



PRAIRIE CENTRAL ADVENTIST ACADEMY

PARENT & STUDENT HANDBOOK

2026-2027

KINDERGARTEN TO GRADE 12

Striving for Excellence Through Christ

A FAMILY GUIDE

FAITH • LEARNING • BELONGING • SAFETY • SERVICE

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Welcome to the PCAA Family

A practical guide for a strong school-home partnership

Welcome to Prairie Central Adventist Academy. This handbook explains the school experience, the commitments we share, and the procedures families are most likely to need. Please review it together and keep it available throughout the year.

How to use this handbook

- Start with the “Quick Family Guide” for daily essentials.
- Use the program pages to understand learning from Kindergarten through Grade 12.
- Review attendance, safety, technology, conduct and family communication with your child.
- Check the annual calendar, schedules, tuition information, course-selection sheet and emergency notices distributed separately; these may change without reprinting the handbook.
- Ask the office when a situation is not covered or when updated direction differs from this edition.

Our partnership

Families are a child’s first educators. PCAA supports that God-given responsibility through Christ-centred teaching, clear communication, safe routines and care for the whole child.

Important notice

This handbook summarizes current school expectations. PCAA may revise procedures when required by law, safety, Manitoba Education, the Manitoba–Saskatchewan Conference, the School Board or changing school operations. Families will be informed of material changes.

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Designed so families can find answers quickly

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Separate annual inserts	
School calendar • daily schedule • transportation information • tuition and fee schedule • supply lists • awards and scholarships booklet • Grades 9–12 course-selection form • emergency notices	

Plain-language symbols

Label	Meaning
Family action	A parent/guardian must send information, permission, payment or a response.
Student responsibility	A routine or expectation students should know and follow.
Contact the office	The office must authorize, record or coordinate the matter.
Safety first	Act immediately and follow current emergency direction.

1. Who We Are

Christ-centred education for the whole child

Mission

To foster holistic development and provide quality education in a Christ-centred environment.

Vision

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

Governance and accreditation

PCAA is a Manitoba-certified Kindergarten to Grade 12 school owned and operated by the Manitoba–Saskatchewan Conference of the Seventh-day Adventist Church. It participates in Adventist education accreditation and is a member of the Manitoba Federation of Independent Schools.

Our community

PCAA welcomes a culturally, linguistically and religiously diverse community. We seek to treat every person with dignity and to help each student know that they are created and loved by God.

Core values

Value	Family-friendly meaning
Christ-centred	We seek to reflect Jesus in our thoughts, words and actions.
Respect	We honour God, ourselves, others and property.
Engagement	We are curious, interested and active in learning.
Commitment	We prepare, persevere and follow through.
Responsibility	We own our choices and fulfil our duties.
Excellence	We keep growing and offer God our best.
Service	We use our gifts to help others.

Adventist Education

Learning for this life and for eternity

Seventh-day Adventist education seeks the balanced development of the spiritual, intellectual, physical and social dimensions of life. Biblical faith is not confined to Bible class; it shapes how we learn, relate, care for our bodies, use creation responsibly, solve problems and serve others.

What families can expect

- Daily opportunities for prayer, devotion and worship.
- Bible instruction and a biblical worldview woven appropriately across subjects.
- An emphasis on Jesus Christ, grace, character, service and hope.
- Respect for the seventh-day Sabbath and the heritage and mission of the Seventh-day Adventist Church.
- Healthful living, stewardship of creation, responsible choices and balance.
- Music, creativity, practical learning, leadership and service as part of whole-person development.
- Respectful welcome for families from other faith backgrounds; all students participate in the school's religious program and activities.

Our aim and motto

Aim: Striving for Excellence Through Christ. Motto: "I can do all things through Christ who strengthens me." — Philippians 4:13

Family worship and church partnership

Families are encouraged to build regular habits of prayer, Bible reading, worship, rest and service at home and to participate in a local church community. PCAA works with constituent Seventh-day Adventist churches while respecting each family's pastoral and congregational relationships.

The School–Home Partnership

Known, supported and accountable

PCAA commits to	Families commit to	Students commit to
Provide a safe, caring, Christ-centred learning environment.	Support the mission and reinforce respectful conduct.	Participate fully in learning, worship and school life.
Teach Manitoba curriculum with approved faith integration.	Ensure regular attendance, punctuality, sleep and readiness.	Be honest, kind, responsible and ready to learn.
Communicate progress and concerns in a timely way.	Read school communication and respond by deadlines.	Ask for help and communicate truthfully.
Use fair, age-appropriate and restorative responses.	Work directly with teachers and administration to solve concerns.	Repair harm, accept consequences and make better choices.

A healthy communication sequence

1. Begin with the teacher or staff member closest to the concern.
2. If unresolved, request a meeting with the Principal.
3. Formal concerns or appeals follow the published school and Conference process.
4. Safety, child protection, harassment, discrimination or serious misconduct may be reported directly to administration immediately.

Please avoid discussing confidential student or staff matters through social media, public group chats or hallway conversations. Written messages should be courteous, factual and allow reasonable time for a response during working hours.

Our Story

More than a century of Adventist education in Winnipeg

The first official Seventh-day Adventist church school in Winnipeg began in 1924. The school later relocated to 56 Grey Street and became Red River Valley Junior Academy. Through the commitment of families, churches, educators, donors and the Manitoba–Saskatchewan Conference, the program grew into Prairie Central Adventist Academy, now serving students from Kindergarten through Grade 12 across two campuses.

Why our history matters

- We belong to a worldwide Adventist education system committed to educating the whole person.
- Generations of families have supported Christian education through prayer, service, tuition, donations and church partnership.
- PCAA's growth reflects a continuing commitment to academic excellence, character, leadership and service.
- Students are invited to honour this heritage by using their gifts to strengthen the school, church and wider community.

PCAA pledge

Our shared pledge

Loving the Lord Jesus, we seek through active service to represent Christ, stand for what is right, respect one another and use our gifts to make a positive difference in the world.

Treaty relationship

PCAA is located on Treaty One territory, the original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples and the homeland of the Red River Métis Nation. We seek to move forward with Indigenous and non-Indigenous communities in a spirit of truth, reconciliation and collaboration.

A Brief Summary of Adventist Beliefs

Jesus Christ is at the centre of our school

PCAA's faith and learning are grounded in the Bible and the beliefs of the Seventh-day Adventist Church. Families do not need to be Adventist to attend, but every student participates respectfully in Bible, worship and the Christian life of the school.

We believe	How it shapes school life
Scripture	The Bible reveals God's character and guides faith, learning and moral decision-making.
Jesus and salvation	Jesus Christ is Creator, Saviour, Lord and our example of grace, truth and service.
Creation	The world is God's creation; students learn wonder, stewardship and responsibility.
The Sabbath	The seventh-day Sabbath is a gift of worship, rest, relationship and remembrance of God as Creator.
The Second Coming	Jesus will return; Christian education is filled with hope and preparation for life with God.
The whole person	Spiritual, intellectual, physical and social growth belong together.
Healthful living	Our bodies are gifts from God; wise choices, balance, rest, activity and self-control matter.
Service and witness	God gives every person gifts to serve others, share hope and build community.

