



HANDBOOK 2024-2025



Prairie Central
Adventist[®] Academy

*STRIVING FOR EXCELLENCE
THROUGH CHRIST*

WHY CHOOSE US?

Character Development:

- *Modeling & serving others
- *Bible-based standards
- *Fair rules and policies

Challenging Academics:

- *Building strong foundations
- *Sound teaching methods
- *Emphasis on content and skills

Exceptional Teachers:

- *Loving and patient
- *Personal Interest In your child
- *Timely communication

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56 Grey Street, Winnipeg MB, R2L 1V3

Kindergarten to Grade 12



Prairie Central
Adventist[®] Academy

"To foster holistic development
and provide quality education
in a Christ centered
environment."



INTRODUCTION

The purpose of this handbook is to provide a clear central source of information about common aspects of life at Prairie Central Adventist Academy. We expect that students and their families will take the time to review this book, as it provides answers to most questions you may have. Please keep a copy handy or access the handbook online to refer to it whenever the need arises.

PCAA PLEDGE

AIM: “Striving for Excellence Through Christ.”

MOTTO: “I can do all things through Christ who strengthens me.” (Phil. 4:13)

PLEDGE: “Loving the Lord Jesus, I promise, through active service, to represent Christ, stand for right and help further the gospel in all the world in this generation.”

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SCHOOL PERSONNEL

Nu/Manitoba/Saskatchewan Conference of SDA

Education Director Mrs. Corinne Lindberg

School Board: These officers are appointed by and from the Board members at the September meeting of each year, and hold office for twenty four months.

Chairperson	Dr. Chrispin Ntungo	Member	Cameron Gumbs
Vice-Chair	Jennifer Stewart	Member	Neva Pieper
Treasurer	Karl Hergenroeder	Member	Russell Reyes
Executive Secretary/Principal	Dr. Ian Mighty	Member	Barry Lumsden
		Member	Lemlem Gashaw
		Member	Betel Tekelehaimanot
		Member	Sabrina Rowe
		Member	Roland Diongson
Pr. R. Mena/ Pr. D. Onde	Ex. Officio Member		
Pr. N. Tagarao	Ex. Officio Member		
Pr. H. Oliphant	Ex. Officio Member		
Pr. W. Lyder	Ex. Officio Member		

Home & School Association: These officers are appointed by and from each of the Constituent Churches. The role of Home and School at all levels is to work together, connecting the Home and School and community in matters relating to the education and welfare of children.

FACULTY & STAFF

Development Coordinator: Mr. Cormac Foster

Administration:

Principal	Dr. Ian Mighty, Ed.D., M.A., B.Ed., P.B.C.E.
Administrative Assistant	Mrs. Evelyn Mallorca
Chaplain	Pr. Shaun Young
Accountant	Mrs. Dorian Piedra
Computer Support	Mr. Khuram Gill

Instructional Staff (2023/24):

Kindergarten	Mrs. Cassandra Peart, ECE I & II, Manitoba Teaching Permit
Grade 1-2	Mrs. Rubylyn Tagarao, B. Ed. Mrs. Vinette Brooks BA. Ed.
Grade 3-4	Mrs. Hye Young Lee, M.A., B. Ed. Mrs. Nora Chavez, B.Ed.
Grade 5-6	Mr. Rey Jereos, B. Ed. Mrs. Charmaine Mitchell, B.Ed.
Grade 7-8	Mr. Alvin Waite, M. Ed., B. Ed
Grades 9-12	Mrs. Shelly-Ann Young, B.Ed. B.A.
	Mr. Adeniyi Michael Ola., P.B.C. E., B.Sc. B.Ed
	Ms. Ryle Mutya, BA, B.Ed.
	Mrs. Lana Landry B.H.Ec, B.Ed., P.B.C.E
Resource Teacher Assistants	Mrs. Irina Ott, Mr. Daniel Curtis, Ms. Tiandra Mighty, Ms. Shelshaunte Young
Sports & Recreation	Mr. Jemuel Acosta
Music, Arts, Drama	Ms. Ryle Mutya, Mrs. Sheryl Sokolies, Pr. Shaun Young and Ms. Tiandra Mighty

Support Staff:

Custodial/Maintenance	Mr. Melvin Arcon
Transportation	Mr. Nicolae Budica

HISTORY OF SCHOOL

The first official church school in Winnipeg was started in 1924 in the old English congregation church at 290 Bannerman Avenue. The old church was converted into a two-room school with a “gymnasium” downstairs (in the basement) and the vacant lot next door as a playground. When baseball was played, the street and boulevards had to be used as the outfield. The school carried the name of The Winnipeg Seventh-day Adventist Junior Academy. The school relocated to 56 Grey Street in 1961.

During the 1973-74 school year, the school name was changed to Red River Valley Junior Academy. A building committee was formed in 1984 to plan for the new expansion. The new plans expanded the school from a three-room school to six classrooms, a library, and kitchen.

With the generous donations of Misses Mary and Georgia Neithercut and the support of the local Adventist community the project was successfully completed. In 1985, the newly expanded and comprehensively renovated school opened its doors.

GOVERNANCE & ACCREDITATION: PCAA is a K-12 school, owned and operated by the Seventh-day Adventist Church (MB-SK Conference). It is part of the Adventist educational system, the largest Protestant school system in the world. PCAA is accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities upon the recommendation of the Commission of Standards and Review of the Seventh-day Adventist Church. The school also holds membership in the MFIS (Manitoba Federation of Independent Schools).

The School Board consists of members elected from seven constituent Seventh-day Adventist Churches located in Winnipeg. This Board is responsible for the governance of the school within the guidelines and policies of the Educational Code of the Seventh-day Adventist Church in Canada, the MB-SK Conference K-12 Board, and the MB Department of Education. The Principal is responsible for implementing the policies and decisions of the Board, as well as the day to day operation of the school.

Our Mission Statement:

"To foster holistic development and provide quality education in a Christ centered environment."

Our Vision statement:

A Christian academy known for its pursuit of excellence, nurturing environment and developing leaders who bring positive change to the world.

Our Values:

Christ-Centered	<i>We reflect Jesus' character in thoughts, words and actions. (John 15:4)</i>
Respect	<i>We display respect for God, Self, Others & Property. (1st Peter 3:15)</i>
Engagement	<i>We are curious, interested and passionate about learning. (Colossians 3:23)</i>
Responsibility	<i>We follow directions, complete tasks and take ownership of choices, words and actions. (Gal 6:5)</i>
Excellence	<i>We strive to be outstanding, student prepares well and always seeks to get better (Phil 4:8)</i>
Service	<i>We are helpful towards others and the community (Hebrew 13:16)</i>

GOALS OF SEVENTH-DAY ADVENTIST CHRISTIAN EDUCATION

Acceptance of God: Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.

- Accept God as the Creator and the Redeemer.
- Have a growing knowledge of God's Word and enjoyment in its study.
- Embrace God's gift of grace by accepting Christ as one's personal Savior.
- Discover the importance and power of prayer and faith in one's relationship with Jesus.
- Value God's revelation of Himself through inspired writings and creation.
- Respond to God's love by using one's spiritual gifts to serve others.
- Recognize God gave the Ten Commandments to show us how to love Him & each other.
- Value and participate in worship alone and with others.

Commitment to the Church: Desire to know, live and share the message and mission of the Seventh-day Adventist Church.

- Be an active participant in one's local church.
- Understand how the organization of the Adventist Church facilitates its mission.
- Become involved in spreading the gospel throughout the world.
- Accept the fundamental beliefs of the Seventh-day Adventist Church.
- Appreciate the heritage of the Seventh-day Adventist Church.
- Relate to lifestyle choices and cultural issues based on biblical principles.

Interpersonal Relationships: Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership and the ability to respond with sensitivity to the needs of others.

- Recognize that God's ideal for the basic unit of society is the family.
- Develop an appreciation for the diversity of individuals.
- Acquire knowledge, attitudes and skills essential to meeting family responsibilities, whether living alone or with others.
- Recognize that God's unconditional love gives one self-worth.
- Value sexuality in the context of God's ideal.

Responsible Citizenship: Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others and accept responsibility for local, national and global environments.

- Exhibit concern and sensitivity for other peoples and cultures.
- Participate actively in local, national and global communities.
- Understand the functions of governments and their impact on individuals and society.
- Use a biblical perspective to analyze history and current events.
- Assume an active role in nurturing and preserving God's creation.

Healthy Balanced Living: Accept personal responsibility for achieving and maintaining optimum physical, mental and spiritual health.

- Recognize that God's ideal for quality living includes a healthy lifestyle.
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, and trust in God.
- Avoid at-risk behaviors.
- Apply Christian principles in recreation and sports.
- Achieve a balance in work/leisure; balance physical, mental, social & spiritual activities.
- Recognize the interaction of physical, mental & spiritual health with emotional & social well-being.

Intellectual Development: Adopt a systematic, logical and biblically-based approach to decision-making and problem-solving when applied to the developing body of knowledge.

- Broaden intellectual abilities through the study of God's Word.
- Use critical and creative thinking skills in "real-world" experiences.
- Develop one's intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.
- Utilize effective study techniques to locate, organize and learn information.
- Apply the principles of life-long learning.
- Approach all intellectual pursuits from a biblical perspective.

Communication Skill: Recognize the value and importance of effective communication and develop the requisite skills.

- Communicate effectively through the avenues of reading, writing, listening, speaking and non-verbal language.
- Apply a Christ-centered perspective to all forms of personal expression and media.
- Understand how sensitivity to the differences of others affects communication.
- Recognize how media and information technology impact communication.
- Utilize communication skills to enhance one's Christian witness.

Personal Management: Function responsibly in the everyday world using Christian principles of stewardship, economy and personal management.

- Develop responsible decision-making skills.
- Appropriately manage one's personal finances.
- Acquire skill in the use of technologies.
- Develop basic home-management skills.
- Value cooperation and teamwork when interacting in groups.
- Develop conflict resolution skills.
- Manage time effectively.

Aesthetic Appreciation: Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.

- View God as the Author of beauty, both in His creation and in human expression.
- Employ biblical principles as the basis for appreciation and expression of creative and performing arts.
- Develop fine art talents through practice, performance and presentation.
- Use aesthetic expression as a means of communication and service.

Career and Service: Develop a Christian work ethic with an appreciation for the dignity of service.

- Develop an awareness of career options and opportunities in a changing world, as well as in the church.
- Recognize the role of useful work in personal development and maintaining self-worth
- Develop skills that will enhance employability.
- Experience the joy of serving others.
- Identify one's interests, abilities and values, understanding their relationship to career options.
- Always put forth one's best effort in every task.

