Until approved treatment completed

The Public Health Nurse must be notified of all of the above conditions.

H. OPERATIONAL POLICIES

1. Attendance

Punctuality and regular attendance should become definite character traits of all students. Students are expected to attend for the full school day unless they have been excused in writing by a parent. Good attendance plays an important role in good achievement. Absences create extra work for students and teachers and should be avoided whenever possible.

When a student is not able to attend school, it would be appreciated if the school could be notified of this fact prior to 8:25 a.m. by calling the office at 604-941-8426. Each evening the answering machine will be left on for this purpose. In cases involving an absence of more than two days, it would be appreciated if the teacher(s) could be made aware of the anticipated duration of the absence.

Students who are late for school, or miss a day of school regardless of the reason, will be marked late or absent for that day.

1.1 Excessive Absence

Unexcused absences may jeopardize a student passing the year. Each case will be handled on an individual basis. The office keeps the attendance records. Please note that all school work due to absences must be made-up.

1.2 Absence and Student Responsibility

When a student is absent, it is expected that he or she will inquire about missed work and upcoming tests and assignments. Following a return from an absence, the student has the responsibility to meet with his/her teacher(s) as soon as possible to receive any work that was missed. **Missed tests will normally be written on the day the student returns to school, unless prior arrangements are made.**

1.3 Tardiness

A student is expected to be prepared and on time for school every day. In the morning a student is considered to be late when he is not fully prepared and in class by **8:25 a.m.** Students who arrive late to school must report to the office and fill out a late slip which is given to the teacher in order to be allowed entry into class. **Parents should do everything possible to have their children arrive on time. As parents, you are developing a pattern of life for them.**

1.4 Leaving School Early

Parents are encouraged to arrange medical, dental, and other appointments **outside school hours.** If for some reason a student must leave during the school day, **a note**

must be provided or the office contacted by the home. They should bring the note, or parents should call the office before **8:45 a.m.**

1.5 Leaving School Property

B.C. Christian Academy maintains a closed campus.

Elementary students may not leave the campus at any time without parent and teacher permission.

2. Student Behavior

We expect our students to present themselves both appropriately in speech and in action. The fruits of the spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control should be evident in students' lives.

All students must learn to work both individually and co-operatively with others. Mutual respect, cooperation, and sharing are important values in any social experience. The ability to work with and for others is an important part of the learning process. In all we do there must be respect for God and His Word, self, others, property, and authority.

Any overt behavior which demonstrates a lack of respect will be dealt with so that the wellbeing and security of everyone in the school is ensured.

Students are accountable to teachers, other staff members, any parent serving in a supervisory capacity and the principal for their behavior and dress on the school premises, on the way to and from school, and on all school-related activities. They must show respect to all people in authority.

It is important for all students to live consistent Christian lives; those who are not leading such lives often adversely influence other students. This may be considered reason for action by the school. Teasing or bullying of other students will not be permitted. The use of blasphemy, obscenity, profanity, or vulgarity in any form has no place in the Christian school and will not be tolerated.

2.1 Smoking

Every student is considered to have made a commitment to be a nonsmoker as a condition of school attendance.

2.2 Drinking and Nonprescription Drugs

Involvement with alcohol and illegal drugs is a serious offence and all students are placed under a strict obligation to refrain from such use at all times in all places. A breach of this guideline will normally result in disciplinary action ranging from a minimum of 30 day suspension to expulsion.

2.3 Consequences

“A new commandment I give you: Love one another, as I have loved you, so you must love one another. All men will know that you are my disciples if you love one another.” John 13:34-35

Interactions between students and between students and teachers at B.C. Christian Academy are expected to be mutually edifying and free of conflict. However, when conflicts arise they may have to be resolved using disciplinary measures.

2.3.1 The Goal of All Discipline is to:

1. Help the individual develop self-discipline
2. Restore relationships
3. Protect the other members of the community

2.3.2 Procedures for Parents

When parents/guardians are concerned with a disciplinary action involving their child, they should follow the following procedures:

- a. After hearing the child’s report, contact the staff member involved for his/her perspective on the issue.
- b. Realize that the school has reasons for rules and it is important that they be consistently enforced.
- c. Try to resolve the problem at the *lowest* level of authority. Do not skip any of these levels when appealing.

-Teacher

-Vice Principal and/or Principal

2.3.3 Sequence Of Discipline

Ordinarily the sequence of discipline followed will be:

1. Counseling with a teacher or another adult
2. Progressive Discipline
3. Probation
4. Suspension
5. Voluntary Withdrawal
6. Expulsion

Suspension:

A suspension is, by definition, a removal of a student’s right to attend regularly scheduled classroom instructional sessions. The suspension can be in school or out of school. The principal may suspend a student when he/she deems the circumstances warrant that level of discipline.

Expulsion:

If behavior of a very serious nature is involved, the process may proceed to expulsion without having first exhausted the other steps. When this occurs, the student will be suspended immediately until the expulsion process is completed. An expulsion is, by definition, a removal of a student's right to attend school.

2.3.4 Appeal of Expulsion

Student/parent(s)/guardian(s) must appeal the expulsion in writing to the Chairperson of the Board within the specified period of 5 working days following the receipt of the decision from the principal. Upon a timely appeal the School Board/Board Appeals Committee (B.A.C.) shall set the time, date and place of the appeals meeting and the Chairperson of the Board will be responsible to ensure all parties (including the student's advocate if applicable) have been given this information. At this meeting the School Board/B.A.C. will receive oral and written submissions from the parties involved in the original decision. After the School Board/B.A.C. has heard all relevant testimonies; the principal will absent him/herself from the meeting when the School Board/B.A.C. makes their decision on the appeal. The Chairperson of the Board/B.A.C. will give verbal notice within one working day after the decision is made to the student/parent(s), guardian(s), and advocate (if applicable). Within three working days of the appeals meeting, written notice of the decision will be mailed to the student/parent(s) /guardian(s) and advocate (if applicable). If parents still wish to appeal the decision they may take their appeal to the ACSI Appeals Board.

Summary

In this school, the discipline maintained is firm, consistent, and fair. Teachers maintain standards of student behavior through kindness, love, and a genuine regard for the students. However, when corrective action becomes necessary, it is firmly carried out, and tempered by good judgment, understanding, and compassion. It is also expected that home and school will work collaboratively on behalf of the child.

3. Homework and Assignments

The following is presented as a general guideline to which the school will adhere to for homework. We recognize that homework can be a controversial subject.

Homework assignments shall contribute to the educational growth of the student and shall not require the use of resources not readily available to the student.

Homework will be light in the primary grades but will increase during the intermediate grades as the students prepare for high school.

Some students may complete their homework in class while others may find that they have twice the average homework as a result of being off task and slow to complete assignments. Students may occasionally have some weekend assignments which may be done on the weekend.

Parent-teacher dialogue should occur if there is an excessive amount of homework.

There are at least two kinds of homework. Firstly, there is the assigned variety – work that must be done at the teacher’s request. The second, and most important, involves review, study, extra reading and a variety of tasks designed to add to a student’s overall learning. Most successful students emphasize this second type of homework.

4. Student Life & Regulations

4.1 Class and Field Trips

Field trips at all grade levels are planned educational experiences that enhance and highlight instruction. They are to help students experience a part of God’s creation first-hand in a different way than normally done in classroom activities. Parents will be asked to sign permission slips giving the school legal permission to take students away from the school. Wherever possible, field trip information will be received by parents at least a week in advance of the actual trip.

Students are expected to wear their school uniform on all field trips (formal or P.E. uniform depending on the type of field trip). The administration will make the uniform decision based on the activity.

Parents often help with driving for field trips. We encourage those parents assisting the school in this way to increase their public liability insurance to at least \$2 million – it costs only a few more dollars. Seat belts are required for each child. Car seats are needed for younger students. (under 9 yrs. of age or 90 lbs.)

4.2 Special Field Trips

When students enter Grades 5 – 7, they will experience a special field trip specific to that grade that has a higher cost connected to it.

Grade 5 – One day trip to Victoria.

Grade 6 – 2 to 3 sailing lessons.

Grade 7 – 3 day camp experience focusing on physical and spiritual development.