A complete statement of the Fundamental Beliefs of the Seventh-day Adventist Church is available through the Church and its official publications. This page is a school-family summary, not a replacement for that statement.

2. Kindergarten

A joyful foundation for faith, relationships and learning

PCAA offers a full-day, provincially approved Kindergarten program. The classroom uses learning centres, purposeful play, direct teaching, stories, music, movement and a variety of learning aids. Experiences may include computer technology, music, art and physical education.

Children grow through

Area	Program emphasis
Faith and belonging	Knowing Jesus, prayer, Bible stories, kindness, gratitude and participation in worship.
Early literacy	Oral language, listening, vocabulary, phonological awareness, letters, print concepts, reading and early writing.
Early numeracy	Counting, quantity, patterns, shape, measurement and mathematical thinking.
Inquiry and creation	Curiosity, observation, exploration, nature and care for God's world.
Physical development	Movement, coordination, fine-motor skills, self-care and healthful routines.
Social-emotional learning	Play, sharing, problem-solving, self-regulation, independence and classroom routines.

Family preparation

- Build predictable bedtime, morning, meal and worship routines.
- Practise dressing, toileting, opening lunch containers and caring for belongings.
- Read and talk together every day.
- Tell the teacher about health, language, developmental or family information that may affect learning.
- Label clothing and supplies and send weather-appropriate outdoor clothing.

Early Academy — Grades 1-4

Exploration and strong foundations

In the Early Academy, Manitoba-certified teachers nurture students to give their personal best. Foundational literacy and numeracy remain central while students explore science, social studies, the arts, physical education, technology and Bible through a biblical worldview.

Program priorities

- Reading accuracy, fluency, comprehension, vocabulary and a love of books.
- Writing for different purposes, clear speaking and careful listening.
- Number sense, computation, reasoning, problem-solving and mathematical communication.
- Observation, questioning and investigation in science and social studies.
- Creativity through music, visual art, performance and classroom projects.
- Healthy movement, cooperation, self-management and respectful relationships.
- Faith, worship, service and stewardship appropriate to each age.

Assessment and support

Teachers gather evidence through observation, conversation, classroom work and assessments. Early literacy screening and progress monitoring help teachers plan instruction and identify students who may need additional practice or support. Families receive clear next steps and are encouraged to reinforce learning at home without creating unnecessary pressure.

Helpful home habits

Read daily • practise number facts in short sessions • check the agenda/FACTS • protect sleep and attendance • celebrate effort, growth and service

Middle Academy — Grades 5–8

Growing independence, skill and leadership

Middle Academy students strengthen literacy, computational and conceptual skills while developing greater independence. PCAA provides a caring and challenging environment in which students can imagine future possibilities and practise responsible leadership.

Program priorities

Area	What grows
Faith and character	Deeper Bible study, worship participation, ethical decision-making and service.
Core academics	More complex reading, writing, mathematics, science and social studies.
Learning habits	Organization, time management, study skills, revision and responsibility for deadlines.
Creativity and technology	Arts, presentations, projects and increasingly responsible digital citizenship.
Wellbeing	Health, physical education, respectful friendships, self-awareness and resilience.
Leadership	Student Council, Peace Ambassadors, service, public speaking and mentoring younger students.
High-school readiness	Course awareness, academic habits, self-advocacy and transition planning.

Combined-grade classrooms

Class groupings may vary with enrolment. Combined-grade learning is planned from Manitoba outcomes; students receive grade-appropriate instruction, assessment and feedback while benefiting from collaboration, independence and peer learning.

Senior Academy — Grades 9–12

Graduation, leadership and future readiness

Senior Academy combines Manitoba graduation requirements with Bible, worship, service, leadership, ACE enrichment and preparation for post-secondary education, skilled work and responsible adulthood. Students work with the school to build an individual graduation plan and select courses appropriate to their goals.

Every student should

- Know the 30-credit Manitoba graduation requirement and monitor completed and planned credits.
- Complete required compulsory credits and enough electives for graduation and future entrance requirements.
- Review course prerequisites and the annual rotation before making selections.
- Meet assignment, attendance and examination expectations.
- Participate in Religious Education/Bible and the school's spiritual-life program.
- Rank ACE options; placement depends on timetable, staffing and space.
- Seek advice early about university, college, apprenticeship, work or other pathways.

Important planning principle

Plan across four years

Not every course is offered every year. A course-selection sheet records all choices, Manitoba course codes, credit values and assigned teachers so the office can enter the schedule accurately in FACTS and help each student remain on track.

Final offerings depend on sufficient enrolment, staffing, timetable feasibility, Manitoba requirements and administrative approval. The school may use approved alternative delivery when appropriate.

Manitoba Graduation Planning

Thirty credits with the right prerequisites

Students require a minimum of 30 credits for a Manitoba high-school diploma. The school reviews each student's credit record, but students and families share responsibility for checking progress and post-secondary prerequisites.

Core planning areas

Area	Typical PCAA/Manitoba sequence
English Language Arts	ELA 10F, 20F, 30S and 40S.
Mathematics	Mathematics 10F; Grade 10 pathway; Grade 11/12 pathway as scheduled.
Science	Science 10F and 20F; senior sciences selected for goals and availability.
Social Studies	Grade 9 and Grade 10 compulsory courses, History of Canada 30F and a Grade 12 social-studies credit.
Physical Education/Health	PE/Health 10F, 20F, 30F and 40F.
Religious Education	Required each year at PCAA as part of the school program.
Electives	Courses chosen to reach 30 credits and support graduation and future plans.

Before selecting courses

5. Review the student's transcript/credit summary.
6. Identify graduation requirements still outstanding.
7. Check prerequisites for future programs; minimum graduation requirements may not meet university or college admission requirements.
8. Consider the odd/even-year rotation and make a two-year plan.
9. Complete and sign the current PCAA course-selection form by the deadline.

2026–2027 Course Availability

Odd-year rotation — offered and scheduled where enrolment permits

Area	Course	Code / credit	2026–27
ELA	English Language Arts 10F / 20F	0001 / 1.0	Available
ELA	ELA Comprehensive Focus 30S / 40S	0092 / 1.0	Available
Math	Mathematics 10F	0080 / 1.0	Available
Math	Introduction to Applied and Pre-Calculus Mathematics 20S	3905 / 1.0	Available
Math	Essential Mathematics 20S	3000 / 1.0	Available
Science	Science 10F / 20F	0120 / 1.0	Available
Science	Biology 30S / 40S	0124 / 1.0	Available
Science	Chemistry 30S / 40S	0122 / 1.0	Available
Social Studies	Canada in the Contemporary World 10F	0101 / 1.0	Odd year — offered
Social Studies	History of Canada 30F	0105 / 1.0	Available
PE/Health	Physical Education/Health 10F–40F	0169 / 1.0	Available

“Available” means part of the school’s planned offering, subject to timetable, staffing and enrolment. Students must use the current course-selection form and receive final schedule confirmation.

