



A School of Dignity and Respect

School Handbook

2024-25

Administrative Team:

Principal ~ Mr. Tracey Arbuthnott
Assistant Principal ~ Mrs. Rachelle Gagnon
Counsellor ~ Mrs. Sasha Ball

Office Support Team:

Secretary – Mrs. Lisa Waselenkoff
Secretary - Mrs. Lisa Leitch

**133 Pine Street
Sherwood Park, Alberta
Telephone: (780) 467-2246**

Web Site: <http://www.pinestreet.ca>

Please visit our website for the most current information concerning the calendar, staff and BrightSpace teacher pages, special events, important announcements, Pine Street School Advisory Council information, school procedures, parent resources, newsletters, assessment information, etc.

Welcome

Welcome to Pine Street Elementary School! Our students, staff, and families demonstrate *A Tradition of Pride and Excellence* by actively supporting our vibrant learning community and assisting students to achieve academic, social, and behavioral growth. The Pine Street community believes in diverse of growth opportunities for every child through active, daily involvement in learning, both at home and at school. Students also benefit from the gifts and talents of community volunteers who share their expertise and enhance our learning environment. Our staff and families demonstrate character, competence, and compatibility by fostering relationships that make learning possible which translates into success for all students.

Our Vision

Pine Street Elementary

Everything we do is about helping students achieve all that they can be. It is believing in dreams and building the skills needed to achieve them.

We engage, motivate and inspire by focusing on individual strengths, interests, real world activities, and building partnerships with our families.

We ensure our students have the skills for successful futures.

Our Mission

Our safe and caring school community is built upon meaningful relationships and is committed to providing quality learning opportunities where students achieve academic excellence as self-directed, life-long learners and develop into responsible global citizens.

School Philosophy

We, the staff of Pine Street Elementary, believe that students learn best when they:

- feel safe, happy and enjoy learning
- value their work and see that it is valued by others
- apply their learning in meaningful contexts
- see that their efforts make a difference to themselves, to the school and to others
- see the important people in their lives working together

We believe that an effective education is based upon a partnership between the school, the home and the community. We encourage and are appreciative of the involvement of the home and the community in the life of the school.

Pine Street Elementary School Goals

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Goal 1: Pine Street School will enhance student engagement and achievement by focusing on research based effective teaching practices and their implementation throughout the school.

Goal 2: Pine Street School will enhance students' critical thinking, problem-solving skills, and creativity.

Goal 3: Pine Street School will maintain our positive school culture that acknowledges the academic, emotional, and social needs of students.

Before and After School Supervision

Morning supervision commences at 8:20 a.m. outside assigned doors. When students arrive, they should line up at their designated spot outside their designated area until the entrance bell rings at 8:30 a.m.

After school supervision commences at 3:15 pm and ends after the last bus leaves our bus pickup area, by ~3:25 pm. Students are asked to proceed home immediately after school.

Kindergarten

Kindergarten Calendar (2022-2023) – Both Group A and Group B dates are included on the same PDF. Pine Street Elementary School’s ECS program follows the same bell schedule as outlined above for our Grade 1 to 6 students.

ECS (Full Day) All Day Class	8:30 a.m. – 3:15 p.m.
<i>ECS Group A attends on Monday, Wednesday and select Fridays.</i>	
<i>ECS Group B attends on Tuesday, Thursday and select Fridays.</i>	

Play And Learn at School (PALS)

Pine Street Elementary School offers early intervention programming through our Play And Learn at School (PALS) program. PALS programming supports children with assessed severe developmental delays from 3 to 5 years of age and children with assessed mild and/or moderate developmental delays from 4 to 5 years of age. PALS programs provide a natural preschool environment with the additional support needed to promote learning success. Please reference the brochure to learn more about the [PALS program and principles](#).

PALS morning classes run from 8:45 a.m. – 10:55 a.m.

PALS afternoon classes run from 12:25 p.m. - 3:15 p.m.

PALS classes run Monday through Thursday and select Fridays for Family-Oriented Programming (FOPs). There are no PALS classes on early dismissal days (the first Wednesday of each month).

