

MISSION STATEMENT: Our staff is dedicated to promoting the knowledge, understanding and values conducive to lifelong learning and global citizenship for every student within a nurturing and innovative environment.

SCHOOL MOTTO: RESPECT, RELATIONSHIPS, RESULTS

The Pines Senior Public School
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Principal: Karen Duke

Secretary: Ashley Reynolds

Nature Of The School

The Pines Senior Public School was built in 1975 as a senior public school to complement the neighbouring Clarke High School. Serving grade seven and eight students, our highly professional staff is comprised of committed teachers with experience and specialized qualifications in the intermediate division. Students participate in a rotary system where core subjects such as language and math are delivered by their homeroom teacher. Rotary subjects include, French, Music, Art, Science and Physical Education. These subjects are offered by subject specialists to capitalize on the range of expertise our staff brings to The Pines. We also offer additional support to our students through the services of a Child and Youth Worker and Educational Assistants. Our homeroom teachers also serve as advisors to their homeroom group, helping each individual achieve their full potential and enjoy school life at The Pines.

The Pines boasts an impressive number of co-curricular activities to engage students in their recreation time and to hone skills and talents. These include intramural sports, competitive sports teams and ongoing opportunities to participate in clubs such as Craft club, Yearbook and student leadership groups. Students are also very active in fundraising for numerous charitable events, raising spirit days and causes throughout the year.

The Pines has a strong drama and theatre presence, with theatre groups coming into the school to perform for our students as well as an annual major dramatic presentation performed by our students. All of these activities promote a vibrant and varied social and academic life at school within a safe, nurturing climate.

The school is situated on Hwy. 35/115, north of Newcastle and south of Orono. There are 8 regular classrooms, a library/computer lab, a large gym and stage, a music room, a specialized art room and science lab. We have 10 Smartboards and a netbook cart with 24 netbooks on it. Our goal is to continually upgrade our applied technology and find ways to incorporate technology into our curriculum. We also have a Teacher's Bookroom/Professional Library to promote sharing, increasing teacher expertise through collaborative dialogue and goal setting. Our ongoing goal is to work in partnership with staff from Clarke High School to prepare students for optimal success.

The schoolyard is divided into several areas by usage; pavement with basketball nets, a very large field, a baseball diamond, and a soccer pitch. During nutrition breaks students have a selection of balls, skipping ropes and Frisbees to choose from.

The Pines students participate in day trips and special events held at The Pines designed to enhance academic learning and build student social skills. Excursions are always linked to curriculum expectations, student safety and/or student well-being. These include trips to outdoor centres, museums, interest centres, theatre productions and sporting events.

About Our Students

Living in a large rural area stretching from Regional Road 42 on the west, to just past Newtonville in the east, Concession 10 to the north and Lake Ontario in the south, all of our students arrive by bus. School staff take advantage of the nutrition break times, running band, sports team practices, homework club, craft club, extra time in the computer lab and offering extra help for school work. Our students come from 3 feeder schools located in Kirby, Newcastle and Orono. Some of our students are supported by Individual Education Plans and enjoy the support of our Special Education Resource specialist, receiving support in the regular classroom or resource room environment.

About Our Staff

Our staff are dedicated to the success and well-being of every student, always focusing and capitalizing on the unique strengths and talents of each child. Our teachers also work in professional learning teams to plan and implement a quality program that is grounded in current research and best practice strategies. In addition to attending regular workshop sessions, teachers work continuously to develop and implement strategies to promote optimal student achievement and provide rich, engaging learning environments. Teachers are involved in intensive professional in-service, assimilating new research and reflecting on their current practice to improve critical literacy.

Teachers at The Pines are wholly committed to providing differentiated learning environments to best address the learning needs of all children. Each year, staff expand their repertoire of teaching strategies to provide enhanced instructional strategies to diverse learners across all curriculum areas. As well, at staff meetings, teachers routinely share professional knowledge and ideas and suggest adaptations for different audiences. Our staff is committed to the ongoing pursuit of learning and our students are consistently high achievers. Our parent partners provide support for academic learning in the home environment, always communicating to their children the importance of achieving school goals and of making responsible choices.

The reporting periods at The Pines are broken into two terms with a progress report going home mid November and term reports to be issued in February and the end of June. Teachers always work closely with parents and colleagues to proactively examine and address academic issues in constructive ways.

About Our Community

An invaluable resource at The Pines is our School Council. We also have a number of dedicated parent volunteers. Working with school staff and the Principal, School Council provides input from the community on a variety of topics related to daily life at school as well as common goals and values. Other parents are instrumental in providing support for special events, outing and class trips. School Council and parent volunteers also play an important role in fundraising to enhance school programs, including a hot lunch program. Each fall, School council sets goals and agenda for fundraising and then focuses on meeting stated goals. All fundraising events serve to enhance curriculum related school events and programs.