Rotating and Selected Courses

Use this page for two-year planning

Course	Official code / credit	Cycle	2026–27 status
Geographic Issues of the 21st Century 20F	1180 / 1.0	Even year	Not scheduled
Personal Finance 20S (Grade 10)	0324 / 1.0	Even year	Not scheduled
Psychology 40S	1010 / 1.0	Even year	Not scheduled
Global Issues: Citizenship and Sustainability 40S	1128 / 1.0	Even year	Not scheduled
Essential Mathematics 30S / 40S	3000 / 1.0	Even year	Not scheduled
Pre-Calculus Mathematics 30S / 40S	3939 / 1.0	Even year	Not scheduled
Physics 30S / 40S	0123 / 1.0	Even year	Not scheduled
Business Innovations 10S	0315 / 1.0	Odd year	Offered
Digital Film Making 25S	0230 / 0.5	Odd year	Offered
Digital Pictures 25S	0226 / 0.5	Even year	Not scheduled
Desktop Publishing 35S	0223 / 0.5	As scheduled	Check selection form

Social Studies rotation

Both Grade 9 and Grade 10 Social Studies appear in the four-year plan. In 2026–2027, the Grade 9 course Canada in the Contemporary World 10F is offered; the Grade 10 course Geographic Issues of the 21st Century 20F returns in an even-year cycle.

ACE — Arts, Creativity and Enrichment

Choice, exploration and future-ready skills

ACE provides structured enrichment for Grades 9–12. Every student ranks ACE preferences. Final placement depends on timetable, staffing, capacity, prerequisites and the student's graduation plan.

How ACE choices work

- Every Grade 9–12 student completes the ACE preference section.
- French 9–12 and Business Innovations are course offerings; they do not mean a student is excluded from ACE.
- Future Pathways is one possible ACE option, not a separate program that replaces ACE.
- Students should rank choices honestly and include an alternate.
- The school confirms the final placement; a preferred option is not guaranteed.

Possible ACE learning

ACE area	Possible offerings
Fine Arts	Visual art, creative projects and performance.
Music	Choir, bells, ukulele and guitar.
Media and Innovation	Graphics, photography, digital film and publishing.
Future Pathways	Career exploration, portfolios, workplace preparation and practical life skills.
Leadership and Service	Student Council, Peace Ambassadors and community projects.

ACE may lead to exhibitions, performances, portfolios or service projects. The course-selection form identifies whether a particular option earns Manitoba credit; not every enrichment activity necessarily carries credit. Offerings may change with staffing, enrolment, timetable and facilities.

Online, External and Partnership Courses

Expanding options while protecting the graduation plan

PCAA may use approved partnerships and external delivery to broaden Senior Academy choices. These may include synchronous instruction through Teacher Mediated Option (TMO), asynchronous courses through InformNet, dual-credit opportunities or other approved providers.

Before enrolling

- The student and family meet with the school to confirm need, prerequisite, delivery format and fit with the graduation plan.
- Administrative approval is required before registration if the course is expected to appear on the PCAA schedule or transcript.
- The school confirms responsibility for fees, materials, technology, supervision, attendance and examination arrangements.
- Students understand that synchronous courses require attendance at scheduled live classes; asynchronous courses require strong independent work and deadline management.
- Final grades and credits must be issued by an approved provider and received by the office before they can be recorded.

Student responsibility

Students remain responsible for checking the external platform, communicating with the instructor, meeting deadlines and informing PCAA promptly when difficulties arise. Withdrawal, failure or late completion may affect the graduation plan and may carry a financial cost.

Plan first

Families should not purchase or begin an external high-school course expecting automatic PCAA credit. Obtain written approval first.

3. Assessment, Reporting and Progress

Evidence of learning, feedback and next steps

Assessment supports learning and reports achievement. Teachers use multiple sources of evidence—observations, conversations and student products—rather than relying on a single task whenever possible.

Families can expect

- Clear learning goals and criteria appropriate to the grade/course.
- Ongoing feedback and opportunities to improve understanding.
- Communication when achievement, work completion or attendance becomes a concern.
- Report cards and conferences according to the annual calendar.
- Professional judgment that considers the quality, consistency and recency of evidence.

Reporting pattern

Division	Reporting
Kindergarten–Grade 8	Term reports and a final year report, with conferences scheduled in the school calendar.
Grades 9–12	Semester/course reporting and final grades according to the annual calendar and Manitoba requirements.

Incomplete or missed work

Students remain responsible for required learning. The teacher considers the reason for absence, available evidence, course outcomes and fairness. A new deadline, alternate evidence, an incomplete designation or other response may be used. An excused absence does not automatically require the same make-up test, and an unexcused absence may carry an academic consequence.

Homework, Study and Academic Integrity

Practice with purpose and honesty

Homework

Homework may be assigned to practise skills, complete learning begun at school, prepare for new learning or work on longer projects. Amounts vary by age, course and season. Students should record assignments, use FACTS or the approved platform, and ask questions before deadlines.

How families can help

- Provide a quiet, consistent study place and protect sleep.
- Help the student plan; do not complete the work for them.
- Break large tasks into smaller steps and check progress.
- Contact the teacher if the workload seems persistently unreasonable or the student does not understand.
- Read together and encourage curiosity beyond assigned work.

Academic integrity

Students must submit their own work and acknowledge sources. Cheating, plagiarism, unauthorized collaboration, falsifying data and using digital or artificial-intelligence tools contrary to teacher direction are not acceptable. The response may include reteaching, a new assessment, reduced or no credit where appropriate, parent contact and discipline for repeated or deliberate dishonesty.

AI and digital tools

Students may use AI only when the teacher authorizes it and explains the boundaries. Students remain responsible for accuracy, original thinking, citations and being able to explain their work.

Learning Support and Student Success

Early response, shared plans and student dignity

PCAA seeks to meet a range of learning needs within the resources and program it can reasonably provide. Admission and continued placement depend on whether the school can safely and appropriately support the student.

Support process

10. The teacher identifies a concern using classroom evidence and family/student information.
11. Classroom strategies and targeted supports are tried and monitored.
12. The family is contacted and student strengths, needs and next steps are discussed.
13. The school may recommend screening, consultation, outside assessment or a formal support plan.
14. Progress is reviewed and the plan is adjusted.

Family responsibilities

- Share relevant assessments, diagnoses, health plans, custody information and previous supports.
- Participate in meetings and follow through on agreed next steps.
- Inform the school promptly when circumstances change.
- Understand that external assessment or specialized services may involve other agencies and timelines.

PCAA may access appropriate shared or clinical services where available. Confidential information is shared only with those who need it to support the student or meet legal obligations.

Promotion, Retention and Academic Standing

Decisions based on learning, readiness and the student's best interests

Kindergarten–Grade 8

Promotion is based on achievement of essential learning, developmental readiness, attendance, work habits and the student's overall ability to succeed at the next level. When progress is a concern, the school communicates early, provides reasonable support and meets with the family. Retention is considered carefully and is not based on age or one assessment alone. The Principal makes the final placement decision after consultation.