These special fieldtrips are emphasized at the specific grades so the students can look forward to them with anticipation when they are in those grades. (High School also has specific events that students can look forward to.)

Parents should note that the student fee covers the cost of:

- Field trips
- Yearbook
- Insurance

4.3 Lost and Found

Lost and found items are kept in the steel cabinet across from the gym near the girls' washroom. Valuables that have been found can be redeemed from the office.

Classroom teachers often store items left behind by students in their classroom. We stress the importance of having all items clearly labeled to prevent loss and to assist in the return of any items found. **Please ensure that a name tag is stitched onto all clothing.**

Please note that the school's insurance does not cover personal items brought to school, and that lost and found items unclaimed within one week of the end of each semester will be given away.

4.4 Visitors

All visitors to the school must report to the office for a visitor pass.

Students from other schools may be given permission to visit classes but the following procedure must be followed:

1. Authorization must first be received from the principal.
2. The student sponsoring the visit must clear the visit with all the teachers involved, **PRIOR TO THE DAY OF THE VISIT.**
3. The student who invites the visitor is responsible for his/her behavior.
4. If the visitor does not comply with school rules and etiquette he/she may be asked to leave the school grounds.
5. Noon hour and after school visits from local public school students are strongly discouraged. If someone must visit at noon hour, they must have administration's approval and that person, if permitted, must sign in at the office.
6. Visitors are required to respect the school dress code.

4.5 Electronics

Radios, tape recorders, video games, CD players, iPods, X boxes, etc. may not be brought to school, school functions, or school trips. **Items brought to school will be taken away.** We want to maintain a Christian environment at all times for the students. When students listen to iPods, the school has no control over the music they listen to. When students use their electronics they may appear exclusive/unsociable towards others and/or will compare and judge each other by what electronics they have or don't have. We want God to be the focus of their time at school.

4.6 Skateboards/Rollerblades

Skateboards are not permitted at school due to safety concerns.

4.7 Chewing Gum

Chewing gum is not permitted on school grounds or in the school. This policy is enforced so that unnecessary hours of work for the janitor are eliminated. In addition, we encourage students to bring healthy snacks and lunches and to avoid too much sugar.

4.8 School Photos

All students are photographed early in the school year. Arrangements are made for those parents who wish to purchase a package (individual and/or class) of color photographs. Details will be sent out the week before photo day. Photos will be completed in time for the Christmas season.

4.9 Telephone

Parents are asked to restrict calls to students to important messages. Students will not normally be called from class to receive calls. Students may use the phone in the office, **ONLY FOR EMERGENCY CALLS** and with permission of the school secretary. Cell phones are permitted on site but may be used outside school hours or with permission of the school secretary.

Making arrangements to go over to friends' homes should not be done using the school phone. These arrangements should be made the day prior to the visit.

4.10 Bicycles

Students who bring bikes to school are asked to lock them to the bike rack provided by the school. At no time are bikes to be ridden on the school property.

4.11 Photocopier Use

The school/office photocopier is **NOT** available for student use. If you need something photocopied you must make arrangements with your teacher.

4.12 Lunch

Students should bring a well-balanced bag lunch to eat at school in the designated eating area. Occasionally, a hot lunch day will be arranged by parent volunteers. These events will be advertised in advance. Microwaves are available in some, but not all classrooms. Please check with your child(ren)'s teacher in advance.

4.13 Food

Food is not to be eaten in the hallways. Please eat in designated classrooms only. There is to be **NO EATING OR DRINKING DURING CLASS TIME**. All of the students are responsible for keeping the school tidy by using the garbage containers placed throughout the halls. Wrappers, etc. should never be thrown away carelessly on the playground or outside areas. Students may have bottled water in classrooms.

4.14 Gym Use

For participation in Physical Education classes, noon hour games or sporting events, proper gym wear is required. Student activities in the gym require teacher supervision AT ALL TIMES.

4.15 Textbooks

Texts will be provided by the school. Students are responsible for all textbooks issued. Students will be charged for lost or damaged books and will not receive their report card until ALL books are returned or the lost or damaged ones are paid for.

4.16 Playground and Field

While on the playground, students must treat others as they would like to be treated themselves, so that everyone can be safe and happy. All ball games and games like tag are to be played on the fields, away from the school, parking lot and playground equipment. Fighting and play fighting are not allowed. Stones, sticks, sand or snowballs must not be picked up or thrown. Tackle football is not permitted. When playing hockey, there is to be no high sticking or slashing. It is the responsibility of all students to help maintain a safe and friendly environment for everyone and to always remain in sight of a recess supervisor.

4.17 Student Arrival and Dismissal

8:00 am – Students meet on the school grounds.

8:15 am – Line-up for their teacher to bring them into the building.

8:20 am – Students enter the school.

Once the students enter the school, they are to immediately prepare for their first class. Students who arrive late must fill out a late slip in the office and are asked to wait quietly outside their classrooms so that the morning devotional time is not disturbed. Once the devotional is over, the students may enter the room quietly. If late slips are not filled out, the student will not be admitted to the class. Parents needing before and after school care from the on site daycare should contact the office for more information.

4.18 Vacations During School Time

It is essential that vacations be planned out of school time if at all possible. The school is not in a position to grant permission to any student to miss school for an extended holiday period. It is important that students and/or parents contact the school well in advance about an upcoming vacation.

Teachers will adjudicate consequences, if any for each for each subject area. Since credit cannot be given for work that is not done, an absence may lower the mark received for that course.

International students should only plan trips to their home countries within the

designated school break periods. Every consideration will be taken on behalf of the student in the event of a compassionate leave.

4.19 Student Dress

A few general guidelines for proper school dress suggest that clothing be modest, neat, clean, and appropriate for the occasion.

Students are encouraged to use good taste and judgment in their mode of dress and grooming.

Students are expected to be in the required uniform each day.

Please see the Uniform Guideline Requirements that are on pages 48 and 49. Substitute clothing items are not permitted and students will be informed when their uniform is lacking in some way. Parents are asked to adhere to the uniform guidelines.

Girls should particularly note the expectations regarding skirt/kilt/shorts length.

Boys are to keep their hair neat and short and must be tidy at all times. Hair (bangs) may not be below the eyebrows. No bright hair colors such as purple, green, orange, etc. are permitted. Their hair should be off of the collar. Girls are not permitted to paint their nails. Modesty is our guideline.

ALL GRADE LEVELS: Students must purchase a uniform V-neck or cardigan sweater. Please remember that full dress uniform requires a cardigan or V-neck sweater. In winter an additional outer jacket may be worn, but should not replace the wearing of the cardigan or V-neck sweater.

IN WARM WEATHER (April-October):

Students may wear ALL BLACK (not patterned) walking style shorts with cuff, white short sleeved shirt, (with collars and buttons the full length of the shirt) or the uniform polo shirt, all of which are available at Neat Uniforms. All shoes should be dress style. Note: The length of the shorts must be modest neither below the knee for boys, or 1 inch above the knee for girls). **The shorts may be worn from April to October.**

It is expected that the complete school uniform be worn to and from school. Students must be in full uniform anytime they are on campus. Students are not permitted to change out of uniform if they are staying after school.

GYM STRIP: All grades are expected to wear the proper gym strip during P.E. class. This includes the logoed gym shirt, shorts, and logoed sweatshirt.

The track suit is mandatory for some elementary grades. Gym strip is to be purchased from the school. Students should purchase several pairs of white ankle socks to wear with their P.E. uniform. Students who choose not to adhere to the expectations of the school uniform policy will be spoken to or sent home.

Please be sure to label each individual item of clothing worn to school for ease of identification.

Lost items must be reported to teachers with a note of when items will be replaced.

I. CURRICULUM

1. The Curriculum

B.C. Christian Academy follows the goals of the B.C. Ministry of Education. This curriculum is taught from a Biblical Christian perspective and the resources authorized or recommended by the Ministry are replaced by, or supplemented with, Christian curricula materials whenever possible.

A Christian approach to curriculum views the world as a place where God, through the power of His Spirit, calls His children to be faithful in living the truth, in reconciling what has been distorted and ruined by sin, and in influencing their neighbors and cultures. It equips students to live discerning lives of response to their Creator and Lord.