SUMMARY OF SEVENTH-DAY ADVENTIST BELIEFS

The following is a brief summary of our beliefs:

Jesus Christ can be found throughout the entire Word of God. (2 Tim. 3:16-17)

Jesus Christ is the Divine Son of God and our personal Savior from sin. (John 1:1-3, Heb. 7:25)

Jesus Christ offers by reason of His death the free gift of His righteousness to all who accept Him by faith. (Romans 4:3-5)

Jesus Christ is coming back very soon. His coming will be visible and for the purpose of raising the dead, giving the righteous immortality and fulfilling His promise of an eternal home. (1 Thess. 4:16-17, 1 Cor. 15:52)

Jesus Christ is the source of a new birth experience through the power of the Holy Spirit. (John 3:3-5)

Jesus Christ is the Creator of the world and established the Seventh-day Sabbath for His people to remember as a memorial of His creative power. (Heb. 1:1-2, Ex. 20:8-11)

Jesus Christ is our example that the ten commandment law is a reflection of God's perfect character, and through living obedience can be our pattern for a successful, vibrant life. (John 15:10, James 2:8-12)

Jesus Christ, in the Old and New Testaments, outlined the free giving of Tithes and Offerings as a means of curing selfishness and supporting the work of the church. (Mal. 3:10, Matt. 23:23)

Jesus Christ, through His baptism, gave us an example of how His death and resurrection can apply to all mankind. (Mark 1:9-10, Rom. 6-5)

Jesus Christ, through His Spirit, makes us His temple and invites us to follow sound principles of healthful living. (1 Cor. 3:16-17)

Jesus Christ gives His church the gifts of apostles, prophets, evangelists, pastors, and teachers to equip believers for ministry, and build up the church. (Eph. 4:8-11)

Jesus Christ longs for the principles of modesty and simplicity to be recognized in His followers. (1 Tim. 2:9-10)

Jesus Christ is now active as our heavenly Priest and His last message for all mankind is that "the hour of God's judgment is come." (Rev. 14:7, Heb 8:1-6)

DAILY SCHEDULE--Subject to Change

7: 30 AM – 8:35 AM	Before & After Care Service
8:15 AM - 8:30 AM	Staff Worship & Prayer
8:30 – 8:35 AM	School Busses Arrive
8:35 AM	Doors Open
8:40 AM	Students seated
8:45 AM	Morning Announcements
8:50 AM – 9:00 AM	Classroom Worship & Prayer
9:50 AM - 10:05 AM	K-2 Recess/Play
10:10 AM - 10:25 AM	GR. 3-6 Recess/Play
10:30 AM - 10:40 AM	GR. 7-8 Break
11:23 AM -11:53 AM / 11:53 AM to 12:23 PM	K-2 Play/ Lunch
11:55 AM – 12:25 /12:25 PM to 12:55 PM	Gr. 3-6 Play/Lunch
11:55 PM 12:27 PM	GR. 9-12 Lunch / Break
11:30 AM -12:00 PM / 12:00 PM – 12:30 PM	Gr. 7-18 Lunch / Break
1:50 PM – 2:05 PM	K-2 Recess/Play
2:10 PM – 2:25 PM	GR. 3-6 Recess/Play
3:15 PM	K-4 Escorted to Busses/Bus Supervision
3:20 PM – 3:30 PM	K-12 Picked up by Parents
3:30 PM	School Busses Depart Before & After Care Service

SCHOOL CLOSING (WEATHER RELATED)

During inclement weather, the school will be closed when the Winnipeg public schools are closed. Parents can be informed of closing by listening to their local radio station (CJOB or CHVN). PCAA will also make every effort to contact parents in a timely fashion.

SCHOOL PROGRAM

1. Junior Kindergarten & Kindergarten:

Kindergarten addresses all dimensions of a child’s development, building upon the knowledge children have already acquired in their home and community settings. **A Pre-Kindergarten program for four year olds (mirroring the kindergarten program) may be offered if there is adequate enrollment.**

2. Grades 1 to 8:

Exact combinations may vary from year to year based on enrolment. It is common to have two grades in a classroom at these grade levels.

3. Grades 9 - 12: Students complete a core academic program for 16 credits towards Manitoba Education requirements for Grade 12 graduation (30 credits). The core subject areas are supplemented with other subject options. The senior students play a significant role in leadership at PCAA.

Religious Knowledge (Bible) is a required option for all of the above programs and all students enrolled at PCAA are required to participate in the religious curriculum.

Students at the high school level are challenged in preparation for university/college entrance.

BEFORE & AFTER SCHOOL PROGRAM

Students arriving before 8:35 a.m. must be supervised by an adult. Students who are not picked up by 4:00 p.m. must go to supervision unless they are part of an extra-curricular activity. Students in supervision (either before and/or after school) are to remain in the supervision room unless they have permission from the supervisor to go elsewhere. School rules and regulations apply to all students while they are in supervision.

BUS ROUTES TO SCHOOL

The School is easily accessible by bus routes 44, 45 and 47 with connections to all parts of the city. Information regarding schedules and connecting bus routes can be obtained from the City Transit System, 421 Osborne Street – **phone 204- 986-5700/311.**

PEANUT/NUT – FREE ENVIRONMENT

We are a peanut/nut-free school due to severe health threats to some students and staff. **Do not take peanut/nut products to the school.**

REMEDIAL INSTRUCTION

Periodically students enroll with specific learning needs that require special attention. Resource programming has been established with a coordinator who is in charge of working with teachers in assessing learning needs, coordinating resource materials, training and scheduling volunteers help and working in association with the clinicians from Education Support Services.

Special Needs Programming: At this point, while PCAA has accepted a few students, on a case by case basis, with special needs (needs which require more than remedial education programming), the School is **not** equipped with the resources to develop a full Special Education program.

Educational Support Services: Students who are accepted with learning disabilities can obtain limited assistance through the divisional Child Guidance Clinic. This includes the services of an Educational Psychologist, Speech and Language Specialist and a Social Worker.

The parent or teacher may make referral but in any event the parent must be in agreement with the referral and sign any referral made to the clinic. All information relating to the referral, as well as assessments and reports on the student given by the clinician will be kept in strict confidence.

Referral Support: PCAA will refer parents to qualified third-parties in cases when the school is unable to provided diagnostic assessments. Ex. Psychological Assessments.

Definition of Learning Resources

Learning Resources are texts, videos, software, and instructional materials that teachers use to assist students to meet the expectations for learning defined by provincial and local curricula.

This policy is specific to learning resources which form the core program collection of resources.

Learning resources used in the classroom will be evaluated and approved by the PCAA Administration with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness, as well as the school authority's philosophical, cultural and/or religious values.

Learning Resources Approval Process

PCAA will encourage teachers to utilize education media that have been formally evaluated before being used in the classroom. The evaluation process involves a minimum of two school authority representatives, one of whom is a practicing teacher with at least three years' experience, preferably in grade level and subject area for which the resources are to be used. The recommended scope of professional learning resources for review include Primary (Gr K-4), Intermediate (Gr 5-8).

The evaluation criteria used in determining appropriate learning resources for the school will include, but are not limited to:

- Supporting the learning standards and outcomes of the curriculum
- Assisting students in making connections between what they learn in school and its practical application in their lives
- Addressing developmental and age appropriateness
- Having effective instructional and technical design
- Meeting the requirements set by copyright and privacy (PIPA) legislation
- Suitability based on the pedagogical, social, philosophical, cultural and/or religious values of RRVJ Prairie Central Adventist Academy.

FIELD TRIPS

A field trip is a curricular or extracurricular program, which may refer to a course of study, or activity that is provided or organized by, supervised by or sponsored by an authority of Prairie Central Adventist Academy

Field trips will:

- Generally, tie into the school curriculum.
- Be adequately planned in advance.
- Have followed the normal procedures for notification of field trips to parents and receipt of completed forms from parents prior to scheduled field trip date.
- Have adequate number of supervisors accompanying students on the field trip.

Where privately owned motor vehicles are used to transport students to and from the field trip, it should be ensured that such vehicles have a minimum third party liability of \$1 million dollars and that the private motor vehicles meet all the current requirements of the Motor Vehicle Act and Regulations.

With respect to transportation of students, all parents driving vehicles in which students are passengers have an automatic \$10 million individual driver's liability insurance provided by school insurance carriers.

All persons transporting students, other than their own children, must have completed a 'Driver Authorization Form' yearly, which is held on file at the school office. Car seats are required by law. If your child does not come to school with their car seat, they will not be permitted to attend the field trip.

CO-CURRICULAR & EXTRA-CURRICULAR ACTIVITIES

Opportunities are available for students to participate in the following activities:

<u>Sports</u> Intramural Games –Grades 3-12	Volleyball	Basketball	Academic Challenges
<u>Music, Arts & Cultural Activities</u> Bells Choir Choir Drama Screen Printing Service Projects Readathons	Praise/Worship Team Student Association Yearbook Spring Concert	<u>Clubs:</u> House Challenges Debate STEAM A/V Chess	

APPLYING AS A HOME-SCHOOLER

Prairie Central Adventist Academy provides limited services to home-schooled students.

These include:

- Standardized testing and text-book loan use.
- School pictures
- Textbooks ordered through the school
- Interscholastic sports, band/music excursions and local field trips.
- Professional Development Opportunities for Parents.

These activities will be made available to the home-schooler in consultation with the Principal.

ADMISSIONS PROCEDURE

Prairie Central Adventist Academy welcomes to its school family any student who wishes to obtain a quality education in a Christian environment and who is committed to upholding the rules and philosophy of the School. The School does not discriminate on the basis of sex, race, color, national and/or ethnic origin in the admissions, educational, financial and student life programs and policies.

Group	Criteria	Documents Required
Pre-Kindergarten	4 years old by September 30	-Application Form -Birth Certificate -Proof of Citizenship -Letter of Acceptance from PCAA
Kindergarten	5 years old by December 31	-Application Form -Birth Certificate -Proof of Citizenship -Letter of Acceptance from PCAA
Grade one	6 years old by December 31	-Application Form -Report Card -Birth Certificate -Proof of Citizenship -Interview -Letter of Acceptance from PCAA
Grade Two+		-Application Form -Report Card -Birth Certificate -Proof of Citizenship -Interview -Letter of Acceptance from PCAA

Home-Schoolers & International Students:

Group	Criteria	Documents Required
Home-Schoolers	Pay assessed Fees	-Application Form -Report Card and or Transcripts -Recommendation Letter -Birth Certificate -Interview - Letter of Acceptance from PCAA
International Student or Non-resident	Pay Grant replacement Fee Plus applicable tuition Amount is pro-rated based on the actual months of attendance at our school with two months (first and last) being non-refundable, consistent with the school tuition policy. Foreign non-resident fees must be paid in full at time of registration.	-Application Form -Report Card and or Transcripts -Recommendation Letter -Birth Certificate -Proof of Citizenship -Proof of Health Insurance -Interview - Letter of Acceptance from PCAA

New Student Probationary Period:

Acceptance to Prairie Central Adventist Academy is a privilege, not a right. The School reserves the authority to interpret and apply all admissions criteria. If, upon receipt of the student’s cumulative file, previously undisclosed information is found that may have had a bearing on the student’s admission to PCAA, the parents may be asked to withdraw the student.

PCAA is committed to meeting the educational needs of each student that we accept. We therefore regard each student’s first year as a probationary year. The behaviour and academic performance of each new student will be assessed and discussed with parents/guardians to determine the long-term viability of the student continuing at Prairie Central Adventist Academy.

CUSTODY ISSUES

Only the residence of the parent with the legal custody will be used for registration.

In cases where parents have joint custody, only the address of the parent with physical custody or with primary care and control of the student(s) or designated with primary responsibility to determine educational issues, may be used for the registration.

FINANCIAL INFORMATION

General Information

The operating costs of Prairie Central Adventist Academy are paid for with Manitoba Provincial Government grants, subsidies from constituent Winnipeg Seventh-day Adventist Churches and the Manitoba-Saskatchewan Conference of the Seventh-day Adventist Church and student tuition charges.