Grades 9–12

- Credit is awarded when the student demonstrates the required Manitoba course outcomes.
- A failed compulsory course normally must be repeated, recovered or replaced through an approved plan before graduation.
- Students with incomplete, failed or missing credits meet with the school to revise the graduation plan.
- Academic probation or an improvement plan may be used when achievement, attendance or work completion places progress at risk.
- Minimum graduation requirements do not necessarily meet admission requirements for a particular university, college or program.

Grades, incomplete work and appeals

Teachers use the current PCAA/Manitoba reporting framework. An incomplete designation means that sufficient evidence is not yet available and requires a documented completion plan. Questions begin with the teacher. Requests to reconsider a final grade must identify the specific concern and follow the school's review process within the stated timeline.

No surprises

Families should be informed before the final reporting period when promotion, credit, graduation or continued academic standing is at risk.

4. The School Day

Prepared, punctual and safely supervised

Daily schedule

The annual daily schedule and campus routines are distributed separately because times and room assignments may change. Families should use the most recent schedule from the school office.

Arrival and dismissal

- Students may enter only at the designated time and entrance.
- Students arriving before regular supervision begins must be enrolled in or follow the approved supervision arrangement.
- At dismissal, students leave through the assigned route, report to transportation, or remain in the supervised program/activity.
- Elementary students are released only according to the family's authorized dismissal plan.
- Students not picked up by the stated time report to supervision; applicable fees may be charged.

Before- and after-school supervision

Students in supervision remain in the assigned area and follow all school rules. A student may not leave the area without the supervisor's permission. Families must keep pick-up contacts current and notify the office of unusual arrangements.

Office check-in

Late students and students leaving early must check in/out through the office. A message to the student or teacher does not replace office authorization.

Attendance and Punctuality

Every day and every minute matter

Regular attendance supports achievement, relationships and wellbeing. Families are responsible for ensuring students attend punctually and for reporting absences through the school's approved process.

When a student will be absent

- Notify the office before the school day and give the student's name, grade and reason.
- Provide documentation when requested for extended, repeated or health-related absence.
- Arrange medical appointments outside school hours when possible.
- For planned absence, contact the school in advance; teachers are not always able to prepare work early.
- The student must complete or otherwise demonstrate required learning as directed.

Late arrival and early dismissal

Students arriving late sign in at the office before entering class. A student may leave early only through the office with authorized parent/guardian permission. The office verifies the adult collecting an elementary student.

Persistent absence

The school monitors patterns, contacts the family, identifies barriers and develops an improvement plan. Serious or continuing concerns may require a formal meeting, outside support, an attendance report or review of the student's placement, consistent with Manitoba requirements.

Transportation, Parking and Two Campuses

Safe movement is a shared responsibility

Public transit and family transportation

PCAA is accessible by Winnipeg Transit. Routes and schedules change; families should confirm current information with Winnipeg Transit. Families using private vehicles must follow posted traffic flow, speed, parking and loading directions.

Student expectations

- Use sidewalks and designated crossings; do not run between vehicles.
- Wait in the assigned area and follow staff directions.
- Use seatbelts and respectful conduct in all school-arranged transportation.
- Do not enter staff-only, construction, mechanical or restricted areas.
- Report unsafe conduct, missed transportation or an unexpected change immediately.

Campus transfers and activities

When school programming requires movement between the Main Campus and the K–2 Campus, PCAA establishes the supervision, attendance and transportation plan. Students may not travel independently between campuses unless specifically authorized.

Weather closure

PCAA communicates closures or changes through its approved channels. Families should not rely only on an old handbook reference or a single radio announcement. Do not send a child until the family has confirmed that the campus is open and supervision is available.

PCAA transportation arrangements

PCAA does not normally provide fee-based bus service to students who live within 2 km of the school. The shuttle required for approved movement between the Main Campus and K–2 Campus is provided without a separate family transportation fee. Other school transportation may be fee-based and may have limited seating or a waiting list. The current transportation form and office confirmation control all assignments.

Before and After Care

Morning care normally operates from 7:30–8:30 a.m. Families must confirm attendance at least 24–48 hours in advance because the supervisor is not always on site. After-care times, fees and pick-up procedures are published separately. Repeated late pick-up may result in additional charges or review of the family's access to the program.

Lunches, Belongings and School Property

Healthy choices and responsible stewardship

Lunches and allergy safety

Peanut/nut-free environment

Because severe allergies can be life-threatening, do not send peanut or nut products to school. Follow any additional classroom or campus allergy notice.

- Send a nutritious lunch and water that the student can manage independently.
- In harmony with Adventist health principles, avoid sharing food unless a staff member has approved it.
- Label containers and collect them daily.
- Birthday or celebration food requires teacher approval and must meet allergy instructions.

Personal belongings

Students should bring only items needed for learning. Label clothing, supplies and equipment. The school cannot guarantee the security of money, electronics, jewelry or other valuables. Lost items are placed in lost-and-found and may be donated after the announced collection date.

Textbooks, lockers and equipment

- School property is used carefully and returned when requested.
- Families may be charged for loss or damage beyond normal wear.
- Lockers and school systems remain school property and may be accessed by authorized staff for safety, maintenance or reasonable school purposes.
- Students do not share combinations, keys or account passwords.

5. Health and Wellness

Safe care begins with accurate information

Family action

- Keep emergency contacts, health information, allergies and physician instructions current.
- Tell the office promptly about a diagnosis, medication or condition that may affect school participation.
- Provide required health plans, medication authorization and supplies before the student attends an activity where they are needed.
- Keep a student home when illness prevents safe participation or when public-health/school direction requires exclusion.

Illness at school

A student who becomes ill reports to the office or designated health area. The office contacts the parent/guardian or emergency contact. Families must arrange prompt pick-up when requested. Students may not independently decide to leave campus because they feel unwell.

Accidents and emergencies

Staff provide care within their training, contact emergency services when needed, and notify the family. When immediate decisions are required and a parent/guardian cannot be reached, staff act in the child's best interests using available health information.

Mental, social and spiritual wellbeing

Students are encouraged to speak with a trusted adult when they are worried, unsafe, overwhelmed or struggling. PCAA may provide school-based support and recommend community or professional services. Emergency or child-protection concerns are shared as required for safety.

Medication, Allergies and Anaphylaxis

Plan, authorize and keep emergency supplies accessible

Medication at school

- All medication arrangements go through the office.
- Medication must be in the original labelled container and accompanied by the required written authorization.
- Students may self-administer only when the approved plan permits it.
- Staff do not diagnose conditions or provide internal medication outside the approved process.
- Families replace expired medication and collect unused medication when requested.

Anaphylaxis and other urgent health needs

Students at risk require a current Student Emergency Response Plan completed with the family and healthcare provider as required. Emergency medication must be readily accessible. Staff are trained according to the plan and school procedure. Families must report any change immediately and review the plan at least annually.