Students develop their abilities and insights in order to become vibrant Christians in the family, church, and society.

French is taught from grades 2-7. Physical Education and Bible Studies are compulsory throughout the Elementary years. Fine Arts programs are also available to students in the intermediate grades.

2. Spiritual Life

At B.C.C.A. the spiritual growth of each student is important. For this reason, each morning begins with devotions in the home room. Also, the students are given the opportunity to gather together weekly as a school community to praise and worship our God in chapel. Students are encouraged to participate in outreach activities such as the Samaritan's Purse Christmas boxes, supporting Zimbabwe Gecko Society, and supporting a Sponsor Child as examples.

3. Kindergarten

The curriculum is based upon the development of the skills of the whole child in emotional, social, physical, intellectual, and spiritual areas.

Through play and learning activities, the children are encouraged to explore God's world both in the community and inside the classroom where reading readiness skills, the pattern of mathematics, and the world of reading and writing are presented so that there are many opportunities for individual attention and for the children to develop academically, spiritually, and socially as unique persons.

Physical Education, Music, and Art are other important aspects of the curriculum that begin at this level.

Teacher visits occur during the last week of August and the first week of September. These visits help students become comfortable with their teacher. At the same time, the teacher begins to develop positive relationships with the students by getting to know them in comfortable surroundings.

Kindergarten classes commence on Tuesday, September 3, 2013 and for the first week will be in session for half a day only. Beginning on the following Monday students will attend from 8:25 a.m. until 3:00 p.m. Monday to Thursday and Friday's, 8:25 a.m. to 12:35 p.m.

4. Primary (K-3)

At this level the curriculum provides opportunities for the children to develop at an optimum rate academically, with specific emphasis being given to reading skills. Children begin to develop interest in reading and writing as well as concepts and ideas in Mathematics, Science, and Social Studies. The French language is also introduced in Grade 2.

A mandatory aspect of the programme at these levels is the school's curriculum policy to teach all subject matter from a Christian perspective where feasible so that students learn to appreciate the fundamental unity of God's creation.

5. Intermediate (4-7)

In the Bible curriculum, we teach that the Bible is the source for answers to life's questions. The students discover spiritual principles. They are taught to personally observe, question, and apply scripture, how to use Bible study tools and resources, and how to do personal independent Bible research.

Students are encouraged but not required to make a personal commitment to Christ. We pray for and teach spiritual growth. Opportunities are provided to the students to put Christ's love into practice. In the curriculum, whether it is academic or non-academic, we strive to encourage the students to develop and use their God-given abilities and talents in service to God and their neighbours.

Much of the intermediate curriculum will be integrated between subjects. Major themes will be developed throughout the year. Computer literacy is emphasized at this level.

6. Learning Assistance

Learning assistance will be offered to any student who needs it. Classroom teachers will also continue to encourage students by offering enrichment opportunities within the classroom.

7. Sports Programs

7.1 Physical Education classes

All students take P.E. classes from Kindergarten to grade 7. Off campus classes include swimming and skating lessons, gymnastics, and sailing.

7.2 Intramurals

If it can be accommodated, intramurals take place at lunch hour or after school. Students are encouraged to play intramurals. It will give them an opportunity to build relationships, develop their skills, have good exercise, and have FUN!

7.3 Interschool

Students in grade 4 –7 are involved in the CESS (Christian Elementary School Sports) program. Several times throughout the year, students will join other Christian schools in the lower mainland area in tournaments. The philosophy of the CESS program is to have all students participate. Although students do compete, the focus is to give all students the opportunity to learn and develop their skills in several different sports and to have fun participating.

7.4 School Sports Teams

At the upper intermediate grades there are numerous sports teams for the students to join. These teams will participate in tournaments. If students want to be involved with the sports teams, they must be committed to the team and to the team's practices.

Teams will be recognized for their effort in a chapel soon after the tournament. The coach will introduce the team and give a brief summary of their success.

J. GRADE AND SUBJECT LEVEL PLACEMENT

Students learn best if they are placed in the level most suitable to them. They must be motivated and challenged, but not frustrated. For this reason, the school does not automatically pass students to the next level.

Students new to B.C. Christian Academy must submit a copy of their previous report card upon application and will be placed at the level recommended by it, unless circumstances warrant further investigation. If the administration is unsure at what level a student should be, the student will be tested and the principal will make a final decision. A student enrolled from another school may be re-evaluated for proper placement during the first two weeks of his or her attendance at this school.

If an elementary student needs to repeat a grade level, teachers will discuss the matter with the Principal prior to January 31. Parents will be notified of the possibility before the end of March and re-evaluation will occur during the last reporting period. The final decision will be made in June in consultation between parents, teacher(s) and administration.

K. GRADING AND REPORTING PROCEDURES

Students in the primary grades (K thru 3) receive anecdotal reports which reflect the unique nature of the child's first years at school. It is hoped that this format will transmit information, which will be helpful to you in assessing your child's progress and development, academically and socially. Every report format has limitations. However, you are encouraged to maintain regular communication with your child's teacher. Letter grades are given in the intermediate grades (4-7).

For all elementary grades the year is divided into three formal reporting periods, November, February, and June. These reports indicate work habits and attitudes as well as achievement levels where appropriate. Interim reports will be issued when necessary as requested by the parent or subject teacher.

Please note that the white report sheets are retained by parents or guardians but the signed **outer cover and envelope** should be returned to the school.

While the progress of intermediate students is always reported as a percentage, the percentage equivalent of the Ministry of Education is as follows:

A+	=	95% - 100%
A	=	90% - 94%
A-	=	86% - 89%
B+	=	80% - 85%
B	=	77% - 79%
B-	=	73% - 76%
C+	=	67% - 72%
C	=	60% - 66%
P	=	50% - 59%
F	=	49% or less

- A Excellent or outstanding achievement in relation to expected learning outcomes.
- B Very good achievement in relation to expected learning outcomes.
- C+ Good achievement in relation to expected learning outcomes.
- C Satisfactory achievement in relation to expected learning outcomes.
- P Marginal pass in relation to expected learning outcomes.
- IP Expected learning outcomes not achieved and further development required. In order to provide teachers with more flexibility in deciding on the best approach for reporting students' achievement, the symbol "IP" (In Progress) may be used in place of "F". When the course is successfully completed, credit will be granted, and the symbol IP will be replaced with A, B, C+ or P, as well as a percentage. On the final report the IP is then changed to an F if the student has not achieved a percentage above 50%.
- IEP Individual Education Plan for Special Education funded students.
- LP Learning Plan written for students with learning challenges in specific learning areas/subjects.
- F Failure to achieve expected learning outcomes.
- W Withdrawal

L. AWARDS

Closing Ceremony Awards

Please note that not all awards are given out each year. Awards are only given when warranted.

Individual Character

The teachers acknowledge one positive quality in each student at the awards ceremony.

Christian Citizenship

This award is given to one boy and one girl from each class who has displayed such Christian characteristics as honesty, respect, obedience, kindness, love and understanding.

Class Character Award (Grade 4-7)

This award is earned throughout the year by the class that displays the strongest improvement and displays the fruits of the Spirit (Galatians 5:22). The award is given if warranted.

“David”

One student is recognized for his/her consistent desire to do that which would please God.

“Jonathan”

This award is given to one student in recognition of genuine friendship and concern extended to fellow classmates.

“Caleb”

One student is recognized for his/her perseverance and diligence to assigned tasks.

Faithful Servant Award

This award is given to the student in the intermediate grades who willingly gives of himself/herself in serving the school.

ESL Award

This award is given to the ESL student in each class who has demonstrated the most improvement throughout the year.

Individual Improvement Award

Presented to the student in each class who has worked hard to do their best and showed significant improvement during the year.

Music Award

The top students in music for each grade (4-7) will be given this award.

French Award

The top students in French for each grade (4-7) will receive this award.

P.E. Award

A boy and girl in each grade (4-7) will be recognized for showing excellence in sportsmanship and athletic ability.

Honours with Distinction

Presented to students in grades 4-7 who have achieved a cumulative percentage of 90-99% from all areas of study throughout the entire school year.