Assessment Of Student Learning

Teachers gather detailed information to build student and class profiles with an aim to capitalize on student strengths and interests. In addition, use of system assessments such as CASI offer teachers and parents a snapshot of how well students are achieving curriculum expectations. Staff use all of this data to target areas for specific improvement and provide enhanced learning opportunities. Teachers also provide students with descriptive feedback around their progress to help students take greater ownership in their learning and become skilled at understanding how they best learn in any situation. Further, staff conference continually with parents and work in school teams to evaluate students' progress and tailor curriculum to student needs. Results from all assessments in turn assist teachers, schools and the board in determining strengths and weaknesses in achievement for individual students, for schools and for the system as a whole.

School Action Plan for Improvement

The School Improvement Plan is updated on a yearly basis after discussion and input from school staff and School Council. A variety of resources are used to provide direction when planning the school improvement plan, including:

- provincial and system assessment results (EQAO data and board based assessments)
- school generated data - individual and class profiles, compiled by individual teachers
- surveys and parent questionnaires
- School Effectiveness Framework analysis of school needs
- last year's School Improvement Plan
- School Council questionnaire and stated goals
- board based model and direction
- information and collaboration with colleagues from all five schools in Clarke Family of Schools
- School based in-service
- board and school targets for Literacy and Math
- the Principles of Effective Schools

The Pines Senior Public School ~ School Expectations

BEHAVIOUR - The Pines Senior Public School expects students to work at maintaining good work habits, common courtesy, responsibility and cooperation. Our staff encourages students to make good choices as they work in the classroom, play on the yard and interact in the community. Staff members praise students for making good choices. Students who make poor choices review their actions, identify alternative choices and describe what a good choice would have been for the situation. Students who choose to make poor choices will experience various disciplinary measures ranging from a "time out" up to a suspension. Unless infractions require mandated consequences, progressive discipline will be used. Physical aggression will not be tolerated at The Pines. Students choosing to solve problems in this manner will experience consequences for their inappropriate choice.

DANGEROUS ITEMS - such as lighters, matches, laser pointers or knives should **never** be brought to school. If students find such an item or accidentally brings one to school, it should be given to a staff member immediately.

Code Of Behaviour

The Ministry of Education requires that all schools develop and communicate a code of conduct to students, parents, staff i.e. All members of the school community. This code is designed to ensure a safe, learning environment conducive to optimal learning and constructive social relationships. The code

further provides a common philosophy and understanding for all members, with all members having both rights and responsibilities.

All members are expected to:

- actively contribute to making the school environment safe, inclusive and free from any kind of physical or psychological harm
- work cooperatively and in partnerships
- consistently demonstrate appropriate behaviour and conflict resolutions strategies
- respect and comply with all applicable federal, municipal and provincial laws
- demonstrate respect and concern for others at all times
- demonstrate the attributes of Character Education in their interactions with other members of the school community

Students are also expected to:

- attend school regularly, be on time and prepared for classes and school activities
- work to the best of their ability
- behave in a courteous and inclusive manner towards others regardless of individual differences, e.g. race, gender, ability, or language
- learn and act within the boundaries of behaviours necessary for safety to self and others
- act always within the limits of the law and not bring to school: drugs, alcohol, cigarettes, matches, lighters or weapons of any sort, including utility tools with sharp points or blades
- treat all school property and the property of others with respect and care
- consistently show appropriate behaviour, self-control and appropriate conflict resolution strategies
- treat all school and community members with respect, care and sensitivity
- express emotions in socially acceptable ways
- actively contribute to making the school environment safe, inclusive and free from any kind of physical or psychological harm
- work cooperatively with all other members

Teachers are also expected to:

- consistently and justly provide redirections and guidance to inform and uphold the code of conduct
- communicate regularly and thoughtfully with parents
- consult with other school staff and work as a team to implement and uphold the code of conduct
- model, actively teach and provide opportunities for students to demonstrate the attributes of Character Education, providing reinforcement and support appropriately

Parents and guardians are also expected to:

- attend their child's physical and emotional well being
- actively show their interest in their child's school progress and communicate regularly with the school
- help their child arrive at school regularly, on time and prepared for work
- encourage and support their child in following the school rules of behaviour
- assist the school in resolving disciplinary issues
- reinforce school behaviour appropriately at home

School Code of Conduct Procedures:

Strategies to promote the code of conduct:

- proactive and preventative measures i.e. active teaching and modelling, both planned and as a "teachable moment"
- Character Education program embedded into all aspects of school life
- open, authentic two way communication within a climate of trust
- support, encouragement, praise and social skills instruction, including special programs in partnership with community agencies
- counselling and opportunities for focused intervention, both individual and small group e.g. Board Counsellor, Rainbows
- appropriate and consistent redirection
- multiple student leadership opportunities to demonstrate and strengthen positive attributes
- team approach to problems, engaging parents, school staff and appropriate supporting school board personnel
- parents and partners; ongoing communication between school and home
- Restorative Practice approach
- problem solving model to address emergent issues

Consequences for inappropriate and unacceptable behaviour:

Consequences will be commensurate with the severity of the indiscretion, related to the specific circumstances and appropriate to the individual. Progressive discipline measures will be applied with the goal of repairing harm and preventing any reoccurrence of the behaviour.