Tuition and Fees – 2024-2025

Constituent Members: (A member of a Seventh-day Adventist church contributing funds towards the operation of the school

Monthly charges	Kindergarten/Junior (Full-time)*	Level 1 Grades 1-4	Level 2 Grade 5-8	Level 3 Grade 9-10	Level 4 Grade 11-12
1st Child	\$212.00/\$360.00	\$212.00	\$244.00	\$286.00	\$340.00
2nd Child	\$212.00/\$360.00	\$191.00	\$222.00	\$266.00	\$319.00
3rd Child	\$212.00/\$360.00	No Charge	\$32.00	\$32.00	\$32.00
*A half-time kindergarten program is one-half of full-time tuition. Children in excess of two from the same family will not be required to pay tuition in Levels 1, 2 & 3. Since the school is partially funded by Manitoba Education, Kindergarten students pay tuition regardless of the number of students enrolled.					
Non-Constituent Members: (Not a member of a Seventh-day Adventist Church contributing funds towards the operation of the school).					
Monthly charges	Kindergarten/Junior (Full-time)*	Level 1 Grades 1-4	Level 2 Grade 5-8	Level 3 Grade 9-10	Level 4 Grade 11-12
1st Child	\$381.00	\$254.00	\$286.00	\$329.00	\$381.00
2nd Child	\$381.00	\$233.00	\$266.00	\$307.00	\$361.00
3rd Child	\$381.00	No Charge	\$32.00	\$32.00	\$32.00

ADMISSION FEES

Fee Item	Amount
Student Application Fee	\$75.00 per new student or late returning student
Capital Development	\$50.00 per year/family
Registration Fees	\$24 per year per student
Bus Fee	\$85.00/first child, \$65.00/Second child
Performance Shirt	\$18.00

Field Trips (As Applicable)

Payment Plans

The following payment plan options are available to those responsible for student accounts of Prairie Central Adventist Academy:

- 1) Prepay annual tuition and fees at application for registration with one Direct Deposit or one cheque dated September 1st.
- 2) Prepay annual tuition and fees at application for registration with two equal direct deposits or equal cheques dated September 1st and January 1st.
- 3) Pre-Authorized payment option every 1st or 15th of each month, September to June.

Early Withdrawals

Written notification is required one month prior to date of termination of student attendance and no later than the 1st of the month. (i.e for November termination, notice should be received by October 1st).

If written notification is not received within this timeframe, tuition will not be refunded. Please note that registration fees are non-refundable.

Statements of Account

Statements of account will be provided to the persons responsible for the students.

Statements will be given personally to the person responsible for the account or mailed.

Delinquent Accounts

The following policy schedule applies to the payment of student accounts:

- 1) First of each month – payment is due.
- 2) First of following month and payment still not made – account is delinquent – notice of overdue account will be made on monthly statement and contact via telephone or in person will be made during month.
- 3) Two months overdue – person responsible for student account will be contacted via telephone or in person and asked to respond to the Prairie Central Adventist Academy Finance Committee in writing with a financial plan to correct account arrears.
- 4) **Please note:** A charge of \$25 will be charged to your account for each NSF cheque returned to the school.
- 5) PCAA reserves the right to not accept payment by cheque after two NSF cheques.
- 6) Any and all outstanding fees owed to PCAA must be paid in full. We reserve the right to withhold acceptance of registration for the coming school year until these matters are settled, i.e. outstanding fees, equipment, school and library books, and loss or replacement of damaged goods.

New Student Referral Incentive Program (For Current PCAA Families)

Our Student Referral Incentive Program awards a referring PCAA family with a tuition credit of 75% of one month's tuition for each new student that is referred and who actually enrolls after being admitted. (Example: Tuition costs: \$185.00=credit of \$138.75; Tuition cost: \$225.00= credit of \$168.75). Refer a family that enrolls two students and double your tuition credit, refer a family that enrolls three students and triple your tuition credit, etc.

Qualifying: In order to qualify for the incentive program, the new student/family referred has to be a brand new name, not yet in PCAA's Admission database. The referring family will be notified if the referral qualifies for the program. New Student Referral Incentive Program forms are available at the office and completed forms should be returned along with your other financial forms. A signed New Student Referral Incentive Program form must be on file and must indicate a name match on the new student's Admissions Application.

Scholarships & Bursaries

Each year an amount of funds, if available, will be set aside by constituent churches and Prairie Central Adventist Academy to provide financial assistance **to worthy students**. Application for these funds must be made by completing and submitting a Scholarship/Bursary Application by February 28th of each academic year. **Late submissions will not be accepted.**

Registered Charity

Prairie Central Adventist Academy is registered with Canada Revenue Agency (CRA) as a charitable organization and can issue charitable donation receipts which are tax deductible.

Please remember the needs of Prairie Central Adventist Academy when supporting your annual charities and consider giving a donation to help support our school.

Tuition Receipt

Tuition Receipts: Prairie Central Adventist Academy is now authorized by the Canada Revenue Agency (CRA) to issue charitable donation receipts for student tuition, which started in 2019 (direct family member or sponsor of a child at our school). This is presently being reviewed by the Seventh-day Adventist Church Head Office.

CURRICULUM INFORMATION

Grades K through Six

Bible
 Language Arts
 Mathematics
 Social Studies
 Basic French
 Science
 Physical Education/Health
 Music (Choir (Gr 1-4), MAD (Gr 5&6)
 Computer Integration and Art

Grades Seven and Eight

Bible
 Language Arts/Basic French
 Mathematics
 Social Studies
 Computer Integration
 Science
 Physical Education/Health
 Music, Arts, Drama (MAD)

Compulsory Courses (All 1 Credit):

Course Categories	Level 10 courses	Level 20 Courses	Level 30 Courses	Level 40 Courses
Religious Studies Taken over Semester 1 & 2	<input type="checkbox"/> Religious Studies 11G	<input type="checkbox"/> Religious Studies 21G	<input type="checkbox"/> Religious Studies 31G	<input type="checkbox"/> Religious Studies 41G
English	<input type="checkbox"/> English (10F)	<input type="checkbox"/> English (20F)	<input type="checkbox"/> Comprehensive (30S) &/ OR <input type="checkbox"/> Literary (30S)	<input type="checkbox"/> Comprehensive (40S) &/ OR <input type="checkbox"/> Literary (40S)
Math (At least one at each grade level.)	<input type="checkbox"/> Math (10F)	<input type="checkbox"/> Essential Math (20S) OR <input type="checkbox"/> Intro to Pre- Calculus Math (20S)	<input type="checkbox"/> Essential Math (30S) OR <input type="checkbox"/> Pre-Calculus Math (30S)	<input type="checkbox"/> Essential Math (40S) OR <input type="checkbox"/> Pre-Calculus Math (40S)
Social Studies	<input type="checkbox"/> Canada in the Contemporary World (10F) <input type="checkbox"/> Geographic Issues of the 21 st Century (20F)		<input type="checkbox"/> History (30F)	<input type="checkbox"/> Global Issues (40SF) or <input type="checkbox"/> Psychology (40S)
Science	<input type="checkbox"/> Science (10F) Science (20F)		<input type="checkbox"/> Chemistry (30S) <input type="checkbox"/> Physics (30S)	<input type="checkbox"/> Chemistry (40S) <input type="checkbox"/> Physics (40S)
Physical Education/Health (One at each grade level.)	<input type="checkbox"/> Physical Ed.H. (10F) <input type="checkbox"/> Physical Ed./H. (20F)		<input type="checkbox"/> Physical Ed (30F)	<input type="checkbox"/> Physical Ed (40F)
	<input type="checkbox"/> Community Service (11G or 21G) Taken as a half credit or full credit over the 4 years of high school.			

Elective Courses (Combination of ½ or 1 credit)

Grade 9 (Senior 1)	Grade 10 (Senior 2)	Grade 11/12 (Senior 3 & 4)
Career Development 15S (0.5 Cr.)	Career Development 25S (0.5 Credit)	Career Development 35S/45S (0.5 Cr)
Business Innovations 10S (1 Cr.)	Personal Finance 20S (1 Credit)	Biology 30S/40S (1 Cr.) Chemistry 30S/40S (1Cr.) Physics 30S/40S (1 Cr.)
French 10F (1 Credit)	French 20F (1 Cr.)	<input type="checkbox"/> French (30S) (1 Cr.) <input type="checkbox"/> French (30S) (1 Cr.)
Digital Media 15S (0.5 Cr.) Software Applications 15F (0.5 Cr.)	Digital Pictures 25S (0.5 Cr.) Digital Filmmaking 25S (0.5 Cr.)	Global Issues: Citizenship & Sustainability 40S (1 cr)
Industrial Arts/Tech. Options (0.5 Cr.) Taken over Semester 1 & 2	Industrial Arts/Technology Churchill High Options (0.5 Cr.) Taken over Semester 1 & 2	Psychology 40S (1 Cr.)
Woodworking 15G (0.5 Cr.)	Woodworking 25G (0.5 Cr.)	Canadian Law 40S (1 Cr.)
Foods 15G (0.5 Cr.)	Foods 25G (0.5 Cr.)	Desktop Publishing 35S (0.5 Cr.)
Clothing 15G (0.5 Cr.)	Clothing 25G (0.5 Cr.)	
Graphics Com & Tech. 15G (0.5 Cr.) Visual Arts 15S and 25S (0.5 Cr.)	Graphics Com & Tech. 25G (0.5 Cr.)	

According to the *Provincial requirements*, a student who fails a course in the Senior levels must repeat that course before taking the next level or graduating from Senior 4 (grade twelve). A student must complete a minimum of eight (8) credits upon completion of each of Senior 1 and Grade 11. A course may be retaken by correspondence or summer school. Off-site Summer School is available for grades 7 to Grade 12. Information and locations for summer schools are available in the spring. **A minimum of 30 credits is required to graduate.**

Course Numbering

The present course numbering system comprises a 3-character, alpha-numeric code. The first and second characters are numerals, while the third is a letter.

* First Character

- 1 - for courses developed for Senior 1 (Grade 9)
- 2 - for courses developed for Senior 2 (Grade 10)
- 3 - for courses developed for Senior 3 (Grade 11)
- 4 - for courses developed for Senior 4 (Grade 12)

*** Second Character**

0 - developed or approved by Manitoba Ed. & Training for 1 credit.

5 - developed or approved by Manitoba Ed. & Training for ½ credit.

1 - developed by schools or school divisions and approved or registered by Manitoba Ed. And Training (includes SICs and SIPS)

2 - developed elsewhere and approved or registered by Manitoba Ed. & Training.

*** Third Character**

G - General

F - Foundation

S - Specialized

Standardized Tests

1. Canadian Aptitude Test (CAT5) (for grades three to twelve)
2. Metropolitan Readiness Test for prospective Kindergarten and Grade one students.
3. Dept. of Manitoba Ed. & Training Standard tests, Grade 3, 7 & 8

Grades (Marks):

Prairie Central Adventist Academy uses the Manitoba Education Department Report Card. The Provincial Report Card represents a summary of a teacher's professional judgements about student achievement; it gives students descriptive feedback in comments, indicating what they have learned and need to learn, as well as providing guidance to help students improve their learning.

The following chart can be used to align to a student's overall level of achievement to a report card percentage grade. The chart should be applied to a critical body of evidence and not to a single assessment task.

REPORT CARDS

Kindergarten to Grade 8 students will receive a grade for each term's work and a final grade for the year (November, March and June).

Grade 9 to 12 student will receive a grade for each quarter's work and a final grade for the year (November, February, April and June).

Report Cards and Student-Led Parent-Teacher Conferences: Kindergarten to Grade 12 Students are expected lead their parents and teachers through their academic progress two times throughout the academic year. This allows students to assume responsibility for their own learning and to reflect and set goals for improvement.

Teachers monitor, assess and evaluate student's work and conduct on a daily basis.

Reports for the first and second terms are given to the parent(s) upon attending the Student-Led Parent-Teacher Conferences or mailed if parents are not able to attend. The third term and final report will be mailed to the parents at the end of the school year. Transcripts will be issued to High School students at the end of each academic year.