Honour Roll

Presented to students in grades 4-7 who have achieved a cumulative percentage of 86-89% from all areas of study throughout the entire school year.

Academic Award

The top academic student in grades K-3 will receive this recognition for maintaining the highest average of all subjects combined over the full school year.

M. RESPONSIBILITIES TO THE MINISTRY OF EDUCATION

The school's responsibility to the Ministry of Education is outlined in the Independent School Act. The main areas of accountability are concerned with ...

1. Curriculum

The Ministry sets minimum time requirements and prescribes content (80%). Latitude is given for designating "locally developed" courses. Christian schools are able to integrate a Biblical view into the various courses.

2. External Evaluation

The school is evaluated every 6 years to ensure that it complies with the Independent School Act as a condition for continued funding. The school receives a monitoring visit in the middle of the 6 years.

The school is registered as a Group 1 school and receives provincial funding at 50% of the educational cost per student in the Coquitlam School District.

3. Learning Assessment

The school participates in regular province wide curriculum assessments; Foundational Skills Assessment at the grades 4 and 7 level as well as grade 10, 11, 12 provincial examinations. The school administers the C.A.T. assessment tests for our own evaluation purposes for grades 1-3, 5-6, 8-12.

BCCA also administers a reading assessment test in September and April as part of the reading program. All students participate in this assessment and the results are shared with the parents.

4. Certification

All teachers must have either B.C. Certification (through the Teacher Regulation Branch of the Ministry of Education) or Independent School Certification (through the Independent School Certification Committee).

N. TUITION AND PAYMENT POLICIES

Standard tuition rates apply to all students admitted to the school. The following policies apply unless arrangements have been made with the business office.

1. All tuition payments and fees are due the beginning of each school year. If payments are made monthly, postdated cheques must be submitted to the school office the first week of school in September and all cheques should be dated the first of each month.
2. **No child(ren) of parents owing overdue tuition or other obligations, e.g. repayment for lost or vandalized books and equipment, will be readmitted to BCCA the following year.**
3. Tuition fees still outstanding as of July 15th will place the family on the waiting list of the school regardless of whether they have re-registered.
4. Accounts paid with post-dated cheques will be assumed to have not been paid until the date noted and the above rules apply.
5. Continued failure to meet the above stated obligations or agreements with the Business Administrator ON TIME will result in action to consider refusal of enrollment for subsequent years.
6. **When a student voluntarily withdraws from the school for any reason, two months written notice must be given. In lieu of notice, a two-month tuition payment is due and payable to the school.**
7. When a student is expelled or withdrawn at the recommendation of the school, tuition will be due up to and including the day of expulsion or withdrawal with the exception of international students.
8. The Board considers that all unpaid tuition accounts from past years are still due to BCCA. Careful records are kept and any parent may inquire at the business office regarding the status of their account.
9. A student/activity fee is required to cover the costs of damaged property, new texts, most field trips, or unexpected expenses that may be incurred during the school year.

O. SCHOOL SUPPLIES

Student Supplies List – Primary

KINDERGARTEN – GRADE 3

Each student is expected to have the following school supplies. Please ensure that all supplies are **CLEARLY LABELLED** with the student's name. Each student needs a pair of non-marking running shoes for gym use.

KINDERGARTEN AND GRADE 1

\$50.00 per student is required to cover supplies for the entire year. Standardized supplies will be purchased by the school. Outdoor shoes or boots are required, *the school T-shirt and school grey sweatpants are required for some field trips. These may be purchased through the school.*

GRADE 2

\$50.00 per student is required to cover supplies for the entire year. Standardized supplies will be purchased by the school. Outdoor shoes or boots are required, *the school T-shirt and school grey sweatpants are required for some field trips. These may be purchased through the school. An NIV Adventure Bible is also required, and may also be purchased through the school.*

GRADE 3

\$50.00 per student is required to cover supplies for the entire year. Standardized supplies will be purchased by the school. Dictionary is optional. Outdoor shoes or boots are required. *Complete gym strip is required for grade 3. This may be purchased through the school. An NIV Adventure Bible is also required, and may also be purchased through the school.*

Student Supplies List – Intermediate

Please label all supplies with your child's name

Grades 4, 5, 6, and 7

- 2 Boxes Kleenex (300 size)
- 1 Small box or pencil case
- 12 HB pencils or 5 HB mechanical pencils
- 2 Large gluesticks (**UHU Brand preferred**)
- 1 Pencil sharpener
- 2 Packages of loose-leaf paper (250 sheets/pk)
- 1 English Dictionary – Pocket size
- 3 Red marking pens (2 for grade 5)
- 3 Blue ballpoint pens (2 for grade 5)
- 3 Black ballpoint pens
- 1 Cloth gym bag
- 2 Highlighter pens
- 1 Ruler (inches and centimeters)
- 2 White erasers (3 for grade 4)
- 1 Pair of scissors
- 1 Set of felt pens (grades 5,6,7 **only**)
- 1 Set of pencil crayons (sharpened)
- 1 Fine-tipped permanent black marker (1 extra for grade 5)
- 1 Larousse's French/English Dictionary
- Gym Strip**

Additional Supplies for Grade 4:

- 1 NIV Adventure Bible *
- 1 Small water bottle
- 2 Fine-tipped black dry-erase markers
- 1 Bottle of white school glue
- 1 Chisel-tipped black Sharpie felt marker
- 1 set of 24 narrow colour markers

Additional Supplies for Grade 5:

- 1 NIV Study Bible *
- 1 Set of crayons
- 1 black Sharpie felt marker
- 1 pkg. reinforcements
- 1 Lettering Stencil

Additional Supplies for Grade 6:

- 1 NIV Study Bible *
- 1 Geometry set (screw adjustable – not slide)
- 1 Set of crayons
- 1 Chisel-tipped black Sharpie felt marker
- 1 Thesaurus

Additional Supplies for Grade 7:

- 1 NIV Study Bible (can be purchased through the school)
- 1 Geometry set (screw adjustable – not slide)
- 1 Thesaurus

* NIV Adventure and Study Bibles may be purchased from the school.

**Gym Strip is available for purchase from the school

APPENDIX

British Columbia Christian Academy Society Constitution

NAME:

- The name of the society is British Columbia Christian Academy Society

PURPOSE:

In deep gratitude to God, our Heavenly Father for Jesus Christ, His Son, our Saviour, **whom God made our wisdom and our righteousness and sanctification and redemption” (1 Corinthians 1:30) we do hereby seek:**

- To provide a provincially accredited Christian academic education according to the principal herein set forth in order to instruct children in the “**fear of the Lord**” for all like, with the humble prayer that God may bless our society to the glory of His name and the salvation and joy of many.
- To establish and operate Christian schools based upon the principals as set forth in this Constitution.
- To fund, facilitate and promote programs and activities which will advance Christian Education.
- To receive bequests, trust funds and property, and to hold, invest, administer and distribute funds and property for the purposes of the Society as presently set out and for such other organizations as are “qualified donees” under the provisions of the Income Tax Act and for such other purposes and activities which authorized for registered charities under the provision of the Income Tax Act.
- To engage in such activities as are incidental and ancillary to the attainment of the charitable purposes of the Society.
- To assist the family by providing a Christ-centered, Bible-based education that inspires each student to pursue excellence, spiritual growth, moral character, academics, fine arts, physical fitness and service to others.

CORE AIMS OF THE SOCIETY

The Core Aims of the Society are predicated on Romans 12:1-2 (*“Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God – this is your spiritual act of worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is – His good, pleasing and perfect will.”*) and collectively form the goal of our efforts. We cannot hope to achieve perfect development of these areas in our students, but we will strive for maximum achievement. These aims are the starting point for hundreds of more specific learning objectives for each grade. (Some examples are included with each aim). On the basis of the Word of God and in humble, prayerful, active dependence on God, we aim to accomplish the following in our students:

Full Understanding of the Gospel and the Need for Personal Conversion and Spiritual Maturity

- Proclaim the good news of Jesus Christ, and repentance and forgiveness of sins in His name to every student. (Luke 24:45-47)
- Impress upon the student the urgency to receive Christ as Savior and Lord.