In an emergency

Call 911 when indicated • use the student's plan • give emergency medication as trained • notify the office and family • continue monitoring until help arrives

Food and classroom activities

Teachers may limit food, crafts, field-trip items or classroom materials to protect students with allergies. Family preferences cannot override a documented safety plan.

Emergency Readiness

HOLD, SECURE, LOCKDOWN and evacuation

Procedure	Meaning	What students do
HOLD	Inside threat or incident requiring hallways to be cleared.	Return to/enter a room, follow staff direction and remain until released.
SECURE	Threat or hazard outside the school.	Come inside, remain inside and continue supervised activity.
LOCKDOWN	Serious inside or outside threat requiring immediate protective action.	Locks, lights, out of sight; remain silent; do not open the door.
EVACUATION / FIRE	The building must be cleared.	Leave by the directed route, stay with the class and report at the muster point.

Family responsibilities during an emergency

- Do not call or text students when silence or attention may be essential.
- Do not come to the campus unless directed; arriving may obstruct emergency response.
- Monitor only official PCAA communication and avoid sharing rumours.
- Bring identification and follow the announced reunification process.
- Keep phone numbers, email addresses and authorized pick-up contacts current.

PCAA practises emergency procedures. Visitors must follow staff direction during every drill or emergency. Campus-specific emergency handouts and posted instructions take priority over this summary.

6. Student Conduct

Respect for God, self, others, learning and property

PCAA seeks discipline that is clear, fair, age-appropriate, restorative and consistent with Christian grace and accountability. Students are taught expectations, supported in making better choices and required to repair harm where possible.

Students are expected to

- Show reverence during worship and respect the school's Christian mission.
- Use truthful, courteous and inclusive words and actions.
- Follow reasonable directions from staff and participate in learning.
- Keep hands, feet, objects and harmful words to themselves.
- Protect property, privacy and the learning environment.
- Remain in authorized areas and obtain permission before leaving.
- Use technology, media and information honestly and safely.
- Report danger, bullying, harassment, weapons, substances or threats immediately.

Prohibited conduct includes

Violence or threats; weapons or dangerous items; alcohol, cannabis, tobacco/vaping or illegal drugs; theft, cheating or serious dishonesty; harassment, discrimination, bullying or sexualized misconduct; obscene material; vandalism; tampering with alarms or safety systems; leaving campus without permission; serious or repeated defiance; and online conduct that materially harms safety or the school environment.

Restorative Discipline and Procedural Fairness

Teach • support • act • restore

Possible responses

Level	Examples of response
Teach	Reminder, reteaching, reflection, practice, seating or routine change, restorative conversation.
Support	Parent contact, documented plan, increased supervision, restitution, loss of a related privilege, student-support meeting.
Act	Administrative investigation, safety plan, suspension, probation, external report, Board/Conference process or dismissal/expulsion.

Fair process

15. Immediate safety comes first.
16. The student has an opportunity to give their account.
17. The school gathers available facts and considers age, seriousness, repetition, impact, intent, needs and previous supports.
18. Families are informed of significant concerns and consequences.
19. Consequences are connected to safety, learning, accountability and repair; identical consequences are not always appropriate for different students or circumstances.
20. A formal appeal follows the school's stated process and timelines.

Corporal punishment, humiliation and retaliation are not used. Police, Child and Family Services, emergency services or other authorities may be contacted when required.

Bullying Prevention and Response

At PCAA, we protect each other

Bullying is behaviour intended to cause fear, intimidation, humiliation, distress or other harm, or to create a negative school environment. It occurs in a real or perceived power imbalance and may be repeated, though repetition is not always required. It can be verbal, social, physical, sexualized or electronic.

What students should do

- Move to safety and tell a trusted adult.
- Use clear, assertive words when safe; do not retaliate.
- Save messages or screenshots and do not forward harmful content.
- Include and support the person targeted; do not watch, “like,” share or join in.
- Tell again if the behaviour continues or the first response does not make things safer.

What families should do

- Listen calmly and record the essential facts.
- Contact the teacher or Principal promptly; report immediate danger at once.
- Do not confront another child or family directly on campus or online.
- Work with the school on safety, support, behaviour change and follow-up.
- Monitor the child’s wellbeing and seek professional help when needed.

School follow-up

PCAA documents reports, supports immediate safety, investigates appropriately, communicates within privacy limits, and follows up—normally within 24–48 hours and again within one week.

Dress and Personal Presentation

Modest, neat, safe and ready to learn

PCAA does not require a daily uniform. Clothing should be clean, modest, safe, in good repair and appropriate for learning and the activity. It must not display offensive, discriminatory, sexualized, violent, drug/alcohol or double-meaning words or images.

Everyday guidance

- Clothing must adequately cover the body during sitting, bending and movement.
- Footwear must be safe for the setting; closed-toed shoes may be required.
- Hats, hoods and similar headwear are removed indoors unless authorized for faith, health or another approved reason.
- Personal presentation should not create a safety risk or substantially disrupt learning.
- Outdoor clothing must suit Winnipeg weather; elementary students go outside regularly.

Physical education and special events

Students wear the current approved PE attire and non-marking athletic shoes. Performances, graduation, field trips, labs, shops and special events may have additional dress or safety requirements announced in advance.

Response to a concern

Staff address concerns privately and respectfully. The student may be asked to adjust, cover or change an item; the family may be contacted. Decisions consider safety, modesty, dignity, faith/cultural needs and the learning environment.

7. Technology and Digital Citizenship

Useful tools, protected learning and wise choices

Personal devices

- Devices remain off/silent and stored during instructional time unless a teacher authorizes use.
- Devices are not used during worship, assemblies, tests or examinations unless authorized.
- No device is used in washrooms, change rooms, counselling spaces or anywhere privacy is expected.
- Students do not photograph, record or post another person without permission.
- The school may restrict, collect or require family pick-up of a device used contrary to expectations.

School systems

- Use only the assigned account and keep passwords private.
- Access appropriate learning content and follow copyright/licence requirements.
- Do not bypass filters, alter settings, impersonate others, damage systems or access another person's files.
- School accounts, networks and devices may be monitored or reviewed for safety, maintenance and compliance.
- Report harmful content, suspicious messages, account compromise or cyberbullying immediately.

Social media

Off-campus digital conduct may result in school action when it threatens safety, targets members of the school community, disrupts learning or substantially harms the school environment. Families should preserve evidence and report concerns rather than amplifying harmful material.

Communication, Privacy and Records

Accurate information through approved channels

FACTS and school communication

Families should maintain current access to FACTS and the communication channels designated by PCAA. Notices may include attendance, assignments, grades, schedules, forms, account information, closures and emergencies. Contact the office promptly if access or family information changes.

Student records and privacy

- PCAA collects and uses personal information for enrolment, education, communication, safety, student services, tuition and legal responsibilities.
- Access is limited to authorized people with a legitimate purpose.
- Records are released or transferred through the office and according to law and school policy.
- Custody and access directions must be supported by current legal documentation.
- Photos, recordings and public use of student work follow current consent choices and school procedures.
- Privacy errors or concerns should be reported to the Principal promptly.