The Connections Program

The Connections Program is for students who have been identified with autism spectrum disorder (ASD). ASD can result in difficulties in communication, social relationships, behavior, or learning. Although some students with ASD achieve at or above grade level, many have uneven or delayed achievement or have difficulty communicating their level of understanding with others. This program is designed to support the academic, social-emotional, and self-regulation needs of students with the diagnosis of ASD. The classroom teacher receives consultative support from a multidisciplinary team and creates differentiated programming supported by an Instructional Support Plan (ISP).

Attendance

Regular attendance and punctuality at school is critical to student success. The school should be notified before 8:30 a.m., either by telephone or by a note sent to the teacher/office staff, if your child will be absent or late. If we have not received notice of late or absence, the office staff will call to ensure your child is accounted for.

- Call the school any time at 780-467-2246.

- Email the attendance secretary at pneattendance@eips.ca.

The school must be notified if a child is to be picked up from school during the day by a phone call to the school or an email to pneattendance@eips.ca.

Students should not come to school when ill with fever, coughing, sneezing, vomiting, diarrhea, or other contagious conditions. If a student becomes too ill to remain at school, parents will be contacted to pick up the student.

Volunteers in School

Volunteers are an integral and much valued part of the Pine Street Elementary School community. All volunteers in schools must sign an annual Volunteer Information Waiver form which is a district standard form required by all EIPS Schools. This form includes a section on confidentiality and a declaration that the volunteer has never been charged with or convicted of a criminal offence.

All visitors and volunteers are required to check in at the school office when they arrive at the school.

Home and School Communications

We believe in the importance of developing a close relationship between home and school through mutual, respectful communication. Bears Blog newsletters, phone calls, e-mails, and conferences are some of the many ways that our staff works with families to enhance student learning. Classroom information, newsletters, and current school activities can be found on our school website and on our teaching staff's Brightspace pages. Classroom teachers may also distribute specific information that may be of interest to families in support of their child's learning program using the student agenda. Reminders and brief messages may be sent home using our automated communication system.

Staff are unable to accept phone calls during class time except in emergencies. Office staff will be pleased to take messages or direct your call to voicemail. Students are asked not to make calls from school unless it is regarding a serious issue. Students are expected to make after-school arrangements before coming to school and should not use the phone for social planning.

Noon Hour Supervision

All students are required to pay a noon supervision fee. The funds cover the cost of noon hour supervisors. Students are supervised for the entire noon break. The classroom teacher should be notified if a student is going home for lunch. Supervisors are school employees and persons of authority.

Lunchroom Fees: Regular students - \$136.00/student/year
 ECS students - \$68.00/student/year

Behavior expectations in the Lunchroom

- Follow the instructions/directions of the Noon Hour Staff members.
- Eat lunch at your own desk.
- Remain seated until dismissed.
- Talk in quiet voices.

- Desktops should be cleared before eating and then again when finished eating.
- Deposit garbage and recycled materials in appropriate containers when dismissed.
- Always remain on school grounds unless you have written permission to leave.

Dress Code

School is a place of learning, and we are in the business of education. Students are expected to dress accordingly to promote a safe and caring environment for learning. T-shirts with inappropriate slogans/pictures, exposed midriff, and revealing tops are not acceptable. Shorts should be mid-thigh or longer in length. Tube tops, spaghetti straps, sleeveless muscle shirts are considered inappropriate school attire.

Inclement Weather

Parents must use their discretion when sending their children to school during inclement weather conditions. For the safety of students, it is the responsibility of parents to ensure that their children are suitably dressed for weather conditions and that arrangements have been made for alternate shelter for their child if no one is home. Students are kept indoors for recess during inclement weather and temperatures below -22 including wind chill in accordance with EIPS Administrative Procedure 131.

Homework

The school does not support the assigning of lengthy, continuous homework or curricular material that has not been taught in the classroom. Therefore, teachers plan to ensure that most of a student's formal instruction and learning will take place at school under the professional guidance of the teaching staff. It is important that students come to school refreshed and ready for more learning, rather than tired and frustrated by forms of onerous homework. At the same time, it is important that students see the connections between the world and the classroom, have opportunities to share their school learning with their parents/guardians, and complete essential work.

Therefore, homework may be assigned to:

- finish work that could have been completed in class
- study for tests
- organize notes
- work on special projects
- practice reading

Students are encouraged to read regularly at home for recreation.