Fully Devoted Discipleship to Jesus Characterized by Service and Witness to Others

- Discuss each Christian’s place in the body of Christ, and its worldwide mission, providing opportunities for the student’s involvement in this task (Ephesians 4:2; 1 Corinthians 12:1-13; Matthew 28:19-20)
- Teach Biblical character qualities and provide opportunities for the student to demonstrate these qualities. (Samuel 16:7; Galatians 5:22-23)
- Teach the students how to develop the mind of Christ towards godliness. (Philippians 2:5; 1 Timothy 4:7)
- Teach the student Biblical attitudes toward material things and his responsibility for using them to God’s glory. (1 Timothy 6:17-19; Matthew 6:19-20; 1 Corinthians 10:31)

Growing Knowledge of the Bible and Practice of Spiritual Growth Habits

- Teach that the Bible is the inspired and the only infallible authoritative word of God, thus developing attitudes of love and respect toward it. (2 Timothy 3:15-17; 2 Peter 1:20-21)
- Teach the basic doctrines of the Bible (Titus 2:1)
- Teach the student to know and obey the will of God as revealed in the Scriptures, thus equipping the student to carry out God’s will daily. (Romans 12:1-2; 2 Timothy 2:14; Deuteronomy 26:16-17)
- Teach the student to hide God’s Word in his heart through memorization of, and meditation on, Scripture. (Psalm 119:11; Psalm 1:1-3)
- Teach the student how to study God’s Word. (2 Timothy 2:15)

Skill in Defending the Biblical Worldview in a Pluralistic Society

- Help the student develop a Christian world view by integrating life and all studies with the Bible. (2 Peter 1:3)
- Teach the student how to relate to God's plan for man using current affairs in all areas.

Personal Excellence in Academic Achievement and Study Skills

- Teach and encourage the student to use good study skills and habits. (2 Timothy 2:3-7)
- Teach the student how to research and to reason logically from a Biblical perspective. (Hebrews 5:14; Romans 12:2)
- Teach the student creative and critical thinking based upon the proper use of Biblical criteria for evaluation. (2 Timothy 3:14-17)

Maturing Social Awareness and Christ Like Response

- Teach the student the respect for and submission to authority from God's perspective. (Romans 13:1-7; Hebrews 13:17; Ephesians 6:1-3)
- Teach the student to treat everyone with love and respect as unique individuals created in God's image (Philippians 2:1-4; Ephesians 5:21)
- Teach the student how to become a contributing member of his society by realizing his need to serve others (Galatians 5:13; Romans 12:10)
- Teach the student the Biblical view of dating, marriage and the family. (1 Thessalonians 4:1-7; 1 Timothy 4:12; Genesis 2:18-25; Ephesians 5:22-23)
- Teach the student to understand and use the fundamental processes in communicating and dealing with others. (2 Corinthians 5:20)
- Teach the student an understanding of and an appreciation for God's world, developing an awareness of man's role in his environment and his God-given responsibility to subdue, use and preserve it properly. (Psalm 8:6; Hebrew 2:6-8)

Development of Good Physical and Emotional Health Habits

- Encourage the student to develop self-discipline and responsibility from God's perspective. (1 Timothy 4:7; Corinthians 9:24-27)
- Help the student develop his self-image as a unique individual created in the image of God and attain his fullest potential (Psalm 139: 13-16)
- Teach the student physical fitness, good health habits, and wise use of the body as the Temple of God. (1 Corinthians 6:10, 19)

CORE VALUES

Statement of Doctrinal Belief (Statement of Faith)

- We believe the Bible to be the inspired and only infallible, authoritative written Word of God. (2 Timothy 3:16-27)
- We believe that there is one God, eternally existent in three persons (Father, Son and Holy Spirit. (Matthew 28:19; 2 Corinthians 13:14)
- We believe that the universe originated by the creative act of God as revealed in Holy Scripture, and that the form of every kind of life was fixed at the time of its creation , (Genesis 1:1; John 1:1)
- We believe in the true deity and true humanity of our Lord Jesus Christ, His eternal pre-existence, His virgin birth, His sinless life, His miracle, His substitutionary and atoning death through His shed blood, His bodily resurrection, His ascension to the right hand of the Father, and His future visible return in power and glory. (Colossians 1:13-20; John 1:14)
- We believe that the Lord Jesus Christ is the only mediator between God and man (1 Timothy 2:5)
- We believe that all men are lost and sinful, and that salvation is received through personal faith in the Lord Jesus and by the act of regeneration of life by the Holy Spirit of God (Romans 3:23-26; Titus 3:5)
- We believe that by the present indwelling ministry of the Holy Spirit, the Christian is enabled to live a godly life, and that every believer should practice the holiness which God requires. (Ephesians 1:13-14; Romans 8:1-4; 12:1-2; Titus 2:11-13)
- We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:24-25; 28-29)
- We believe in the spiritual unity of believers in our Lord Jesus Christ. (John 5:20-23; 1 Corinthians 12:12-13)
- We believe that support of, and participation in, the task of fulfilling the Great Commission is an obligation of all believers in our Lord Jesus Christ. (Matthew 28:19-20)

Traditional Family and Role of the Parents

- A biblical marriage consists of one man and one woman, united before God and State, in a loving, lifelong commitment. This comprises the ideal environment for the nurturing and upbringing of children. It is foundational to a strong and united society and as such is to be fostered, strengthened, protected and encouraged.
- Parents, not society, have the responsibility for ensuring that their children are raised to be exemplary members of the community. This process is best accomplished when children are raised to love God with all their heart, soul, strength and mind, and their neighbour as themselves.

The Child / Student

- Each child is God's unique creation, having been wonderfully made from conception, endowed by God intentionally with gifts and abilities, for a purpose and calling ordained by God. Recognized as such, children are a precious gift of God to their parents. (Psalm 139:14-16)
- Therefore, parents / guardians have the responsibility to pursue an accurate understanding of their child's abilities and challenges in order to assist the child in reaching his / her full potential. However, abilities by themselves are insufficient. God's purpose and calling for the child can only be achieved when a child is following Christ as Lord. (Jeremiah 9:23-24; Matthew 19:14)

The School

- The school assists the parents in the training and upbringing of the child. As such, parental involvement is to be encouraged at school. (Psalm 62)
- The school must strive to provide a safe and nurturing spiritual, emotional, social, intellectual and physical learning environment.
- The school must strive to provide a respectful disciplined, structured environment.
- The school must be accountable and strive to achieve organizational integrity.

The Faculty and Key Leaders

- All faculty staff and key leaders must be born again believers who wholeheartedly embrace and demonstrate the principles and values set out herein.
- Faculty, staff and key leaders must at all times strive to reflect by word and deed, the love of Christ and the honour of God through the work of the Holy Spirit. (1 Corinthians 13)

EDUCATIONAL PHILOSOPHY

- The educational philosophy of British Columbia Christian Academy is based on a God-centered view of truth as presented in the Bible. The Lord God, by graciously giving us the Scriptures, has revealed to His people certain basic principles intensely relevant to education. However, the Bible is more than a collection of helpful educational guidelines. The content of the Bible itself is the core and foundation of the curriculum. Its doctrines are the reference point for all truth.
- Since God created and sustains all things through His Son, Jesus Christ, the universe and all life is dynamically related to God and has the purpose of declaring His glory. This is pointedly true of man who was made in God's image, different from all other creation, with the unique capacity to know and respond to God personally and voluntarily. Because man is a sinner by nature and choice, he cannot know or honour God apart from grace. He must be born again by the Spirit of God, who enables him to do God's will, glorify Him, and enjoy Him forever, which is the ultimate purpose of his life.

- The entire process of Christian education, especially instruction in the gospel, is the primary means used by the Holy Spirit to bring the student into fellowship with God, to help him become mighty in the Spirit, to assist him in developing the mind of Christ aiding him to demonstrate Christ-like character so that he can fulfill God's total purpose for his life personally and vocationally.
- The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives and from the fact that parents are responsible for the total education and training of their children. At the parents' request, the Christian school, along with the church, becomes a partner with the home in giving this education. The Christian school complements the local evangelical, fundamental church's Christian education program, helping the parents to fulfill their responsibility of educating the child to the glory of God.