Academic Achievement of Provincial Expectations			Learning Behaviors	
Grade Scale		Descriptor		
Numerical Grades (1-6) (7-8)	Percentage Grades (7-8) (9-12)			
4	80% to 100%	Very good to excellent understanding and application of concepts and skills	Scale C: Consistently – almost all or all of the time U: Usually – more than half of the time S: Sometimes – less than half of the time R: Rarely – almost never or never	
3	70% to 79%	Good understanding and application of concepts and skills	Personal Management Skills	Uses class time effectively; works independently; completes homework and assignments on time
2	60% to 69%	Basic understanding and application of concepts and skills	Active Participation in Learning	Participates in class activities; Self-assesses; sets learning goals
1	50% to 59%	Limited understanding and application of concepts and skills; see teacher comments	Social Responsibility	Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities
	ND Less than 50%	Does Not Yet Demonstrate the required understanding and application of concepts and skills; see teacher comments		
Additional Codes				
	NA	Not Applicable		
	IN	Incomplete: Not enough evidence available to determine a grade at this time		

Incomplete Work - Students are expected to complete all assignments on time except when absence caused by illness makes timely completion difficult. Unexcused late work will not receive full credit. Those students who fall behind in their work for any reason may be asked to meet with a teacher. Teachers will notify parents if special transportation arrangements need to be made. A student who receives an incomplete on her report card has one week to make up the work.

Making up work

Following an excused absence, a student should check with her teachers to make arrangements to make up work in order to receive credit for the work missed. This responsibility lies with the student. If a student is late to school because of an appointment, he/she should be sure to see the teachers of the classes missed to get assignments or to arrange to take any tests. As a rule, a student has as many days to make up work as she was absent, if the absence is excused.

For students returning from unexcused absences (e.g., trips, days off with no medical excuse), teachers will not prepare special instruction or materials. Students will be held responsible for all assignments and assessments. Make-up tests may be administered after school on specially designated days.

STUDENT RECOGNITION AWARDS

Principal's Citizenship Roll: This is a High Honor for Grades K-6 Students

The Principal's Citizenship Roll recognizes students for behavior achievement. In order to be placed on the **Principal's Citizenship Roll**, JK-6 students must be recommended by their respective classroom teachers. The recommendation is based on a 4-point evaluation scale completed by the teacher based on their observation of each student over the term. The classroom teacher reserves the right to confer with other Faculty & Staff to inform their assessment of the student.

Students are recommended on the basis that they meet the criteria of displaying the following behavioral qualities:

Christ-Centered	<i>Student reflects Jesus' character in thoughts, words and actions. (John 15:4)</i>
Respect	<i>Student displays respect for God, Self, Others & Property. (1st Peter 3:15)</i>
Engagement	<i>Student is curious, interested and passionate about learning. (Colossians 3:23)</i>
Responsibility	<i>Student follows directions, completes tasks and takes ownership of choices, words and actions. (Gal 6:5)</i>
Excellence	<i>Student strives to be outstanding, student prepares well and always seeks to get better (Phil 4:8)</i>
Service	<i>Student is helpful towards others and the community (Hebrew 13:16)</i>

To achieve Principal's Citizenship Award of Excellence students must achieve 6 "C's" (Consistently) for a total of 24 points on the rating scale.

To achieve Principal's Citizenship Award of Distinction students must achieve 5 "C's" (Consistently) and 1 "U" (Usually) for a total of 23 points on the rating scale.

To achieve Principal's Citizenship Award of Merit students must achieve 4 "C's" (Consistently) and 2 "U's" (Usually) for a total of 22 points on the rating scale.

Principal's Scholar Roll: This is a High Honor for Grades 7-10 Students

The Principal's Scholar Roll recognizes students for *academic* achievement. In order to be placed on the **Principal's Scholar Roll**, Grades 7-10 students must be recommended by their respective classroom teachers.

To achieve Principal's Scholar Award of Excellence (Gold) students must achieve a minimum quarterly average of 95% - 100% on the applicable grades found on their report card.

To achieve Principal's Scholar Award of Distinction (Silver) a student must achieve a quarterly average of 90% - 94% average on the applicable grades found on their report card.

To achieve Principal's Scholar Award of Merit (Bronze) a student must achieve a quarterly average of 80% - 93% average on the applicable grades found on their report card.

END OF YEAR AWARDS INTERNAL SCHOLARSHIPS

Principal's Citizenship & Scholar Rolls	Awarded to students whose behavioral and academic average qualifies them for Excellence, Distinction and Merit standings.
Male and Female Athletes of the Year	Awarded to students with good attitude, sportsmanship and all around good athlete.
Student of the Year	Awarded to students who display helpful, polite attitudes; who work hard, follows direction and is respected by peers and teachers.
Christian Citizenship Award:	Awarded to students who display Christian leadership and example.
Band Award	Awarded to a band student who has shown musical ability and growth.
Scholastic Challenge Award	Awarded to a grade 7/8 student who achieves the highest scores at PCAA in the yearly Scholastic Challenge.
Jennifer Pieper Memorial Scholarship	Awarded to a student who displays the characteristics that Jennifer Pieper demonstrated in her young life.
PCAA Scholarship	Awarded to returning students whose parents sacrifice to have them attend PCAA.
Love Scholarship	Awarded to each of two students in Grade 9 with the highest and second highest academic standing in their class.
Health Care Achievement Award	\$1,000.00 split evenly between two Grade 12 students who are among the highest achievers in Mathematics, Health and Science subjects and who is considered a leader in overall school life, and supports other students in achieving their best.
Honor Roll Scholarship:	Awarded to Grade 9 students based on their Honor Roll achievement throughout the school year.
Gem Gazan Gr.12 Attendance Scholarship:	Cash award to Grade 12 Graduates based on their number of years of attending PCAA.
Dr. Sudesh Ebenezer Scholarship:	A \$1000.00 cash scholarship awarded to the student with the highest academic standing in the graduating class.
PCAA SDA Leadership Award:	A \$1000.00 cash scholarship awarded by the MB-SK Conference to a student who- A student who displays strong Adventist leadership qualities

There will be an **Awards Ceremony** for to recognize individual students for accomplishments in the Academic and Social areas as follows:

EXTERNAL SCHOLARSHIPS: High School students are encouraged to research and apply for the various Scholarships and Awards that are available to them both inside and outside the province of Manitoba.

INFORMATION FOR PARENTS

If the school is to function smoothly so that our young people can develop the right attitudes and benefit from Christian education, it is absolutely *essential that parents and teachers co-operate* with each other to the fullest extent.

Here are a few ways in which you can contribute to the success of your child's school experience:

- Have daily prayer and family worships at home
- Maintain a regular schedule for getting up, meals, work, study times, worship, and bedtime.
- Ensure that your child/children has a nutritious breakfast and lunch.
- Control the T.V. and electronic games or other distracting activities.
- Schedule a set time period and a regular place for study.
- Check your child/ren's agenda daily.
- Keep in touch with your child/ren's progress at school, encouraging him/her to do his/her best.
- Visit the school and become acquainted with your child/ren's teachers.
- Attend all Parent/Teacher Conferences.
- Refrain from making critical and/or destructive comments about the school, its programs and teachers. We welcome constructive criticism.
- Parents and students show a positive attitude toward the church and school. When problems arise consult with the teacher concerned first. If further satisfaction becomes necessary, please contact the principal. If the problem is still not resolved, please consult with the School Board through the Chairperson.
- Arrange appointments with teachers for after school or before school hours, not during class or recess time.
- Participate! Parents are welcome and encouraged to participate by attending school functions such as assemblies, hot lunches, sports days, week of prayer meetings, service project events, ski days, golfing and swimming.
- Consult your school calendar, school newspaper, special bulletins, and e -mail, for dates and/or changes in scheduling
- Remember the school, principal, teachers, and students in family and private prayers.

OUTDOOR EDUCATION & FIELD TRIPS

Outdoor education and field trips are an integral part of the school curriculum and we strongly encourage every student to participate. **Parents are encouraged to budget for a minimum of 5 school field trips per year.**

SCHOOL LUNCHES

We encourage parents to provide healthy, nutritious lunches each day. (In harmony with Biblical health principals, we encourage parents **not** to include excessive sugary treats, caffeine drinks & pork products.) **PCAA is a nut-free school. Children are not to bring food items with nuts or share their lunches with one another.**

BIRTHDAY INVITATIONS & GIFTS

When your child celebrates a birthday, parents are encouraged to make it a class celebration by providing a treat for **all** those in the class. Please check with your child's teacher for the proper time, place and any classroom allergies. Unless party invitations include ALL the boys or ALL the girls, or ALL the class, PARTY INVITATIONS are NOT to be distributed at school, as it makes it very difficult for those students who do not receive an invitation.

Thank you for helping us avoid hurt feelings.

EMERGENCY RESPONSE DRILLS

During the school year we will conduct a number of fire and disaster drills in order to train students how to respond in a real emergency situation. During these drills, all visitors are expected to evacuate the building along with the students.

HOMEWORK

Parents are expected to assist their child(ren) at home and by asking children for the homework and encouraging students to utilize their online resources (Ex. Mathletics, Essential Skills & Language Nut accounts).

K-12 will have homework regularly. It is recommended that Early Year students will have homework that will take them approximately 15 to 20 minutes. The older students should have about 30 minutes to one hour of regular homework. The High School students will have homework nearly everyday if they wish to keep up with the pace of their studies.

ATTENDANCE

General Attendance Information

Students should attend school regularly and be on time. Good attendance and punctuality are valuable life skill assets and can be achieved by every student. Classes start at 8:50 each morning. The doors will open to admit students at 8:35 a.m. and closed or locked at 3:45 P.M. Monday –Friday.

Teacher supervision begins and ends at these hours. Children should not arrive earlier than stated, and should be picked up promptly at 3:30.

All students are expected to be seated inside the classroom by 8:50. Students who arrive after the 8:50 bell will be marked tardy.

Children are considered late if they are not in their seats by the 8:50 AM bell. You MUST NOTIFY the school of the reason for the absence by calling (204) 667-2383 as soon as you are aware your child will not be attending.

If a notification is not received, the secretary will begin calling the homes of all students not at school by 9:30 am. This Early Alert System will ensure the safety of the children and cooperation of the parents is requested.

Vacations & Medical Appointments: Regular school attendance helps children to maximise the educational opportunities available to them, and prepares them to reach their full potential ensuring they acquire the skills to prepare them for their individual path beyond graduation. Please avoid scheduling routine medical appointments and vacation when school is in session.

STUDENT SUPERVISION

Morning Drop-Off

Adult (parent volunteer) supervision of PCAA students begins at 8:35 am each morning. Students are to remain outside the school building under the supervision of the parent. Students are not allowed to be on the play structure before school due to safety concerns.

Students dropped off or arriving earlier than 8:15 am are not permitted inside the school as no supervision is available for those students dropped off before 8:15 am.

Students are only permitted inside the school before 8:35 am for the following reasons:

- (1) If they are part of a sports team and/or club that holds morning practices or,
- (2) In the event of **heavy rain or other extreme weather conditions** (to be determined by the principal or a designate). Students **will** remain outside in moderate or light rain. Students are asked to dress appropriately for the weather (hoods, jackets, umbrellas are recommended during inclement weather).

After School Pick Up

All PCAA students are expected to be picked up on time between 3:15 pm & 3:30 pm. If students are not picked up by 4:00 pm the following will occur:

For the first time:

- (1) A call will be made to the parent(s)/guardian(s).

If this occurs a second time, then:

- (2) A call will be made to the parent(s)/guardian(s) **and,**
 - A letter will be sent home with the child notifying the parent(s)/guardian(s) of the correct pick up time and,
 - **The student is sent to the After School Program where program fees will apply.**

Recess

During outdoor recess students must go outside. Parents should ensure that their child(ren) are dressed appropriately for the weather. Students must ask permission from the teacher supervisor in order to enter the school building before recess is over (e.g. washroom).

Recess will be held indoors when there is extreme weather or for other special circumstances (-25 or below)

Lunch Routines

Children are expected to bring nutritious snacks and lunches. Parents delivering lunches must leave them at the office prior to the lunch bell.