Guide to Reporting Student Achievement (PowerSchool Report Cards)

Please refer to the Pine Street Elementary website at www.pinestreet.ca for specific details regarding the **Guide to Reporting Student Achievement** and communicating student learning information. Progress Reports are issued three times during the school year. Parent/student/teacher conferences are held twice during the school year.

The Learner Attributes and Academic Grading Scales Table that we use for our student report cards is located below. In the condensed version of the report card, these have been removed to save space.

However, when you are viewing the digital version, you can use your mouse and hover over the mark to see the descriptor.

Learner Attributes

Grading Scale

<i>Meeting expectation</i>		<i>Meeting expectation</i>		<i>Meeting expectation</i>		<i>Below expectation</i>	
4	Independently <i>Consistently...</i>	3	Little support required <i>Often...</i>	2	Reasonable support required <i>With prompting...</i>	1	High levels of support required <i>Inconsistently...</i>

Academics

Grading Scale

<i>Meeting expectation</i>		<i>Below expectation</i>		<i>No grade</i>	
5	<ul style="list-style-type: none"> Excelling in learner expectations Applying concepts in new or unique learning situations Independently using skills and strategies 	2	<ul style="list-style-type: none"> Approaching learning expectations Applying concepts when rehearsed and highly structured With high levels of support, using skills and strategies 	U	<ul style="list-style-type: none"> Unable to assess
4	<ul style="list-style-type: none"> Meeting learner expectations Applying concepts in new learning situations With minimal support, using skills and strategies 	1	<ul style="list-style-type: none"> Below learning expectations Having difficulty applying concepts even when rehearsed and highly structured Despite high levels of support, is having difficulty using skills and strategies 	N/R	<ul style="list-style-type: none"> Not reported
3	<ul style="list-style-type: none"> Meeting learner expectations Applying concepts in familiar learning situations With reasonable support, using skills and strategies 			ISP	<ul style="list-style-type: none"> Refer to student's ISP

The grades below reflect your child's achievement in each of the broad learning category headings. The italicized statements below each category heading are intended to illustrate samples of learning outcomes and/or activities students will work on throughout the year and not necessarily in every term.

Student-Parent-Teacher Conferences

Discussion about a student's assessment and achievement are an ongoing process between the student, parents or guardians, and the teacher throughout the year. Parents/guardians and staff are strongly encouraged to contact each other at any time to discuss the progress and/or needs of their child.

Conferences are an opportunity to celebrate the progress and achievements of a student, to consider his or her strengths and areas for growth, and to make plans for the future.

Safe and Caring Environment for Learning (in conjunction with EIPS Administrative Procedure 311)

At Pine Street elementary we believe that a safe and caring learning environment is a responsibility to be shared by students, parents and staff, and that responsible choices are best made when all school members accept responsibility for their own behavior. The right choices not only include what is best for an individual but must also consider what is best for the safety and learning environment of all students. The foundation of our responsibility plan is focused on the following areas:

- School: This is a place of dignity and respect.
- Responsibility: I am responsible for my choices.
- Respect: I treat others, myself, and property with respect.

Proactive Practices

We proactively encourage, teach, and recognize responsibility and respect through our Character In Action and Positive Mental Health Program, buddy classes, DARE program, field trips, leadership activities, that all contribute to a positive learning community.

Student Responsibilities

Students have a responsibility to respect the rights and dignity of others, and to be actively involved in their own academic and social growth. In accordance with the Education Act, students are expected to conduct themselves to comply with the following code of conduct:

- a) be diligent in pursuing their studies;
- b) attend school regularly and punctually;
- c) co-operate fully with all school staff;
- d) comply with the rules of the school;
- e) respect the rights of others.

Student code of Conduct (in conjunction with EIPS Administrative Procedure 350)

The School is committed to ensuring each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. The primary focus of the Student Code of Conduct is to help students learn how to:

- resolve issues peacefully;
- develop empathy; and
- contribute to a welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Canadian Charter of Rights and Freedoms, the Alberta *Human Rights Act* and the *Education Act*. As a fundamental principle and as a matter of public policy, the Division believes all students have the right to learn in settings that promote equality of opportunity, dignity and respect, without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. As such, students are expected to foster a sense of belonging among all students.