Matthew 18

By: Mr. Bob White

When an individual has an issue with something to do with BCCA, or with another person for that matter, one often hears, "Have you practiced Matthew 18?" No doubt, in thinking about Matthew 18, one tends to focus on verses 15-17 which outline dealing with the other person one-on-one, taking a couple of other people with you, or finally involving the church. That is an excellent passage describing the process for restoring relationships. However, when considering these new verses, I believe that the whole chapter lays a foundation that must be kept in mind if one truly seeks reconciliation in resolving a dispute or controversial issue.

If someone mentions Matthew 18 or if you have an issue then consider the whole chapter as Matthew includes Jesus' teaching about relationships within the Kingdom of God. Do not take the three verses (15-17) out of context. Consider the content and the qualities that Jesus highlights for His followers. It is these qualities that will be a factor in how one approaches other people in seeking to resolve issues.

Michael Green in the commentary Matthew highlights seven qualities that Jesus' followers should have to approach controversial issues. Consider, therefore, Matthew 18.

In verses 1-4, believers are directed to be **humble** and that means in everything they do. Children for the most part are humble and low in stature, and like children, adults are to take on that same quality as a starting point for dealing with issues. Being humble involves being open to and surrendered to Jesus without having any claim on others. There is no self-centeredness. One has to forget about himself/herself and one's own agenda in order to be humble (no pomp, no power, no supremacy). One must be God-conscious and approach all situations with humility, not seeking to lord it over another. In humility, one becomes more Christ-like.

What difference it would make, if an individual enters into a discussion of an issue with an attitude of **welcoming or receiving** a person rather than simply arguing with him/her. In verses 5-6, children and all people, from every spectrum of society should be treated in the same way, with respect. In other words, they should be accepted, which in itself, is a very positive view. Welcoming the other person means being open to them, or being hospitable towards them. When dealing with an issue, one is not there simply to view the other person as an enemy. Jesus is creating a frame of mind for His followers to develop for use when they face controversial issues. One must be accessible and receptive to anyone. If Christ has received each one of us then we should be willing to receive others, even those we have an issue with because they also are members of God's family.

Verses 7-9 speak to the point of the believer being completely **committed to God**. Such a person is wholehearted in their relationship with God. If a person is wholeheartedly committed in their faith toward God, their attitude in approaching a conflict will be one of obedience to God and seeking the best for the other party. Such a person does not seek their own way but is open to God's will, His involvement and solution to an issue. To achieve a wholehearted commitment to God, one must deal with the sin in his/her own

life and not look upon the other party with contempt or scorn. A key question to ask oneself is, “When I interact with another person regarding an issue, will they see God in me?” Are you under the Holy Spirit’s control? When seeking a resolution to an issue, remember to be totally committed to God.

Caring is an important quality mentioned in verses 10-14. Jesus talks of the shepherd who cares for that one sheep who wanders off and goes to find it, returning it to the flock. Just as caring for sheep is important, how much more so is caring for people. Caring must be part of dealing with people. It also speaks to one’s motivation behind his/her actions in seeking to resolve an issue and returning the offending individual back to the safety of the Christian community. Respect and truly caring for the other person, is crucial to making headway with an issue. Like a shepherd, one must do all one can to ensure the safe return of a person. If one shows they care, there is a better chance of success with issues.

Verses 15-19 raise the issue of openness when dealing with another person in resolving or discussing an issue. There must be openness to working towards a resolution. An openness to going to the other person, an openness to talking, listening and responding, and an openness to working through a process. Openness results from a person’s attitude and motivation in addressing an issue. Openness means remembering that the other person is a brother or sister in Christ. Openness means that one goes in love and not in anger. Openness also means that one goes prayerfully. Therefore, with all of these thoughts of openness, one goes to repair and not to destroy or humiliate. If one goes with an open mind then the other person will probably listen and carefully weigh what is shared. In following Jesus’ teaching, one is to go and deal with an issue privately so as not to embarrass the other person. The issue must be dealt with positively in order to build the relationship. During the process one must avoid gossiping with other people about the issue. If not successful, take one or two people with you to show you are serious about the issue. These witnesses are present to ensure that the issue is handled in a positive manner. If not successful, go to those in authority in the church who can aid in the reconciliation process. In this process one not only addresses the issue but also looks out for the interest of the other person in order to achieve reconciliation. The key here is to remember to follow the process that involves taking the initiative to go to the other person seeking a resolution to an issue. This process stresses the importance of resolving issues and not giving up on individuals

Verses 21-22 are important to resolving issues because **forgiveness** is crucial for the process to be successful. Whether we realize it or not forgiveness is foundational to the relationship one has with God and others. Just as God’s pardon and forgiveness is crucial to our relationship with Him, it must also be key in our relationships with others. When an issue is discussed one often hears the words, “I am sorry!” these are wonderful words but in light of God’s teaching, one should ask, “Will you forgive me?” and the other person should then respond, “I forgive you!” if God is willing to forgive us, then we must be willing to forgive others and put an end to the issues. There must be closure and no holding of grudges, God does not hold grudges. The issue must be out to rest with forgiveness, for the good of both parties. For the sake of a peaceful resolution, one must forgive and forget.

The remaining verses (23-25), present a story that illustrates the importance of being free from resentment and revenge. A servant was freed from debt he owed the master but turned around and mistreated a fellow servant who was in debt to him. The first servant's resentful attitude enslaved him to the point of refusing to extend the grace (forgiveness) that was extended to him, to another. He showed no mercy and was unwilling to forgive. He harbored malice toward he fellow servant. The Bible's teaching is clear that God will forgive individuals if they in turn forgive others. Issues must be out to rest and not be allowed to resurface or be discussed again. One must forgive and forget, otherwise one may harbor resentment toward the other person and God does not want that to occur. If believers truly seek to be Christ-like in dealing with each other, then we must seek the welfare of people.

When believers approach issues in this biblical manner it is a win-win situation for both parties as judging and condemning are removed from the discussion. With the frame of mind and attitude that Jesus proposed there is a better opportunity of successfully resolving issues and being reconciled to one another. Believers must address issues having the qualities of humility, being welcoming, being committed to God, being caring, being open, being forgiving and being free from resentment. Approaching issues in this manner is biblical and increases the opportunity of working together to put issues to rest. May God help His followers to develop these qualities in their lives and to approach issues His way.

16 Ways to Help Your Child Do Well in School

By: Dr. Paul A. Kienel

Some children appear to be “natural students.” They learn quickly and their “photographic memories” recall almost everything they hear and see. They are amazing! Teachers love them! I don’t know about you, but I was not one of those students. Most “ordinary” children need external prodding to motivate their learning process. The U.S. Office of Education Research and Improvement says:

Successful students behave in certain ways. They have the “right” attitude. They’re motivated, they pay attention, they’re relaxed, and they ignore distractions that might interfere with learning. And, when they need help with schoolwork, they know how to get it.

None of those things are inborn, but they can be learned. And you, as a parent, can help a child learn them.

Here are several ways you can help your child do well in school:

- 1) Take a personal interest.** The only words many children hear from their parents about school are these: “How was school today?” and “Go do your homework!” Parents would do better to be more specific and ask, “Do you need my help in understanding your homework assignment?” Do you have questions about your lessons at school?” Show a personal interest in the learning tasks facing your children.
- 2) Don’t banish your child to his/her room to study.** Working in the same room with you may be helpful. It depends on the nature of the assigned work. Be available for interaction with your child.
- 3) Teach organizational skills.** It is not a news flash to you that children generally are not organized; doing things in an orderly fashion is a brand new idea to most children. Begin by training your child to be a list maker---listing things they need to do at home and at school. The list would include chores, papers to be written, projects, books to read, book reports and homework assignments. We know that list makers are usually more relaxed than non-list makers, because non-list makers must keep everything in their head.
- 4) Start on the toughest subjects first.** Human nature is such that a child is less likely to complete his work of the most difficult tasks that are left to the last.
- 5) Use memory perks.** For instance, the first letter of each of the Great Lakes (Huron, Ontario, Michigan, Erie, and Superior) spells HOMES. It is a matter of associating the unknown with the known. Teaching your child to use memory mechanisms can be helpful and even fun. There are numerous forms of memory mechanisms.