Contacting students during the day

Families should contact the office for urgent messages or changes. Students should not use personal phones to arrange early departure or bypass attendance, health or dismissal procedures.

Questions, Concerns and Complaints

Direct, respectful and solution-focused

Recommended sequence

21. Gather the facts and identify the outcome you are seeking.
22. Contact the classroom teacher or staff member closest to the matter.
23. Allow a reasonable opportunity for response and resolution.
24. If unresolved or serious, request a meeting with the Principal.
25. Use the formal grievance/appeal process when required.

Begin with administration immediately when

- There is immediate danger or a serious threat.
- The concern involves child protection, harassment, discrimination, sexualized conduct, weapons, substances or criminal conduct.
- The concern involves confidentiality, custody, immigration, official records or a staff member's professional boundaries.
- The concern cannot safely or appropriately be addressed directly.

The school protects privacy and therefore may not share another student's discipline, health, learning plan or personal circumstances. Families will receive information about their own child, the steps relevant to safety, and what they need to do next.

Visitors and Volunteers

Welcoming families while protecting students

Visitors

- All visitors enter through the designated entrance and report to the office before going elsewhere.
- Visitors sign in, follow identification requirements and remain within the approved purpose and area.
- Parents do not go directly to classrooms, playgrounds or student areas during the school day without permission.
- An unknown or unauthorized person will be directed to the office and may be required to leave.
- School events may use modified entry procedures communicated in advance.

Volunteers

PCAA values family and community volunteers. Volunteers serve under staff direction and may be required to complete an application, references, child-protection screening, criminal/abuse registry checks, orientation and Plan to Protect training according to the role.

- Maintain confidentiality and appropriate adult–student boundaries.
- Do not photograph, post or transport students unless specifically authorized.
- Report injuries, safety concerns, suspected abuse or misconduct immediately.
- Do not administer discipline independently; refer concerns to the supervising staff member.
- Follow school faith, health, emergency and technology expectations while serving.

Custody, Child Protection and Family Safety

Current documentation and immediate reporting protect children

Separated families and custody

PCAA seeks to communicate respectfully with parents and guardians according to legal rights and current documentation. The school must receive copies of court orders, protection orders, custody arrangements and restrictions that affect records, educational decisions, contact or pick-up. Verbal statements do not replace legal documentation.

- The office maintains the authorized contact and pick-up list.
- A parent's financial responsibility and access to educational information may be different legal questions.
- The school does not mediate family disputes or interpret unclear orders; families may be asked to obtain legal clarification.
- Students are released only through approved procedures and to authorized persons.

Duty to report child protection concerns

Every person has a duty to report

In Manitoba, a person who has reasonable grounds to believe that a child may need protection must report the concern promptly to Child and Family Services or police as required. The person should not investigate, confront the suspected person or delay the report while seeking proof.

PCAA employees and volunteers follow school child-protection procedures and Plan to Protect requirements. Confidentiality cannot be promised when a disclosure involves safety, abuse, neglect or another legal reporting obligation.

8. Admissions and Re-Registration

A thoughtful review of fit, needs and available support

PCAA welcomes students seeking quality education in a Christian environment who are prepared to support the school's mission, vision and values. The school does not discriminate on the basis of sex, race, colour, national or ethnic origin.

Admission process

26. Submit the application, required documents and non-refundable fees.
27. Participate in the Principal interview; both parents should attend with the student when possible.
28. Complete any required academic, language, social/behavioural or readiness assessment.
29. The school reviews needs, records, available space and its ability to provide an appropriate program.
30. Receive the official decision and complete registration/financial requirements before attendance begins.

Application is not acceptance

Submitting an application or fee does not guarantee a place. Only an official school decision confirms admission and grade placement.

Re-registration and probation

Returning families complete annual re-registration by the published deadline. New students may have an initial review/probation period during which academic progress, behaviour, attendance, family partnership and the school's ability to meet needs are considered.

International Students

Clear records, transition support and family communication

International admission follows the current PCAA International Student Admission Procedure. The office coordinates the process and provides the official list of requirements.

Typical required items

- Completed application and current fees.
- Two years of academic records/report cards and requested recommendations.
- Birth certificate, passport/visa or other required identity and immigration documents.
- Custodian declaration when required.
- Evidence of health insurance.
- English-language assessment and any required admission/placement assessment.

Important limits

PCAA decides school admission and placement; it does not give immigration advice and cannot guarantee a visa, study permit, entry to Canada or continued immigration status. Families are responsible for obtaining qualified immigration advice and keeping all documentation valid.

Supporting transition

The school reviews available records, plans English-language and academic support within its resources, teaches Canadian and PCAA routines explicitly, and monitors attendance, belonging and progress. Families should disclose relevant learning, health, custody and support information so the school can make an informed plan.

Tuition, Fees, Withdrawal and Financial Responsibilities

Use the current annual schedule

Tuition and fees are published separately because amounts and payment dates change. The current 2026–2027 schedule on the PCAA website or issued by the office is authoritative.

Family responsibilities

- Complete the financial agreement and approved payment arrangement.
- Pay tuition, fees, transportation, supervision, activity and damage/loss charges by the stated dates.
- Contact the office early if circumstances affect payment.
- Understand the difference between constituent and non-constituent tuition and provide any required confirmation.
- Review refund, withdrawal, late-payment and returned-payment terms before signing.

Withdrawal

Provide written notice to the office according to the financial agreement and school procedure. Return textbooks, devices, keys, library materials and other property. The office coordinates final records and account reconciliation. Families should not rely on verbal notice to a teacher as official withdrawal.

Awards and financial support

PCAA publishes a separate awards and scholarships booklet so families and students can plan ahead. Eligibility, applications, deadlines, citizenship/service expectations and donor conditions vary. Current information is available from the office and the PCAA awards page.

Awards, Scholarships and Financial Assistance

Recognizing achievement, character, service and growth

PCAA recognizes academic achievement as well as Christian leadership, service, community involvement, respect, engagement, responsibility, growth, attendance, music and athletics. Donor support makes many awards possible.

Award or scholarship	General purpose
Principal's Honor Roll	K–6 recognition through Excellence, Distinction and Merit standings.
Principal's Scholar Roll	Grades 7–12 Gold, Silver and Bronze academic standings.
Male and Female Athletes of the Year	Athletic ability, attitude and sportsmanship.
Student of the Year	Helpfulness, effort, responsibility and respect.
Christian Citizenship Award	Christian leadership and example.
Band Award	Musical ability, participation and growth.
Scholastic Challenge Award	Grade 5/6 and 7/8 Scholastic Challenge achievement.
Jennifer Pieper Memorial Scholarship	Character reflecting the qualities remembered in Jennifer Pieper.
PCAA Scholarship	Support for a returning PCAA student/family.
Love Scholarship	Grade 9 academic standing.
Honor/Scholar Roll Scholarship	Sustained honour/scholar roll achievement.
Gem Gazan Attendance Scholarship	Recognition connected to attendance/years at PCAA.
Dr. Sudesh Ebenezer Scholarship	Top academic standing in the graduating class.
Manitoba–Saskatchewan Conference SDA Leadership Award	Spiritual leadership and professional potential.
Health Care Achievement Award	Achievement and leadership connected with health-care pathways.
NAD Caring Heart Award	Citizenship and exemplary witnessing/service.