If a child is to go home for lunch, parents must send a note to the teacher. Parents are to report to the office to meet their child and sign out their child.

Student Sign In/Sign-out Procedures

If a student arrives late or departs early from school between 8:35 AM and 3:15 PM they must report to the main office:

Sign In

Students must stop at the office to report their tardy upon arrival.

Sign Out

- Parents must arrive at the office to sign out his/her child.
- The office will contact the classroom teacher to dismiss the student.
- The student will proceed to the office to meet the parent.
- Students will not be dismissed unless the parent signs his/her child out at the office.
- Students will not be dismissed to any other person other than the parent, unless the parent gives permission. In this instance, the office must receive prior written/verbal consent.

HEALTH & WELFARE

The Ministry of Health provides access to a consultant school nurse (nurse does not remain on school property) whose role is essentially that of a community health nurse. The school nurse may serve as a resource for teachers and other school authorities for questions that arise pertaining to the individual health of a student or the health of the school community.

Pet Policy

Due to the risk for infection, and injury as well as allergy concerns, and to ensure the safety of our children and all members of the school community: all animals and pets of all shapes and sizes are not permitted on school property and during all school related events, without the written permission from the school principal. Service animals are, of course, permitted as needed.

Illness or Injury While at School

The school maintains a "Health Room" in the administrative office. This in no way implies that the school maintains any expertise in the care of the injured or sick. This room is provided predominantly as a quiet room where a student may rest until the notified parent arrives to take the child home.

In an emergency situation, school staff will act in the child's best interests and the parents will be notified as soon as possible. It is very important to have telephone numbers of two contact people, other than parents, in case of emergency.

All head injuries will be reported to the parents or designated contact immediately.

All accidents resulting in significant injury must be properly documented on an Accident Report Form.

Other Notifications

Please make sure you inform the school immediately if your child has been treated for lice so that we can check the other children in the class and school if necessary.

Communicable Diseases

When children work and play together in groups, it provides an opportunity for the spread of a number of childhood diseases such as pink eye, chicken pox etc. that can be passed on from one child to the next. It is important that these diseases be prevented or, if they do occur, that they are recognized quickly and steps taken to stop them from spreading.

The school should be notified immediately parents are aware of any of these communicable diseases.

School staff will consult accordingly with the local Public Health Unit in regards to appropriate measures to prevent disease and control disease outbreaks.

In the event that a student at PCAA is identified with a potentially serious communicable disease, specific direction will be sought from Public Health, and the resultant information will be shared with parents in a timely manner.

Medications

If a child needs to receive medication at school it should be put in a plastic bag (with the child's spoon, if required) and left with the secretary at the office where she supervises the child's self-administration at the appropriate time with the parent's written consent.

It is the parents' responsibility to inform the school of any changes to the medication needs of their child. If necessary, parents must update information contained on emergency forms kept on file in the school. As well, parents are responsible for ensuring that when their child is on a field trip, that they provide medication and review medication needs with the supervising teacher.

Administration of Medications

Except in emergency situations, the office staff will supervise the self-administration of medications to students only if the following conditions are met:

- The medication is required while the child is attending school.
- The parent has requested the school's assistance and has signed a release concerning administration by the school.
- Written authorization has been received from an attending physician.
- The public health nurse has been informed so that she may complete a Medic-Alert Card.
- The staff has received adequate instructions from the public health nurse and parent concerning the administration of the medication.

In the interests of the health and safety of the child as well as the legal responsibilities of the school, complicated medicine administration schedules should be avoided even if this may require the child to be absent from school for a short period of time.

Foods which are common sources of anaphylactic reaction	Other possible sources in prepared foods	Non-food sources
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In the case where it is anticipated that a child may require a medication schedule for a prolonged period, both teachers and parents should be aware of this policy to allow adequate time to ensure compliance with this policy and proper instruction to supervisory personnel.

Anaphylaxis Policy

A. Introduction

Our school anaphylaxis plan is designed to ensure that students at risk of anaphylaxis are identified, that strategies are in place to minimize the potential for accidental exposure, and that staff are trained to respond in emergency situations.

Our school anaphylaxis plan must be read and implemented in conjunction with the CISVA's Anaphylaxis Policy. All members of the school community are required to read and adhere to the CISVA's Anaphylaxis Policy. Specifically, our plan implements in our school community the followings items as mandated in the CISVA's

Anaphylaxis Policy:

- a process for identifying anaphylactic students;
- a process for keeping a record with information relating to the specific allergies for each identified anaphylactic student;
- a process for establishing a student emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's record;
- procedures for storing and administering medications, including procedures for obtaining preauthorization for employees to administer medication to an anaphylactic student; and
- An education and communication plan to inform the whole school community of their roles and responsibilities with respect to creating an allergen-aware environment.

<ul style="list-style-type: none"> • Peanuts/peanut butter/peanut oil: the most prevalent among students • Tree nuts: hazelnuts, walnuts, pecans, almonds, cashews • Sesame seeds & sesame oil • Cow’s milk and dairy products • Eggs • Fish • Shellfish • Wheat • Soy • Bananas, avocados, kiwis and chestnuts for children with latex allergies 	<ul style="list-style-type: none"> • Cookies • Cakes • Cereals • Granola bars • Candies 	<ul style="list-style-type: none"> • Play dough (may contain peanut butter) • Scented crayons and cosmetics • Peanut-shell stuffing in “bean bags” and stuffed toys • Wild bird seed, sesame • Insect venom (bees, wasps, hornets, yellow-jackets) • Rubber latex (gloves, balloons, erasers, rubber spatulas, craft supplies, balls) • Vigorous exercise • Plants such as poinsettias for children with latex allergies • Perfumes and scented products
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B. Anaphylaxis Triggers

It is important to be aware of the common sources of anaphylaxis triggers in allergic children. These can include:

While not all anaphylaxis triggers can be avoided at all times, at our school we strive to create an allergy-aware environment in light of the particular needs of our students with respect to these triggers.

C. Student Emergency Response Plan

Through the use of the Student Emergency Response Plan, our school will identify children at risk, keep records with information relating to each student with anaphylactic allergies, and ensure there is a plan in place to support that student in the event of an anaphylactic reaction.

At the time of registration (yearly), all parents will be asked to identify on registration materials whether or not their child has any anaphylactic allergies. Parents of children with anaphylactic allergies will be required to complete the Student Emergency Response Plan which requires the signature of the child's physician.

A copy of this Emergency Response Plan will be kept in the School Principal's office as part of the student's permanent school record. Additional copies will be given to the student's teacher to be kept in the student's classroom for access by all those with supervisory care of the student, including occasional teachers. Finally, copies of each child's Student Emergency Response Plan will be available next to any location where auto-injectors are stored in the school.

All parents must advise the School Principal of any changes in their child's health that would impact any of the information provided in the Student Emergency Response Plan, and the Student Emergency Response Plan must then be updated to reflect that new information. It is the parents' responsibility to communicate this information to the School Principal in a timely manner.

D. School Emergency Response Plan

In addition to each individual child's Student Emergency Response Plan, the school has a broader School Emergency Response Plan to ensure an appropriate and timely response in the event of an anaphylactic reaction. That plan includes the following items.

(i) Storage and Provision of Medications

Children at risk of anaphylaxis will carry one auto-injector with them **at all times** and have a back-up available in the school. Children should carry their auto-injector with them **while they are in their classroom, in gym/music classes, at the church, outside at recess, at a sporting/club event or offsite at a field trip.** Parents of students who do not have their auto-injector with them **at all times** will be phoned for the auto-injector to be brought to school.

Students without their auto-injector **will not** be permitted to attend field trips and/or sporting events.

The school will keep the back-up auto-injector stored in the school office.

Posters that describe the signs and symptoms of anaphylaxis and how to administer an auto-injector will be placed in relevant areas (classrooms, office, staff room, lunch room) and will always be placed next to the auto-injector itself.

Additional auto-injectors will be brought on all field trips, along with copies of students' Student Emergency Response Plans.

Twice-yearly, the School Principal (or designate) will check all stored auto-injectors on school property to ensure the medication has not expired. The School Principal will keep a record of these twice-yearly checks.

(ii) Training

The School Principal will ensure that a yearly training session on anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians).

Experts (e.g. public health nurses, trained occupational health & safety staff) will be consulted in the development of training policies and the implementation of training.

Training will be provided by individuals trained to teach anaphylaxis management. Specifically, this training will include the following elements:

- Symptoms of anaphylaxis
- Procedures when a reaction is occurring, namely:
 - Administer the Epi-Pen without hesitation to Have someone call 911
 - The student should rest quietly and should not be sent to the office o Help the student to remain calm and breathe normally. An adult must stay with the student.
 - Call the parents/emergency contact
 - Observe and monitor the student until the ambulance arrives o If symptoms persist, administer a second Epi-Pen 10-20 minutes after the first, to a maximum of 3 doses.
- How to administer auto-injector
- Protocol for calling 911

(iii) Incident Debriefing

Following treatment for an anaphylactic response, the staff will debrief and review the school's response. The school will also report to the CISVA Superintendent's office in aggregate form the number of anaphylactic incidents (e.g. the number of students with anaphylaxis, the number of students where epinephrine was administered, and who administered it).

E. School Communication Plan

Our entire school community is responsible for ensuring that we maintain an allergen-aware environment. In order to ensure all members of the school community are aware of the importance of ensuring the safety of all students with allergies, our school has a communication plan.

All letters and notices sent pursuant to this communication plan will include the following elements:

- A request that parents and students make respectful choices

- Information educating parents and students on the potentially lethal outcomes of severe allergies and the specific allergens known to be a concern at the school
- A focus on the importance of hand washing
- A request to discourage teasing.

Our school communication plan may include the following items:

1. Posters/Signage:

- “Allergy-Aware” Posters in the school informing school community members of known anaphylaxis allergies (listing the specific known allergens)
- Classroom-specific “Allergy-Aware” Posters posted in classrooms of children with known anaphylaxis allergies (listing the specific known allergens)
- Posters throughout the school reminding all students to be safe, not share food, wash their hands before eating, only allow their own food on their desks, and clean up their spills.

2. School Principal Messaging:

- The School Principal will send letters/messages home to the parents at regular intervals throughout the school year reminding them of the presence of anaphylactic children in the school and requesting they refrain from sending known allergen items to school with their child.
- These letters/messages will also emphasize the importance of clearing any food brought for special occasions with the School Principal to ensure no allergens are present and/or students with special dietary restrictions are accommodated.
- Prior to school-sponsored special events, the School Principal will work with the parents of students with known allergens to ensure there is minimal exposure to those allergens

3. School assemblies'/classroom instruction:

- Students will be educated about anaphylaxis in both classroom and school-wide setting as appropriate.
- Such education will emphasize the importance of washing hands, not sharing food, and showing respect for all students.

At our school, we acknowledge that anaphylaxis management is a shared responsibility that includes all members of our school community: the allergic children, their parents/guardians, teachers and staff, the school principal, and all students. We strive to fulfill our respective roles and responsibilities as outlined in the PCAA Anaphylaxis Policy, and together aim to increase awareness of life-threatening allergies with the goal of avoiding any serious incidents so that all children can be safe at school.

SCHOOL PROPERTY

Textbooks

Textbooks are issued at the beginning of each year to each student and are to be returned at the end of each course. If textbooks are not returned or are returned in a damaged state, the replacement cost will be charged to the student's account.

Lockers and Locks

Lockers will be made available to each student at the discretion of the teacher. Combination locks will be provided by the school at no charge. Students must use only the locks provided by the school. If the lock is lost or damaged, a charge of \$5.00 will be charged to the student's account. All locks are to be returned by the last day of classes at the end of the school year.