- 6) **Look for the main ideas.** As students listen to a teacher or read textbooks or other material, they should ask the question, “What is the main point being made here?”
- 7) **Read in small segments.** As students listen to a teacher or read textbooks or other material, they should ask themselves questions about what’s just been read --- questions such as, “In what ways were the Pilgrims different from people in the U.S. today?” Or, “Are astronauts more likely to find God in outer space than here on earth?” Formulating questions and reflecting on reading content facilitate true cognitive learning.
- 8) **Set goals and deadlines.** Help your child identify reachable goals and set deadlines to reach them. Offer to play a game if a chapter is read and study the questions answered within a given period of time. Small rewards can be very stimulating for children.
- 9) **Monitor your child’s learning skills.** Be sure your child has mastered one skill before moving on to the next. This is particularly essential in the lower grades, and it is particularly important in reading and math. These fundamental skills are keys to success in all other areas of learning.
- 10) **Make your home a learning laboratory.** Dan Kaercher wrote: “Make your kitchen a learning laboratory. Teach fractions to a young child with measuring spoons and cups, or cut a potato into halves, fourths and so on.”
- 11) **Take notes.** Children cannot remember everything they hear or read. But notes taken with headings and subheadings are essential for later recall. Begin early to establish this pattern.
- 12) **Help your children prepare for tests.** Ask your youngster to write possible test questions as they read and study. Then read the questions to your child and ask them to confirm the right answer in the text.
- 13) **Help your children check their homework.** Most children and adults for that matter, don’t enjoy going back over a written assignment to check for grammatical or spelling errors, nor is it fun checking math problems for misplaced decimal points, but it must be done. A last minute check can make a major difference.
- 14) **Praise your children for their success.** Don’t belabour failures. Look for improvement in your child’s work. Commend your child whenever possible. Let your children hear you share your approval of their good work as you talk with family and friends. This builds a valuable approval base which your child will want to live up to.
- 15) **Don’t pressure and push your children beyond their capabilities.** Don’t threaten your children to do academic work which they simply cannot do. Don’t measure your child’s future worth on current academic prowess. Brilliance in school is not the sole criteria for a meaning full life. Albert Einstein, Henry Ford

and Winston Churchill were all low achievers in school, yet you will agree, they did quite well in their later years.

16) Pray. Urge your child to hold prayer conversations with God about school work. Your child's conversation with God might go like this, "Dear heavenly Father, with your help I know I can do this but right now I am stuck. This is what I understand about the problem. This is what I don't understand. Make clear to me what I must do to find the answer. Amen."

Children need the right amount of parental push. Dan Kaercher said, "It's indisputable: A child's success depends less on IQ than it does on what parents do at home to help youngsters achieve.

A Few Things Christian Schools Cannot Do For Your Child

By: Dr. Paul A. Kienel, Executive Director
Association of Christian Schools International

Here is a list of a few things a Christian school cannot do for your child:

- 1) Christian schools cannot be a substitute for quality home environment. The number one training influence in the life of a child is his or her home. A parent, more than teachers and preachers combined, is the primary model for children to follow. Parents are the “pattern makers” for Christian living, attitudes toward life, and attitudes toward others, work ethics, basic manners, money management, health habits, manner of speech, goal setting and study habits. Pastor Chuck Swindoll says, “Home is where life makes up its mind.” Quite frankly, the impact of the Christian school is severely limited if the home is not what it ought to be. No teacher can compensate for an unstable home.
- 2) Christian schools cannot guarantee a perfect school environment. Some parents are unrealistic about other students in their child’s Christian school. They expect a degree of perfection among mortals that simply is not attainable on earth. I am sure you have heard it said that “If you find the perfect church – don’t join it – you will ruin it.” Christian schools are decidedly better than the secular public school alternative but they are not perfect. Students come to the Christian school with varying degrees of spiritual maturity. Some are not Christians. There is a wide variety of intellectual ability, emotional development, home training and personal patterns among the students in any school, including the Christian school. The typical Christian school setting is not the “sheltered environment” that critics make them out to be. As the father of three daughters who attend Christian schools, I advised my children to carefully select their close personal friends – even in the Christian school. Remember, any time two or more people get together in any kind of institution there is room for improvement in at least one of them. If this were not so, there would be no need for Christian schools.
- 3) Christian schools cannot increase the level of your child’s intelligence. It simply is not true that we are all created equal. In the broadest sense, in a free society we are created with an equal opportunity. But God has fashioned each of us with varying degrees of intelligence, imagination and drive. Christian school educators cannot, nor should they, push a child beyond his or her ability to perform. Children need a reasonable level of intellectual stretching and academic challenge, but caring Christian school teachers cannot perform nor should they attempt to perform “academic miracles” to please parents who may have an unrealistic view of their children’s ability. Parents and teachers alike should know that a child’s academic success in school is only part of the total composite of qualities that God can use to make a person worthy of our respect, love and admiration. Never judge a child’s future worth to the world on his current academic prowess in school.
- 4) Christian schools cannot duplicate parental love and support. Most adults have forgotten the emotional stress we experienced as children at school. The very nature of a school requires that it maintain an orderly disciplined environment if learning is to occur. The

process of learning can be emotionally stressful and mentally stretching. Parents can greatly reduce the pressure of learning our children may feel by encouraging them, inspiring them and loving them.

Children and young people need parental love and support when they experience disappointment in a youthful friendship or even a youthful romance that has “gone sour.” It happens. It is part of the process of growing up and parents can help immeasurably with their understanding.

- 5) Christian schools cannot replace the spiritual influence of a parent. Read the words of Moses in Deuteronomy 6:6-9, “These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.” Christian school education may be frustrating for your child if the Christian principles taught at school are not a continuation of the Christian principles taught in your home. If yours is not a Christian home, I urge you to respond to the invitation of Jesus Christ, the incomparable Saviour of the world. Accept Him as your personal Saviour and then in His strong name train your family in a manner that will please Him. You will not regret it.

Christian school education is a major force for good in the lives of our children. It can be enhanced if the church, the home and the school are all on the same spiritual and academic frequency.

STUDENT DRESS CODE

Uniform Guideline/Requirements

A uniform ceases to be a uniform when all students in the school do not meet the established **requirements**. It is very important that these uniform policies are enforced. When representing the school in the community it is important that all students wear the required BCCA uniform. It is vital to our image in the community. Our daily uniform must be worn in the classroom and to and from school. The gym uniform must be worn for P.E. and athletic events.

It is expected that the complete school uniform be worn to and from school, and while on campus. Students are NOT permitted to change into 'street clothes' while they remain on campus.

BOYS

- Black Twill Dress Pants (no denim)
- Crested Polo shirts (short or long sleeves)
- Maroon V-neck Pullover Sweater or Cardigan
- Black Dress socks
- All Black Dress Shoes (no buckles) able to be polished
- No Boots

GIRLS

- Plaid kilt 9 (8-12)
- Tunics (K-5)
- Skirts (6-7)
- Modesty shorts
- Crested Polo Shirt (short sleeves)
- Maroon V-neck Pullover Sweater or Cardigan (Vest is optional for casual wear only)
- Black Knee High socks or Black tights
- All Black Dress Shoes able to be polished
- NO** Boots or shoes with any slogans or writing (Max 2" heel)

Note to all boys:

Senior Boys – Twill dress pants must be full length, in good condition. Baggy pants are not acceptable. No denim.

Note to all girls:

Skirts and kilts must be no shorter than 1" above the top of the knee (6-12)
Modesty shorts should be worn under uniform

To all:

Golf shirts and vests must be purchased from Neat Uniforms.

Vest is optional for casual wear only

Formal uniform *requires* the V-neck sweater or cardigan

GYM STRIP

Grades K - 2	Gym Strip not mandatory
Grades 3 - 7	BCCA Grey T-shirt, Burgundy BCCA Girl or Boy Shorts & BCCA Grey Sweatshirt and Sweatpants
Grades 8 – 12	BCCA Grey T-shirt, Burgundy BCCA Girl or Boy Shorts & BCCA Grey Sweatshirt and Sweatpants
All Grades	White Socks only
All Grades	Non-marking runners/gym shoes only

Grade 3 - 12 students are expected to change into their PE uniform for gym and then back into their formal school uniform after gym.