- warnings and reminders
- quiet, neutral environment and opportunity to defuse (time-outs)
- redirection, debriefing & opportunities for counselling support
- application of problem solving process and restorative conference
- individual and group guidance
- restriction of school privileges
- guided opportunities to repair and restore
- detention
- referral to homeroom teacher and/or office
- team conference with parents
- restitution i.e. financial, community service
- suspension
- police involvement
- expulsion

Suspensions: Legislation makes it **mandatory** for students to be suspended for the following infractions on school property or at school-related events:

- swearing at a person in authority
- being under the influence of alcohol

- uttering a threat to inflict harm
- possessing alcohol or drugs
- causing major damage to school property
- bullying

The Kawartha Pine Ridge DSB may also suspend students for the following infractions:

- any activities which may occur off school property for which a mandatory suspension is required if the act has an impact in the school community
- conduct injurious to the moral tone of the school
- persistent opposition to authority
- habitual neglect of duty
- vandalism-wilful destruction of Board property
- use of profane or improper language

Expulsions: Safe Schools Legislation takes a very serious look at the consequences to be applied to infractions for which an expulsion is mandatory. Those infractions include:

- possessing a weapon (including a replica)
- using a weapon to threaten bodily harm
- committing physical assault requiring medical treatment
- committing sexual assault
- trafficking in illegal drugs or weapons
- committing robbery
- giving alcohol to a minor

In addition, Kawartha Pine Ridge DSB will also expel students for the following reasons:

- student commits an infraction in the community for which a mandatory expulsion is required and it has a negative impact on the school
- pattern of refractory behaviour
- student's presence is injurious to others
- student has caused major damage to Board property
- student is resistant to change and is not profiting from instruction

NOTE: Students who are proceeding to an expulsions will be suspended for the maximum period of 20 days prior to the expulsion decision.

Nutritional Breaks

Students are expected to:

- stay in their seats
- speak in reasonable tones
- participate in clean-up and recycling
- be cooperative and respectful, always complying fully with adult supervisors in the lunchroom

Students who are unable to follow lunch rules will be subject to progressive discipline measures to ensure the lunchroom remains safe, respectful and harmonious environment.

Remaining on School Property

All students are required to remain on school property at nutritional breaks. Our school is located on a very busy highway. Because we hold student safety as our highest priority, students are **not permitted** to leave the premises at any time, including after school at bus time.

Safety

The Staff endeavour to provide the highest quality education to your children in a safe, secure learning environment.

- All visitors are required to report to the office when entering the school and sign in at the office if they are staying. We have also installed mirrors to help improve visibility around the corners of the entrances and through the hallways. As well, during the school day, the back doors are kept locked except during Nutrition Breaks.
- The Safe Arrival Program includes calls home to absent students. We greatly appreciate your calls before 9 am or left on our answering machine at any time informing us of student absence. Students arriving late always need to sign in at the office.
- Our staff provide assistance at the beginning and end of the day to help find and board the right bus. **Please remember our one way entrance and exit driveway.**
- Targeted programs throughout the year, in co-operation with Durham Police Services and our own staff, further enhance our students' concept of safe, fair play and appropriate ways of solving conflict.
- Our *Code of Behaviour*, recently updated and aligned fully with appropriate Safe Schools legislation, will be reviewed with students on an ongoing basis. The Code will also be reviewed with School Council and updated regularly in response to legislation or new issues.

Lockdown

As a component of the school Emergency Response Plan School Lockdown procedures have been mandated. Although infrequent, the possibility of a major violent incident is a reality. The level of preparedness to deal with such an incident by school staff, students, and police will have a major impact on the outcome of the incident.

A great deal of time, thought and effort has gone into preparing a response plan, which is user friendly, easily understood and effective. While certain part of the plan are tailored for The Pines based on individual needs, the overall plan is designed to have common application for all schools and police services across the region. Our staff has been trained and, in partnership with administration and the police, we will conduct a minimum of two drills per year.

School Evacuation

If it is necessary to evacuate the school due to fire or other reasons, the staff and children will extend fire drill routines and walk to Concession 4 and be supervised by all staff members.