School Access to Lockers

Teachers reserve the right to access lockers, school bags and desks at any time, subject, as far as possible, to notification of the student concerned and to the student being present.

School Liability for Lost Articles

The school holds no responsibility for items left in lockers or elsewhere on the school premises.

Label Personal Items

Please be sure to label ALL clothing, shoes or personal items, as well as school supplies, which are intended for regular school use. This prevents a lot of misunderstandings when similar items are purchased by different students. Please be sure to mark your child's personal items to ensure that they are returned if misplaced or lost.

Sales and fundraisers

Students are not permitted to sell goods to other students at school. On rare occasions, the School Administration will make an exception to this rule to permit a special fundraiser but not for the benefit of an individual student. Students wishing to conduct a sale for a grade level project at school may petition the office for special approval.

MEDICATION AND SICKNESS

Administering Medication

Teachers should not diagnose a health condition or give any internal medications, including aspirin, except as indicated in the following statement:

Any student who is required to take medication prescribed for him by a physician during the regular school day may be assisted by a member of staff or designated school staff member if the school receives:

- (a) A written statement from such physician detailing the time schedules, amount, and method by which such medications are to be taken, and
- (b) A written statement from the parent or guardian of the student indicating the desire that the school assist the student in matters set forth in the physician's statement.
- (c) The school may administer regular strength Tylenol or children's Tylenol only if the parent has signed the appropriate request on the registration form.

Such medication must be delivered to the school in the original container bearing the pharmacy label. This label must contain the name and place of business of the seller, the serial number and the date of such prescription, the name of the person for whom such drug is prescribed, the name of such member of the medical profession who prescribed the drug, and must bear directions for use as prescribed by such member of the medical profession.

Students Becoming Sick at School

The school does not have the facilities to provide adequate medical care for students becoming sick while in school. Therefore, they are sent home. **If your child is sick, please keep them home until they are well enough to participate in the full school program. If, however, you do send them and ask that they be excused from the regular school program — this includes PE and/or recess — please provide the school with a medical certificate (note from doctor) stating the medical reason and the doctor's recommendation.**

If a child is that sick, then it probably would be wiser for them to stay at home under parental and/or care of a doctor.

Accidents

In case of an accident where a student is severely injured, the parents will be notified and an ambulance called

Please provide the school with any changes of where you may be reached during the day or people to be notified in case of emergency. This is important to ensure that you are notified as quickly as possible in an emergency.

VISITORS TO THE SCHOOL

All visitors to the school are requested to contact the office immediately upon arrival in the school. We request that the parents do not go to the classrooms while classes are in session. If you need to see your child, please contact the office staff who can then call the student from the classroom.

Visitors other than parents are to first call the school administration to obtain permission to visit the campus.

A Visitor's Policy/Agreement is available from the office. If parents wish to visit the classroom, please contact the principal at least one week in advance to obtain and review a copy of the visitor's policy and complete a Visitor's Agreement.

The main children's washrooms are out of bounds for parents and visitors during school hours and events. After reporting to the office, parents and visitors will be directed to an available alternate washroom upon request.

Parents Calling Students

The parents are requested **NOT** to phone their children during school hours, *unless it is an emergency*. If you need to leave a message for your child, please contact the secretary who will then forward the message.

Non-family Calls to Students

The students are not allowed to receive personal calls from non-family members during school hours.

VOLUNTEER INFORMATION

Any person who may be volunteering regularly to help with **any** school function or activity is required to fill out a "Police Record Check for Volunteers" form. The results will be kept on file in the school office. Occasional volunteers need to fill out a Statutory Declaration.

Student Use of School Telephone

During school hours the students may use the telephone in the hall for *emergency calls only*. They need to ask permission from the teacher and the office and state the reason before they use the phone. To discourage overuse of the phone, **after school phone calls may be assessed a 25 c charge per call**. If it is an emergency, please inform the office personnel for assistance. Funds will be used for special projects.

Cell Phones

The use of student cell phones during school hours is not permitted unless specified by the instructing teacher.

STANDARDS AND DISCIPLINE

Objectives

It is an objective of the school to develop the students' physical and mental abilities in a wide range of wholesome, creative activities and productive pursuits, appropriate for a Christian young person, and that will fill life with an interest and a purpose.

A second but no less important objective of the school is to help students become good and useful citizens in the school community, by *developing qualities of respect, responsibility and loyalty*; respect for all those in positions of authority and for the property, privacy and time of others; responsibility for personal decisions, conduct and their consequences; loyalty to God, their parents, the school and their fellow students.

The positive reinforcement of good habits and attitudes and the application of disciplinary measures are seen as constructive means of achieving these objectives.

ELECTRONIC/COMMUNICATION EQUIPMENT POLICY

Openness to new and future technologies and their educational use create opportunities for many constructive and positive uses that can aid the teaching/learning process. Further, regulated use of some personal communication devices in the school and community may contribute to the safety and security of students and

staff. However, unregulated use of personal communication devices may pose a risk to personal safety, disrupt instruction, invade personal privacy, or compromise academic integrity.

Procedures

1. Personal Communication Devices (PCDs) are not to be operated by students during regularly scheduled instructional time, or during any school-sponsored activity, such as an assembly or talk by a guest speaker, unless such use is approved by the classroom teacher to facilitate learning activities.
 - 1.1 Normally, PCDs are to be stored in silent mode during instructional and school sponsored activities.
2. PCDs are not to be taken into test or examination settings, unless students have been given permission to do so.
3. PCDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
4. Students who bring PCDs to the school are expected to comply with all parts of PCAA's Computer/Technology Use Policy. Students who consistently refuse to comply with the School's procedures for use of PCDs in the school setting may be subject to disciplinary measures detailed in the school's rules.

DRESS CODE POLICY

PCAA's student image and dress policy seeks to instill in student's respect and pride in their physical appearance and school image. The school's dress code clearly indicates that appearance matters and is linked to being successful. Students' clothing should be clean and neat. The dress code policy seeks to encourage modesty and appropriateness.

THE SCHOOL APPROVED WARDROBE

PCAA does not require uniform dress, however all school attire should be of appropriate size and length. Clothing is to be clean, modest and in good repair with no holes or frayed edges. Bare midriffs are not acceptable. Baggy pants, pants that are too long or oversized, or clothing that is excessively tight or short is not acceptable.

Students are allowed to wear casual school attire such as jeans (no holes or rips) and T-shirts. Shirts should have sleeves and not include any inappropriate pictures, words, logos or text with double meanings. **Casual tank tops for boys or girls, sleeveless tops, tops that are low cut, or bare midriffs are not appropriate.**

Throughout the year many students in various school organizations formally represent the school and communicate its mission to others in the community. On those occasions, additional specific guidelines for appropriate attire may be given and these guidelines will be enforced while the student is on campus, when traveling in school transportation, or attending off-campus events.

ANSWERS TO COMMON DRESS POLICY QUESTIONS

- **Closed-toed shoes must be worn at all times and laces should be tied. Flip Flops or slippers are not acceptable.**
- **Shorts and skirts should be of appropriate length and style (i.e. uniform shorts, Bermuda style shorts, or walking shorts). Girls may wear leggings under skirts or shorts.**

- Light make-up and clear nail polish may be worn and should look natural. Extremes are not acceptable.
- Hairstyles should be modest, of natural color, and kept neat and clean. Extreme hairstyles that attract undue attention are unacceptable.
- Hats, caps, visors, hoods, hoodies, bandanas and other head-wear are inappropriate for inside the classrooms or school buildings.
- Jewelry, including, but not limited to, rings, bracelets, anklets chains, earrings, or necklaces are not acceptable. Students who wish to pierce their ears should do so during a long school vacation.
- Teachers are instructed to confiscate and hold jewelry until parents can make arrangements to pick it up.
- It is at the discretion of the administration to decide what personal adornment is acceptable and consideration will be given for items worn for religious function and significance.

ENFORCEMENT: Students who fail to comply with the dress code may be removed from the classroom until their parent/guardian can provide them with acceptable clothing. Inappropriate items of clothing will be confiscated and held until picked up by the parent. The school assumes no responsibility for confiscated items that might be lost, stolen or damaged.

PHYSICAL EDUCATION ATTIRE: Physical Education clothes for boys and girls include T-shirts (no slogans, save for PCAA logo), approved shorts in dark colors (navy blue, black or gray) with running shoes and white socks. P.E. clothes and other sweat clothes (sweat pants) are to be worn for P.E. classes or recreation only. Non-marking sneakers must be worn at all times in the gym.

The consequences for not following the P.E. dress down policy may include the loss of participation points.

SPECIAL OCCASIONS AND ACTIVITIES Dress for special occasions such as banquets or public performances at churches or other functions should be modest, neat and in good taste. Sponsors and the faculty will set appropriate guidelines for special dress-up occasions.

OUTDOOR CLOTHING: Elementary students, in particular, need to be dressed appropriately according to the weather. They do spend some time outside each day, and so when it is cold they need to have warm clothing. (I.e. boots, hats, gloves, snow pants, etc.) Elementary students are expected to be outside during morning & afternoon recess and at lunch time.

GRADUATION: Due to changes in styles, graduation students are expected to wear a graduation gown; colors to be determined by the graduating planning team.

PUBLIC PERFORMANCES: Unless otherwise stated, performers will be attired in their performance uniform.

CONDUCT & DISCIPLINE

- A. It is to be emphasized that the Principal and teachers are authorized by the School Board to exercise their own discretion and judgment in all disciplinary matters. Students will be taught and expected to practice rules of courtesy and good sportsmanship in their relationships with each other, teachers and with visitors who come to the school.

It is essential that the parents uphold disciplinary measures taken by the school with their children so that together we can modify unacceptable behavior.

- B. At Prairie Central Adventist Academy, we emphasize honesty, courtesy, reverence, obedience and Christian morality. It is the aim of this Academy to adhere to the Christian principles of this institution. The following practices will not be permitted:

1. Undermining the standards and religious ideals of the school and church.
2. The use of swearing and slang languages.
3. The possessions or accessing of any obscene material.
4. The possession and/or use of alcohol, tobacco, drug, guns (even toy) knives, and or any dangerous materials are not permitted in the school or on the property.
5. Stealing, lying, cheating, or any forms of dishonest.
6. Tampering with fire alarms or any electrical systems.
7. Leaving the school grounds without permission.
8. Public display of affection. It is expected that our students will exercise moral purity in their conduct.
9. Damaging, destroying and/or defacing school property. Payment of repairs will be billed to the student and his/her parents.
10. Willful disrespect and disobedience to staff members.
11. Entering locked facilities or gaining entrance with unauthorized keys.
12. Conspiracy to perform or participate in any act that may injure, degrade, or disgrace another person.

C. Misconduct as outlined above may result in discipline, suspension or dismissal.

HARASSMENT POLICY

All individuals have the right to learn in safe settings that promote equality of opportunity and prohibit discriminatory practices, including harassment and bullying. As such, PCAA is committed to a healthy, safe and harassment-free environment (including hallways, classrooms, playgrounds and during off-site activities). PCAA requires all individuals to treat others with dignity and respect and requires compliance with this policy by all individuals regardless of age. This policy applies to all individuals employed, volunteering or attending Prairie Central Adventist Academy.

DEFINITION OF HARASSMENT: Harassment occurs when an individual is subjected to unwelcome verbal, visual or physical conduct. If the harassment is insulting or intimidating, it is discrimination. Examples of harassment which will not be tolerated are: verbal or physical abuse, threats, derogatory remarks, jokes, innuendo or taunts about appearance, religious beliefs, color, place of origin, mental or physical disabilities, ancestry, marital status, family status, stereotypes, source of income or gender.