Official annual source

The current PCAA Awards and Scholarships Booklet and www.pcaa.ca/awards are the official sources for grade eligibility, values, criteria, applications and deadlines. Awards may change with funding and donor requirements.

Needs-based financial assistance is separate from merit awards. Families use the current application process and provide required financial documents by the published deadline.

9. Athletics, Intramurals and School Activities

Active living, teamwork and Christian sportsmanship

PCAA may offer basketball, volleyball, badminton, soccer, intramurals, indoor-recess activities, Winter Fun Day and other recreational or competitive opportunities. Offerings depend on staffing, facilities, student interest, league/event availability and safety.

Participation and eligibility

- Students demonstrate satisfactory attendance, academic responsibility and conduct.
- Students normally attend the full school day, or the portion required by administration, to participate that day.
- Required permission, medical information, fees, uniforms and equipment are submitted on time.
- Students report injuries and concussion symptoms immediately and follow return-to-learn/return-to-play direction.
- Coaches and supervisors may limit participation for safety, readiness, attendance, academics or behaviour.

Christian sportsmanship

Students, coaches, families and spectators represent PCAA. They treat officials, opponents and one another respectfully; use appropriate language; accept decisions; care for facilities; and pursue excellence without humiliating others. Serious or repeated misconduct may result in removal from an event or team.

Field Trips and Other School Activities

Learning, creativity and community beyond regular classes

Participation

- Return the current permission form and payment by the deadline.
- Provide accurate medical, allergy and emergency information.
- Follow dress, equipment, conduct and transportation instructions.
- Understand that participation may depend on safety, behaviour, academic responsibilities and available supervision.
- Students who do not participate may be assigned an alternative educational program.

Transportation and volunteers

School-arranged drivers, vehicles and volunteers must meet current approval, screening and safety requirements. Seatbelts are required. Volunteers follow staff direction, maintain confidentiality and supervise only within the assigned role.

Other extracurricular opportunities

Offerings may include academic challenges, music, choir, bells, performances, visual arts, media, field trips, yearbook, Student Council and public speaking. Programs depend on staffing, facilities, student interest, eligibility and safety.

Fundraising and sales

No student or family may conduct a school-related fundraiser, sale or public appeal without prior approval. Money and donations are handled through the school's authorized procedures.

Worship, Service and Student Leadership

Faith made visible in school life

Worship and spiritual life

Students participate respectfully in Bible class, prayer, classroom worship, chapel/assembly and special spiritual programs. The Bible Teacher / Spiritual Life Coordinator supports this work alongside teachers, families, churches and invited guests.

Service opportunities

Service helps students recognize the dignity and needs of others and use their gifts responsibly. Depending on grade, partnerships and availability, opportunities may include:

- Park Manor Care and other senior-care visits, mentorship or workplace-readiness experiences.
- Adventist Community Services/ADRA Hub projects, food distribution and community support.
- Food, clothing, seasonal and emergency-relief drives.
- Terry Fox, Jump Rope for Heart and other health/community initiatives.
- Church programs, worship music, performances and neighbourhood outreach.
- Student-led classroom projects, environmental stewardship and peer support.
- High-school internships, service leadership and community-based learning.

Some service is embedded in classes or school programs; other opportunities are voluntary. Permission, transportation, supervision, health and partner requirements apply. Participation is evaluated by reliability, reflection and service—not merely by counting hours.

Student Council, Peace Ambassadors and greeters

- Student Council develops responsible voice, planning and school spirit.
- Peace Ambassadors support inclusion, kindness and peaceful problem-solving; they do not investigate serious incidents or replace adult supervision.
- Student greeters welcome new students and help them learn routines.
- The working model uses two classroom representatives with periodic rotation so more students can serve.

Leadership is service

“Whoever wants to become great among you must be your servant.” — Matthew 20:26

10. Closed Campus and One-Time Off-Campus Privilege

Grades 9–12 only, with written approval

PCAA operates a closed campus. A Grade 9–12 student may receive one-time permission to leave during the scheduled lunch period only after the current form is completed and the Principal approves the request. It is not an ongoing open-campus pass.

Conditions

- The signed form is returned within the stated deadline.
- The student remains within the approved 1 km boundary when not accompanied/picked up by a parent.
- A parent-picked-up student returns at least five minutes before the next class.
- The absence does not conflict with a class, program, activity or duty.
- The student demonstrates responsible conduct and acceptable academic progress.
- The office records approval and communicates the approved list.
- The Principal may deny or revoke the privilege.

Liability and accountability

The family accepts responsibility for the student while off campus as stated on the permission form. Students sign out/in as directed and report any delay or emergency immediately. Leaving without approval is a serious conduct and safety matter.

Final Examinations

Prepared, punctual and academically honest

Student expectations

- Follow the published examination schedule and arrive at least 30 minutes early.
- Bring required supplies; lockers may not be accessed after the exam begins.
- Remain in the room for at least 30 minutes and leave only when the supervisor permits.
- No washroom break is normally permitted during the first or last 30 minutes.
- Electronic devices are not permitted unless the examining teacher authorizes them.
- Contact the Principal and course teacher promptly when an exam cannot be written.
- An excused absence does not automatically require the same make-up exam; alternate evidence may be used. An unexcused absence may result in a mark of zero.

Permission to leave after an exam

A Grade 9–12 student may leave after an exam—or remain home when no exam is scheduled—only when the office has the current signed parent/guardian consent by the stated deadline. Without consent, the student reports to supervised study hall.

Dates change

The examination schedule and permission deadline are issued separately. Do not use an old form or date from a previous school year.

Graduation, Awards and Transition

Finish well and prepare for what comes next

Graduation eligibility

Participation in graduation requires completion or anticipated completion of Manitoba and PCAA requirements, satisfactory account/property arrangements, and compliance with ceremony expectations. The school confirms eligibility and communicates any outstanding requirements.

Student planning checklist

- Review the official credit summary and graduation plan.
- Confirm compulsory credits, electives and prerequisites.
- Complete service, Bible/Religious Education and local requirements.
- Meet post-secondary application, scholarship and transcript deadlines.
- Return school property and resolve account requirements.
- Attend required rehearsals and follow ceremony dress/behaviour instructions.

Awards and scholarships

Awards recognize achievement, growth, character, service, attendance and other published criteria. The annual booklet contains current descriptions and deadlines. Students should not assume that strong grades alone meet every award's requirements.

Records and transcripts

Official transcripts and record requests are processed through the office. Allow enough time for deadlines and verify the receiving institution and delivery requirements.