SEASON GUIDELINES

Cold Weather November – March

Girls – Uniform dark grey pants to school

Warm weather April 1 – October 1

Boys – Uniform Black walking shorts

Girls – Uniform Black skort

Please be sure and **label** each individual item of clothing worn to school for ease of identification.

Lost items must be reported to teachers with a note of when items will be replaced.

Uniforms can be purchased directly from:

Neat Uniforms Co.
School Uniform Specialists
1050 Boundary Road
Burnaby, B.C., V5K 4T3
Tel: 1-800-668-8261
Website: www.neatuniforms.ca

Tuesday-Friday 9:00 a.m. to 5:00 p.m.
Saturday 10:00 a.m. to 4:00 p.m.

*Gently worn uniform can also be purchased from school office.

UNIFORM INFRACTIONS

Students must wear the proper B.C.C.A. uniform. White golf shirts not purchased from the uniform store and without the BCCA logo are not acceptable. Students may not wear shirts other than approved uniform shirts under their sweaters.

Additional items such as scarves around the neck are not permitted. Shirts are to be tucked in neatly and if the student fails to comply and has repeated uniform infractions, it will result in suspension. Boys may not wear earrings to school. Girls may wear earrings but they are to be small and tasteful. Hair is not to be coloured outlandishly or worn in an unacceptable fashion. Hair should be neat and tidy and for the male students, the hair must not touch the shirt collar. Violation of any of these dictates will result in fines and ultimately suspension for failing to comply.

Uniform Requirements *ELEMENTARY SCHOOL*

PRIMARY (K – 3)

GIRLS K – 3

Tunic
Crested Polo Shirt (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Modesty shorts
Black Knee-high Socks or Black Tights
All Black Dress Shoes that can be polished
No boots or shoes with any slogans or writing
(Max 2" heel)

** In cold weather, girls are permitted to wear black tights or the **uniform** dark grey pants to school
From April–October 1, girls are permitted to wear the Black Skorts

INTERMEDIATE (4 – 5)

GIRLS 4 - 5

Tunic
Crested Polo Shirt (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Modesty shorts
Black Knee-high Socks or Black Tights
All Black Dress Shoes that can be polished
No boots or shoes with any slogans or writing
(Max. 2" heel)

** In cold weather, girls are permitted to wear black tights or the **uniform** dark grey pants to school
From April–October 1, girls are permitted to wear the Black Skorts

Intermediate Girls Note: The bib on the tunic is removable to maximize the use of the skirt in grade 6-7 (Junior)

BOYS K – 3

Black Twill Dress Pants (no denim)
Crested Polo Shirts (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Black Dress Socks
All Black Dress Shoes (no buckles)
that can be polished
(No boots)

** From April - October 1, boys are permitted to wear

BOYS 4 - 5

Black Twill Dress Pants (no denim)
Crested Polo Shirts (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Black Dress Socks
All Black Dress Shoes (no buckles)
that can be polished
(No boots)

** From April - October 1, boys are permitted to wear the **uniform** Black Walking Shorts to school.

Boys All Grades Note: Twill dress pants must be full length and in good condition. Washed out grey or pants with unsightly holes are unacceptable.

GYM STRIP K – Grade 2

Gym Strip not mandatory.
White socks only
Non-marking runners/gym shoes only

GYM STRIP BOYS AND GIRLS GRADES 3 – 7

BCCA Grey T-shirt
Burgundy BCCA Girl or Boy Shorts
BCCA Grey Sweatshirt and Sweatpants
White socks only
Non-marking runners/gym shoes only
*Students are expected to change into their PE uniform for gym and then back into their formal school uniform after gym

JUNIOR (6 – 7)

GIRLS 6 - 7

Plaid Choir Skirt
Crested Polo Shirt (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Modesty shorts
Black Knee-High Socks or Black Tights
All Black Dress Shoes that can be polished
No boots or shoes with any slogans or writing
(Max 2" heel)

** In cold weather, girls are permitted to wear black tights or the **uniform** dark grey pants to school
From April 1 - October 1, girls are permitted to wear the **uniform** Black Skort

BOYS 6 - 7

Black Twill Dress Pants (no denim)
Crested Polo Shirts (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Black Dress Socks
All Black Dress Shoes (no buckles) that can be polished
(No boots)
Twill dress pants must be full length and in good condition. Washed out grey or pants with unsightly holes are unacceptable.

** April 1 - October 1, boys are permitted to wear the **uniform** Black Walking Shorts to school.

GYM STRIP GRADES 6 – 7

BCCA Grey T-shirt
Burgundy BCCA Boy or Girl Shorts
BCCA Grey Sweatshirt and Sweatpants
White socks only
Non-marking runners/gym shoes only

*Students are expected to change into their PE uniform for gym and then back into their formal school uniform after gym

Note

All Girls

- * Skirts and kilts must be no shorter than 1" above the top of the knee.
- * Modesty shorts should be worn under uniform

All Boys and Girls:

- * Golf shirts and vests must be purchased from Neat Uniforms
- * Vest is optional for casual wear only
- * Formal uniform requires the V-neck sweater or Cardigan

Uniform Requirements HIGH SCHOOL (8 – 12)

GIRLS 8 - 12

Plaid Kilt
Crested Polo Shirt (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Modesty shorts
Black Knee-high Socks or Black Tights
All Black Dress Shoes that can be polished
No boots or shoes with any slogans or writing
(Max 2" heel)

** In cold weather, girls are permitted to wear black tights or the **uniform** dark grey pants to school
From April 1 - October 1, girls are permitted to wear the **uniform** Black Skort

BOYS 8 - 12

Black Twill Dress Pants (no denim)
Crested Polo Shirts (short sleeves)
Maroon V-neck Pullover Sweater or Cardigan
Black Dress Socks
All Black Dress Shoes (no buckles) that can be polished
(No boots)

** From April 1 - October 1, boys are permitted to wear the **uniform** Black Walking Shorts to school.

GYM STRIP GRADES 8 -12

BCCA Grey T-shirt
Burgundy BCCA Boy or Girl Shorts
BCCA Grey Sweatshirt and Sweatpants
White socks only
Non-marking runners/gym shoes only

*Students are expected to change into their PE uniform for gym and then back into their formal school uniform after gym

Note

All Girls:

- * Skirts and kilts must be no shorter than 1" above the top of the knee.
- * Modesty shorts should be worn under uniform

All Senior Boys:

- * Twill dress pants must be full length, in good condition. Baggy pants are not acceptable. No denim.

All Boys and Girls:

- * Golf shirts and vests must be purchased from Neat Uniforms
- * Vest is optional for casual wear only
- * Formal uniform requires the V-neck sweater or Cardigan.

Students must wear the proper B.C.C.A. uniform. White golf shirts not purchased from the uniform store and without the BCCA logo are not acceptable. Students may not wear shirts other than approved uniform shirts under their sweaters. Additional items such as scarves around the neck are not permitted. Shirts are to be tucked in neatly and if the student fails to comply and has repeated uniform infractions, it will result in suspension. Boys may not wear earrings to school. Girls may wear earrings, but they are to be small and tasteful. Hair is not to be coloured outlandishly or worn in an unacceptable fashion. Hair should be neat and tidy and for the male students, the hair must not touch the shirt collar. Violation of any of these dictates will result in warnings and ultimately suspension for failing to comply.

Grades K – 2	Gym Strip not mandatory
Grades 3 – 7	<u>BCCA</u> Grey T-shirt, Burgundy <u>BCCA</u> Girl or Boy Shorts <u>BCCA</u> Grey Sweatshirt and Sweatpants
Grades 8 – 12	<u>BCCA</u> Grey T-shirt, Burgundy <u>BCCA</u> Girl or Boy Shorts <u>BCCA</u> Grey Sweatshirt and Sweatpants
All Grades	<u>White Socks only</u>
All Grades	<u>Non-marking runners/gym shoes only</u>

* Grade 3 -12 students are expected to change into their PE uniform for gym and then back into their formal school uniform after gym.

*Please be sure to **label** each individual item of clothing worn to school for ease of identification

***Lost items must be reported to teachers with a note of when items will be replaced**