PCAA also will not tolerate the display of pornographic, racist or offensive signs or images; practical jokes that result in awkwardness or embarrassment; unwelcome invitations or requests, whether indirect or explicit. All harassment is offensive and in many cases it intimidates others. It will not be tolerated at PCAA.

DEFINITION OF SEXUAL HARASSMENT: Unwanted sexual advances, unwanted requests for sexual favors, and other unwanted verbal or physical conduct of a sexual nature. Sexual harassment can include such things as pinching, patting, rubbing or leering, "dirty" jokes, pictures or pornographic materials, comments, suggestions, innuendoes, requests or demands of a sexual nature. The behavior need not be intentional in order to be considered sexual harassment. All harassment is offensive and in many cases, it intimidates others. It will not be tolerated at PCAA.

REPORTING OF HARASSMENT OR SEXUAL HARASSMENT: Students are encouraged to report any conduct that makes them feel uncomfortable, bothersome or is contrary to a stable environment. Once a complaint is received, it will be kept strictly confidential. An investigation will be undertaken immediately and all necessary steps will be taken to resolve the problem. Both the complainant and the alleged harasser will be interviewed, as will any individuals who may be able to provide relevant information. All information will be kept in confidence.

If the investigation reveals evidence to support the complaint of harassment, the harasser will be disciplined appropriately. Discipline may include suspension, dismissal/expulsion, and the incident will be documented in the

student's file. Regardless of the outcome of a harassment complaint made in good faith, the individual making the complaint (and anyone providing information), will be protected from any form of retaliation.

Kids Help Phone provides a toll-free, 24-hour, anonymous helpline (1-888-668-6868) or Text 686868 for students to report bullying and harassment on school property, at school-sponsored activities, on school buses and through school computers. This policy does not preclude the complainant from reporting discrimination or harassment complaints to the Manitoba Human Rights Commission, or, if the matter is perceived to be of a criminal nature, to the Police.

REPORTING CHILD ABUSE: Child abuse is morally and legally wrong. Its impact can last a lifetime and even extends to future generations. Any adult who has reason to believe that a child is being verbally, physically, sexually or emotionally abused or is in need of protection has a legal duty to report such abuse to Child and Family Services or to the Police.

ANTI-BULLYING POLICY

PCAA is committed to providing students and staff with a positive and caring school environment where all students feel safe and respected and learning can take place. Therefore, bullying is unacceptable at any time and in any situation and will not be tolerated at PCAA. Bullying conflicts sharply with the PCAA's Mission and the Student Code of Conduct.

WHAT IS BULLYING - Manitoba's Definition of 'Bullying':

'Bullying' is behaviour that is intended to cause fear, intimidation, humiliation, distress or other forms of harm to another person's feelings, self-esteem, body, or reputation or is intended to create a negative school environment for another person.

Bullying takes place in a context of a real or perceived power imbalance between the people involved and is typically, but need not be, repeated behaviour.

It may be direct (face to face) or indirect (through others), and it may take place through any form of expression – including written, verbal, or physical – or by means of any form of electronic communication (referred to as cyber-bullying), including social media, text messaging, instant messaging, websites, or email.

Bullying involves:

- repeated and consistent negative actions against another.
- an imbalance of power between the bully and the target.
- a contrast of feelings between the bully and the target as a result of the bullying episode (the child who bullies may feel excited, powerful or amused, while the target feels afraid, embarrassed or hurt).

Bullying is NOT a normal part of growing up, and it does not build character. Bullying is a form of abuse. It is a learned behavior that hurts everyone—those who get bullied, those doing the bullying, and the people watching. Bullying damages schools, communities and society at large. Bullying affects children's psychological well-being and academic performance.

FOUR MOST COMMON TYPES OF BULLYING

1. VERBAL BULLYING—name calling, sarcasm, teasing, spreading rumors, threatening, making references to one's culture, ethnicity, race, religion, gender, or sexual orientation, unwanted comments.

2. SOCIAL BULLYING—mobbing, scapegoating, shunning and exclusion, humiliating others, gestures or graffiti intended to put others down.

3. PHYSICAL BULLYING—hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted sexual touching.

4. CYBER BULLYING—using the Internet (Social Networks such as FaceBook) or text messaging to intimidate, put down or spread rumors about someone. (Note: The school has a right to apply school discipline measures to any student whose behavior on the Internet or hand held devices detrimentally affects the personal safety and well-being of individuals or in which detrimentally influences the environment at school.)

5. WHY BULLYING HAPPENS - Many students who have been bullied do talk to their teachers or parents about the problem; yet, many students downplay or hide bullying incidents, often, because they fear retaliation, feel pressure to deal with their own problems or feel that adults are unable to protect them from future bullying. Parents and teachers are generally unaware of the extent of bullying among children.

DIFFERENCE BETWEEN GIRLS & BOYS - Boys and girls are involved in bullying at about the same rate, but how they bully may differ. For boys, bullying is more likely to take direct, often physical forms—kicking, hitting, pushing, shoving and threatening. Among girls, bullying is more likely to be indirect, involving acts of social alienation such as spreading rumors, withdrawing friendship or ignoring. Bullying behaviors cross all age groups, sometimes beginning as early as two or three years of age and reaching into adulthood. Although the forms of bullying may change as people get older, the issues of power and control remain the same.

EFFECTS OF BULLYING - Bullying can have serious consequences for the individual students involved, the school community and society. Students who are bullied may experience physical symptoms such as stomach aches, headaches, nightmares, anxiety, and suicidal thoughts. They may also experience social isolation, develop a negative view of themselves and school, and have increasing difficulty with school achievement. Widespread bullying creates a school environment of fear and hostility that negatively impacts the feelings and learning of all students. Bullying is increasingly understood as a form of trauma that negatively affects individuals' ability to make friends.

Long-term effects include feeling shame, believing they are unlikeable, thoughts of revenge, difficulties with anger, anxiety (especially in social situations) and depression. Bullying can also be a precursor to other aggressive behaviors with serious social effects. Without intervention, bullying behaviors tend to remain constant or escalate rather than improve, as the child gets older. Bullying behavior that is ignored may progress into gang attacks, physical or sexual assault, dating violence, marital violence, workplace harassment, and child or elder abuse.

THE ON-LOOKERS - Bullying is very much a group phenomenon, with 85 percent of bullying taking place in the presence of others (including social media). When students observe bullying, several things commonly happen: aggressive behaviors are modeled by someone who appears to be more powerful, more positive peer attention is paid to the student who bullies than the student who is bullied, the presence of others makes it seem that several people are involved.

These factors reduce the feelings of guilt of the student who engages in bullying and lower the inhibitions of the students who are observing. As a result, even though most students report that watching bullying makes them feel uncomfortable, observing these incidents may actually make students more likely to engage in bullying themselves.

On the other hand, when onlookers do intervene, they are often effective in stopping bullying. Furthermore, if the school community values and encourages active intervention in bullying situations, students are more likely to challenge bullying behaviors. By providing students with the skills and confidence to intervene in bullying situations, schools can take a significant step towards stopping bullying behavior.

DEALING WITH BULLYING

- **WHAT THE TARGET SHOULD DO?** Realize that they are not alone. Realize that it not their fault. Talk about it with a trusted adult. Be polite, firm and assertive with the bully. Report the incident to a **school official**.
- **WHAT THE BYSTANDERS SHOULD DO?** Befriend the friendless. Don't gossip. Don't watch and don't react. Offer verbal support in private or in front of the clique leaders. Tell a parent or teacher.
- **WHAT THE STUDENT WHO IS BULLYING SHOULD DO?** Learn how to handle and control their anger and behavior. Ask, "Why am I doing this?" Get help to feel better about themselves. Try to stop picking on someone for just one day. Talk to another bully and discuss their behavior. Think about how they would feel if they were the Target. Try to get attention by doing something good. Stop it. Confess their wrongs, and make it right.
- **WHAT PARENTS SHOULD DO?** Wait for their child's timing. Listen, don't jump to conclusions. Try to get as complete a picture as possible. Offer advice only when it is requested. Don't tell your child what to do and force a solution on them. Empower them to solve the problem on their own so they can gain confidence in their abilities to resolve conflict. Empathize. Validate their experience. Help them make friends. Affirm and admire. Help your child avoid the situation that exposes them to the bullying. Point out places your child can go for help. Develop a list of friendly kids.
- Protect and advocate. (In select situations, it is important to talk to other parents, teachers and school administrators. Keep a written record of what happened.) Be open to seeing the whole story. (It is natural for parents to jump to their children's defense when they are threatened. Yet, it is possible that their children may not have provided the full story on the first telling.)
- Don't break confidentiality unless absolutely necessary. (It is vital for you to have an open and trusting relationship with your child. If he or she does not want you to contact others, then respect and follow those wishes if it is at all possible to do so and it is in the child's best interest. Sometimes bullying situations can become dangerous and even life threatening, and you will feel compelled to contact the proper authorities for the sake of your child's safety.

Make sure you first explain to your child why it is necessary to break his or her confidentiality.) Don't tell your child to 'hit them back'. (As a rule, physical coercion is not a good problem-solving technique.) Don't emotionally crowd out your child's feelings with your own anxiety. (If children see their parents becoming emotionally charged every time they report a problem they will stop sharing their feelings.)

Communicate with the school. Give the school the benefit of the doubt. Bring a written summary of the incidents. Follow up with school personnel about progress and difficulties. Be a positive role model. Set a good example, reinforce positive behavior and create constructive leadership situations.

• **WHAT PCAA SHOULD DO FOR THE TARGET?** Since most bullying is hidden from adults, PCAA is reliant on students or parents to report the unobserved bullying incidents. When PCAA is made aware of a bullying incident, the following response will be taken to help the student, to reduce the chance of further bullying and to maintain a safe and caring school culture:

- acknowledge the incident and the student's feelings
- to gather information about what happened and who was involved
- assure the student that there will be consequences for the student(s) who bullied
- help the student create a plan for preventing future bullying
- contact the student's parents regarding the incident and the school's plan for responding
- follow up with the student to determine the success of the plan, the student's feelings and the risk of further bullying
- track the incident using a form or other method.

• **WHAT PCAA SHOULD DO FOR THE BULLY?** When dealing with a student who has bullied, the first priority will be to maintain the safety and security of the student who has been bullied to prevent further bullying incidents. In dealing with the student who has bullied, the following guidelines will be followed:

- ensure the safety of other students
- help the student who bullied to change his or her behaviors and attitudes
- take immediate action to stop the behavior (e.g., sending the student to the office or another predetermined location)
- identify and apply the appropriate level of intervention depending on the nature, degree and duration of bullying behaviors, for example:
 - pointing out the impact on the student who was bullied and any observers
 - reminding the student of the school’s rules or behavioral expectations
 - imposing a school sanction
 - assigning a social learning intervention reporting or referring to police, counselor or other professionals
 - creating an individual safety and support plan
 - contacting the student’s parents regarding the incident and the school’s response
 - tracking the incident using a form or other method.

PERSISTENT BULLYING – In cases where bullying behavior is persistent and serious, an individual safety and support plan may be developed for the student who is bullying. A safety and support plan is a set of external controls and limits designed to help a student gain control over his or her behavior and to protect other students. An effective plan also supports the student’s participation in age-appropriate activities with peers. A safety and support plan is developed collaboratively with community professionals. A team is formed to create, implement and monitor the plan. The plan may include, but is not limited to, the following:

- meeting with the parents
- contact and/or referral to community support services to help the student deal identify the root causes and develop appropriate strategies to handle his/her anger and inappropriate responses
- contact police to come to the school to meet with students who have been bullying. (The officer could also talk with the students who have been bullied about strategies for dealing with such situations.)
- supervision of the student upon arrival at school, during recess, lunch, after school and any other less structured times
- identification of designated play areas
- specific behavior-management strategies including a plan for reinforcing appropriate behavior
- a plan for involving the student in positive activities with peers
- scheduled review and update of the plan

PCAA ANTI-BULLYING PREVENTION INITIATIVES – PCAA recognizes that there are no simple solutions to bullying issues. Developing successful bullying-prevention initiatives require time and intentional collaboration and focuses on prevention rather than reaction. A successful bullying-prevention program depends largely on creating awareness, encouraging a sense of shared responsibility in school communities, and gaining the support of parents and the “caring majority” of students in responding to the issue.