Quick Family Guide

The essentials in one place

Situation	What to do
Student absent	Notify the office before school; give name, grade and reason.
Late / leaving early	Check in/out through the office.
Ill or injured	Student reports to office; family collects when requested.
Medication/allergy	Provide current authorization, plan and supplies to the office.
Bullying/safety	Tell a trusted adult/Principal promptly; immediate danger is reported at once.
Academic concern	Contact the teacher early; review FACTS and make a plan.
Family concern	Teacher/staff member → Principal → formal process if needed.
Address/phone/custody change	Send current information/documentation to the office.
Emergency at school	Do not come unless directed; monitor official PCAA communication.
Course selection	Review credits, prerequisites and rotation; submit signed current form.
International documents	Work only through the office; keep status and insurance current.
Off-campus/exam release	Use the current signed form and receive office confirmation.

Contacts and Annual Acknowledgement

Keep this page with your family records

School contact

Prairie Central Adventist Academy

Main Campus: 56 Grey Street, Winnipeg, MB R2L 1V3

K–2 Campus: 1011 Munroe Avenue, Winnipeg, MB

Phone: 204-667-2383 | Website: www.pcaa.ca

Family acknowledgement

We have received and reviewed the 2026–2027 PCAA Parent & Student Handbook. We understand that it works with current schedules, forms, emergency procedures, financial agreements and school notices. We agree to support the mission and expectations of the school, communicate concerns through the appropriate process and ask for clarification when needed.

Student name _____

Grade _____

Student signature _____

Date _____

Parent/guardian name _____

Parent/guardian signature _____

Date _____

Return this page only if requested by the school. Electronic acknowledgement in FACTS or another approved system may be used instead.

Appendix A — Kindergarten School Supplies

Please clearly label all supplies before bringing them to school

Item	Quantity / description
HB black lead pencils	3
Primary pencils	2
Pencil sharpener	1
Pencil eraser	1
Pencil case / marker case	2
Crayola crayons	3 packs
Moulding clay	1 pack
Coloured felt markers	Chubby size; washable and non-toxic
Pencil crayons	3 packs
Large glue sticks	6
Good pair of scissors	1
Hardcover book	1
Construction paper	1 pad
Double-pocket portfolio duo-tang folders	2
Bible	Children's Bible
Other learning item	1 Boogie Board

Personal items

Item	Quantity / description
Indoor running shoes	1 pair; non-marking
Facial tissue	1 box
Inexpensive earphones/headphones	1; labelled in a zip-lock bag
Clorox/Lysol disinfecting wipes	3 containers
Standard-size hand sanitizer	1
Change of clothes	1 complete set, clearly labelled

Appendix B — Grades 1–12 School Supplies

Current 2026 school supply list

School Supplies List

Please clearly label all supplies before bringing them to school.

Items	Grades 1 & 2	Grades 3 & 4	Grades 5 & 6	Grades 7 & 8	Grades 9 – 12
HB Black Lead Pencil	5	2 Pkgs.	2 Pkgs.	2	2
Primary Pencil	5	-	NO MECH. PENCIL	-	-
Blue Ink Ballpoint Pen	-	-	1	2	2
Red Ink Ballpoint Pen	1	1	1	1	2
Highlighter	-	1 Yellow	3 Org. Yel. Pink	1	4
Pencil Sharpener	2	1	2	1	1
Pencil Eraser	3	2 White	2 White	1	2
Pencil Case / Marker Case	(2) 1 – Supplies 1 - Marker	1	2	1	1
Crayola Crayons	2 pkgs. 12*	1 pkg. 8	1 large pkg.	1	-
Colored Felt Markers (washable and non-toxic)	2 pkgs. 8*	1 pkg. 24	1 large pkg.	1 pkg. 24	1 set
Pencil Crayons	2 pkgs. 12*	1 pkg. 24	1 pkg.	1 pkg. 24	-
Glue Stick	2	2	2	1	-
Good Pair of Scissors	Round tip	1	1	1	1
Metric Ruler (30 cm)	1	1			
Complete Geometry Set (Math Set)	-	-	1	1	1
Calculator	-	-	1	1 scientific	1 scientific
Package of Ruled Loose Paper	-	1 pkg. 100	1 pkg. 200	1	1
Package of Graph Paper	-	-	1	1	1
Package of Construction Paper	1	1	1 large pkg.	1	-
Subject Notebook 40 Pages Hillroy (individual not multi-subject)	8	10 - 12	15 (100 pages notebook)	12	12
Art Sketch Pad	1	1	1	1	1
Multi-pocket Expandable File Folder (can buy at Dollarama)	-	1	2	3"	1
Clip Board	-	-	1	-	1
Double Pocket Portfolio Duo-tang Folders	4	4	5	3	2 sets
Binders	-	-	2 (2")	2 (2")	1 (3")
Subject Dividers (for binder)	-	-	10	10	1 set
Bible	Children's	Children's	New King James	New King James	New King James
Other Item	1 Recorder (instrument)	1 Recorder (instrument)	-	-	-
Personal Items					
Indoor Running Shoes (non-marking)	1	1	1	1	1
Personal Dictionary	-	1	1	1	1
Gym Clothes – (knee length shorts/grey joggers & T-Shirt)	-	1	1	1	1 set
Facial Tissue	1	1	2	-	-
Inexpensive Earphones/Headphones	1 (Ziplock bag)	1 (Ziplock bag)	1 (Ziplock bag)	1	1
Clorox / Lysol Disinfecting Wipes	3	3	3	3	3
Standard Size Hand Sanitizer	1	1	1	1	1
Aluminum Free Deodorant (NO SPRAY)	-	1	1	1	1
Chromebook Computer - Recommended	-	-	-	1	1

This reproduced page is the school's current 2026 Grades 1–12 list. If a teacher or office notice later updates a class-specific item, follow the most recent written notice.

Sources and Document Control

Prepared for the 2026–2027 school year

PCAA sources reviewed

- PCAA 2024–2025 Parent/Student Handbook.
- PCAA website: About, Academics, Admissions, Tuition & Financial Support, Awards and related school pages (reviewed August 2026).
- PCAA International Student Admission Procedure (June update).
- PCAA 2026–2027 course-planning decisions and current course-selection materials.
- PCAA bullying-prevention framework and emergency language: HOLD, SECURE and LOCKDOWN.

External guidance reviewed

- Manitoba Education and Early Childhood Learning, Subject Table Handbook 2026–2027.
- Official parent/student handbooks from Seventh-day Adventist schools, including PCAA's predecessor RRVJA and Sandy Lake Academy, for whole-person education, worship, service and family partnership.
- Recent Christian K–12 parent/student handbooks, including Orangewood Christian School and High Point Christian School, for family navigation, academics, safety and communication structure.

Document principle

External handbooks were used as organizational references only. PCAA's own mission, policies, Manitoba requirements, Adventist educational philosophy and current administrative decisions control this handbook.

Version

Parent & Student Handbook 2026–2027 • Draft for administrative review • Prepared August 2026