The following suggested initiatives may be used by PCAA to engage community support, heighten expectations for a positive and respectful school climate, and act as a springboard for ongoing discussion:

- Clearly communicate the PCAA anti-bullying policy with all staff, students and parents/guardians at the start of the year and again throughout the year (student hand-book, assemblies, classrooms, newsletters, curriculum night, parent orientation, etc.)
- Meet early in the school year with students who have exhibited bullying behavior at the school in the past and offer appropriate channels of preventative support and intervention to them for the upcoming school year
- Display anti-Bullying posters and signs throughout the school in high profile/traffic areas.
- Create a community-based anti-bullying committee comprised of teachers, parents, students and interested community members to raise awareness and to find solutions about bullying.
- Participate in national anti-bullying initiatives to raise awareness about the serious impact that bullying behaviors have on students.
- Provide Professional Development to staff, students and parents on bullying/harassment (special speakers or webinars).
- Provide educational materials to teacher that address the issue of bullying and incorporate the bullying-prevention plan into classroom-based discussions of expectations for student behavior.
-
- Increase supervision in high risk areas and increase monitoring of students who have reported bullying (ask students privately if anyone is bullying or harassing them).
- Link the bullying prevention to character and citizenship curriculum education.
- Add bullying-prevention books, DVD's and other resources to the school library and advertise and encourage parents, students and staff to borrow.
- Document all efforts that are being made to prevent and curb bullying and track the number of bullying reports received from students and parents. Report this back to staff and parents.
- Discuss bullying regularly at staff meetings (successes, adaptations required, noticeable differences in student relationships, perception changes, additional training, changes in bullying patterns, learning from/sharing with other schools, etc.)
- Administer annual, age-specific surveys and parent surveys to assess attitudes and knowledge about the issue of bullying.

PRAIRIE CENTRAL ADVENTIST ACADEMY

Code of Conduct

CONDUCT	EXPECTATIONS	REPSIBILITY OF THE SCHOOL	INDICATIONS OF APPROPRIATE CONDUCT	RECOGNITION OF APPROPRIATE CONDUCT	CONSEQUENCES FOR INAPPROPRIATE CONDUCT
RESPECT FOR GOD	Students are expected to show respect for and be mindful of God in all school and classroom activities.	<ul style="list-style-type: none"> -Act as appropriate role models. -Communicate Christian rationale for this type of conduct. 	<ul style="list-style-type: none"> -Students will not use God's name in vain in any school activities. -Students will display a positive attitude toward PCAA'S Christian Philosophy and the teachings and philosophy of the Seventh-day Adventist Church. 	<p>One or more of the following to awarded to students for appropriate conduct:</p> <ul style="list-style-type: none"> -Verbal/written approval -Parent/Guardian contact -Tokens -Public approval/recognition 	<p>Any combination of the following will be taken if student fails to meet these expectations:</p> <ul style="list-style-type: none"> -Interview with student by teacher/supervisor. -Removal of privileges. -Parent/Guardian contact or meeting. -Contract for improvement. -Temporary removal from class -Written assignments. -In-school suspension/detention -Out of school suspension (Length of suspension/detention to be determined by administration). -Expulsion.
RESPECT FOR AUTHORITY	Students are expected to respect all school staff , volunteers and all school policies.	<ul style="list-style-type: none"> -Act as appropriate role models. -Teach each student with respect, care and dignity. -Communicate school policy regarding respect for authority. 	<p>Students will:</p> <ul style="list-style-type: none"> -Demonstrate a cooperative attitude towards staff members. -Use appropriate oral, written and body language -Be respectful in physical and verbal interaction with peers, staff and others adults in the building. 	See the above series of consequences.	See the above series of consequences.
RESPECT FOR OTHERS	Students will treat each other with respect and courtesy. They will respect the rights of fellow students and maintain a school environment free from fear, prejudice and distractions.	<ul style="list-style-type: none"> -Act as appropriate role models. -Communicate school policy regarding respect for others. -Provide supplementary programs to enhance respect for others. (Assemblies, vespers, devotions, guest speakers). 	<p>In addition to the above, students will:</p> <ul style="list-style-type: none"> -Respect the rights of others to learn without disruption/distraction. -Students will value the multicultural make-up of our school and respect the individual differences in each other. -Students will practice respect in all communication with others including Social Media, e-mails, etc. 	See the above series of consequences.	See the above series of consequences.

CONDUCT	EXPECTATIONS	RESPONSIBILITY OF THE SCHOOL	INDICATIONS OF APPROPRIATE CONDUCT	RECOGNITION OF APPROPRIATE CONDUCT	CONSEQUENCES FOR INAPPROPRIATE CONDUCT
RESPECT FOR PROPERTY	Students are expected to show respect for personal property, school property and the property of others.	-Act as appropriate role models in the care of property. -Encourage students to take responsibility for protecting property. -Discuss the ramifications of theft and vandalism. -Utilize community police services to provide information sessions on crime prevention.	-Students will show respect for school, staff and student property. -Ask before you borrow or use other's property. -Return item to its rightful place and owner in good working condition. -Do not deface property in any way.	One or more of the following will be awarded to students for appropriate conduct: -Verbal/written approval -Parent/Guardian Contact -Tokens -Public approval/recognition	-Interview with student by teacher/supervisor. -Removal of privileges. -Parent/Guardian contact or meeting -Contract for improvement. -Temporary removal from class -Written assignments. -In-school suspension/detention -Out of school suspension (Length of suspension/detention to be determined by administration) -Expulsion
PUNCTUALITY	Students are expected to be punctual for classes and all school related activities. (e.g. vespers, recesses, field trips).	-Act as appropriate role models. -Communicate school policy regarding attendance.	Students will: -Arrive on time for classes. -Communicate reason for being late/absent to their teacher. Parents/Guardians: Please inform school when a student is going to be late, absent or has an appointment during class times, field trips or other school activities. You may call or send a note.	See the above series of consequences.	See the above series of consequences.
SUBSTANCE ABUSE	The use of alcohol, tobacco, non-medicinal drugs and energy/caffeinated drinks within the school, on school grounds or within the context of school initiated activities is not permitted!	-Act as appropriate role models. -Provide supplementary programs to enhance and promote a healthy lifestyle.	Students will: -Not bring substances onto the school property and to school initiated functions.	See the above series of consequences.	In addition to the above, one or more of the following will result if a student fails to comply: -Confiscation of substances. -Suspension/Expulsion from school. -Referral to administration. -Police may be contacted.
POSSESSION OF A WEAPON	Students are expected to not be in possession of an object that may constitute a weapon. (Pocket knives, box-cutters, matches, etc.)	Teachers will discuss the issue of weapon possession and what may be considered a weapon.	Students will not: -Bring a weapon to school. -Use any instrument as a weapon.	See the above series of consequences.	In addition to the above, one or more of the following will result if a student fails to comply: -The weapon will be seized. -Parents/Guardians will be contacted. -Suspension from school. -Police will be contacted.

PCAA BEHAVIOUR ROUTINES/EXPECTATIONS

Hallways	<ul style="list-style-type: none"> • <i>The hallway is a quiet zone during school hours</i> • <i>Speak softly when classes are in progress</i> • <i>Walk without pushing</i> 	<ul style="list-style-type: none"> • <i>Walk without loitering</i> • <i>At all times wear indoor shoes inside/wear outdoor shoes outside</i> • <i>Handle the lockers with care and respect</i> • <i>Keep your feet and hands to yourself</i> 	
Announcements	<ul style="list-style-type: none"> • <i>Stop!</i> • <i>Be quiet</i> • <i>Wait and listen for the announcements</i> 	<ul style="list-style-type: none"> • <i>Sing/Participate - 'O Canada'</i> • <i>Repeat the Aim, Motto & Pledge</i> 	
Chapel	<ul style="list-style-type: none"> • <i>Be consistent - arrive on time</i> • <i>Bring a positive attitude to Vespers</i> • <i>Pray before arriving for vespers</i> • <i>Walk together with your teacher to Vespers</i> 	<ul style="list-style-type: none"> • <i>Participate with a respectful tone and reverence for God</i> • <i>Sing songs which are spiritual and inspirational</i> • <i>Be quiet and listen to the speaker</i> • <i>Stand and leave the room only when dismissed by the Sargent@Arms</i> 	
Playground/Recess	<p>Indoor</p> <ul style="list-style-type: none"> • <i>Quietly and orderly line up by Gym door before entering</i> • <i>Do not enter the ballroom unless supervised by an adult</i> • <i>Use the equipment only for what it is intended</i> • <i>Respect the Gym and the equipment</i> • <i>Quietly and orderly line up to exit the gym</i> 	<p>Outdoor</p> <ul style="list-style-type: none"> • <i>Change into outdoor shoes</i> • <i>The slide is for sliding not for climbing</i> • <i>Slide down one at a time</i> • <i>Quietly and orderly line up outside at the back doors</i> • <i>Pushing is not allowed on the play structure.</i> • <i>Slide along the full length of the slide</i> • <i>Standing on the swings is dangerous.</i> • <i>Only one student is allowed per swing.</i> • <i>Use outdoor equipment only for what it is intended</i> • <i>Quietly and orderly line up outside at the back doors when the bell is rung</i> • <i>Change into indoor shoes</i> 	<p>Other Playground Safety Routines</p> <ul style="list-style-type: none"> • <i>Do not jump from the swings</i> • <i>No hitting, punching or fighting of any kind</i> • <i>Do not climb the fence or trees</i> • <i>Play touch football only, NO TACKLE</i> <i>Stay inside the school yard</i> • <i>Do not throw anything such as stones, sticks, garbage, and woodchips at other students or the buildings</i> • <i>Keep the woodchips in the play area and the sand/gravel in the swing area</i> • <i>Walking or running between the swings is not safe</i> • <i>Climbing on the swing poles or on the top of the play structure is not safe</i> • <i>When lining up do not push, shove, trip, bump or run into other students</i> • <i>Respond promptly when the bell is rung</i> • <i>Do not play on the ramp</i>

School Bus	<ul style="list-style-type: none"> • <i>Remain seated at all times facing forward.</i> • <i>Keep hands and heads inside the windows at all times.</i> • <i>Immediately stop talking any time the bus stops.</i> • <i>Speak only in a soft voice when talking is allowed.</i> 	<ul style="list-style-type: none"> • <i>Personal Communication Devices (PCD's) may not be brought on the bus.</i> • <i>Never enter or exit the bus unless directed to do so by an adult in charge.</i> • <i>Always step carefully when entering or exiting the bus.</i> • <i>Immediately</i> follow the direction of the driver or any adult in charge. • <i>Each passenger is responsible to keep his or her area of the bus clean. This includes the floor and seat, and is especially important at the end of a trip.</i> <p><u>All other school rules of behavior also apply while riding the bus.</u></p>
Washroom	<ul style="list-style-type: none"> • <i>One person in a stall at a time</i> • <i>Flush the toilet</i> • <i>Wash your hands</i> • <i>Wipe up any drips</i> 	<ul style="list-style-type: none"> • <i>Clean up any spills</i> • <i>Conserve - use only what supplies you need</i> • <i>Place your garbage in the bin</i> • <i>Take all your belongings when you leave</i> • <i>Call a staff member if there is a problem</i>

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Prairie Central Adventist Academy



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