Students are expected to pursue academic and cultural studies to maximize their individual potential in becoming contributing members of society.

The purposes of the Student Code of Conduct are to:

- establish and maintain a welcoming, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging and a positive sense of self;
- establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibilities in the school community;

- establish and publish expectations for student behaviour while at school, at school-related activities or while engaging in activities that may have an impact on others in the school; and
- address issues such as consequences for unacceptable behaviour.

Discipline Behavior Plan

In school, we spend most of our time teaching and modeling cooperative, respectful and caring behavior. Our school behavior plan is based on the principle of making choices and accepting responsibilities for those choices.

Discipline, not punishment, is used in our school to develop the growth of self-discipline and responsible behavior. Students are always asked to be accountable for their actions with logical consequences. When assigning consequences, the following factors are considered:

- The age of the student.
- The understanding the child has as to the appropriateness of the behavior.
- The emotional state of the child and if willful intent was present or not.
- The specifics of the situation, which may involve unique circumstances.
- The frequency of inappropriate behavior.

Consequences may include time out, restitution, reflection writing, think papers, phone calls/notes home, lunch detentions and office referrals. If necessary, a more serious consequence may include an in-school or out-of-school suspension.

The Elk Island Public Schools Administrative Procedures for Student Conduct (350) and Suspension or Expulsion of Students (351) are available publicly at www.eips.ca.

Note: The R.C.M.P. may be notified if illegal activities are suspected. While school authorities will co-operate with police investigations, any consequences administered by the school are separate and distinct from any action taken by police or the courts. To ensure a safe and caring environment for our students, several community partners work with students, families, and staff of Pine Street School to assist young people to develop the appropriate knowledge, skills and attitudes to be productive citizens and capable lifelong learners.

DEFINITION OF BULLYING

Bullying is different from conflict. Conflict is defined as a disagreement or struggle over opposing beliefs, needs, feelings or actions and is a normal part of life. Students as well as adults can benefit from learning how to resolve conflict peacefully and recognizing the difference between a conflict and bullying. All inappropriate and hurtful behavior needs to be addressed and it is important to identify what the behavior is in order to resolve the situation effectively

Section 1 of the Education Act defines bullying as:

“Repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”

Bullying can take different forms:

- Physical – repeated pushing, hitting
- Verbal – repeated name calling, threats
- Social – repeated exclusion, rumors
- Cyber – repeated use of technology to harass or threaten

Bullying is not a normal part of growing up and it does not build character. Bullying is a learned behavior – children and youth often learn bullying behaviors when they either experience being bullied or see it happening to others. When bullying behaviors go unchecked, the implicit message is that the behaviors are acceptable. Therefore, it is important that when bullying behaviors are observed and reported, they are addressed and resolved as soon as is reasonably possible.

Technology/Digital Citizenship *In Accordance with EIPS Personal Communication Devices Policy 24*

Technology provides excellent opportunities for learning. It is important that students are respectful and responsible in their use of these devices. While the device may belong to the student, the bandwidth belongs to the school and the staff direct the instructional use of technology. Whether technology is brought from home or provided by the school, the school requires:

- Students of Grades K-6 shall not have access to a Personal Communication Device (PCD) from the beginning of the school day 8:30 to the end of the school day 3:15.
- If bring a PCD to school this device will be turned off and stored in the student's backpack/locker and will remain there till the end of the school day.
- Students who choose to bring electronic devices do so at their own risk.
- Students do not share personal devices.
- The responsibility for the care and safe keeping of student owned devices rests with the student.
- That students take appropriate care of school devices.
- That student cell phones remain off during the instructional day. Staff may use cell phones during supervision and/or during instructional time to facilitate learning and for needed emergency communication. If an emergency occurs at the school, the administration and/or office will contact parents/guardians using email, phone calls and PowerSchool messaging system to ensure that information is shared in a timely and accurate manner. We ask that students avoid using cell phones during drills or an emergency.
- That no digital recording occurs of other students/staff without express permission of staff and the person being recorded.
- That a signed EIPS Technology User Agreement is on file and in accordance with EIPS Policy 24, Personal Communications Devices.

Cyberbullying

- Cyberbullying is recognized as bullying that takes place via Social Media such as: e-mail, instant messaging, chatrooms, websites, and/or other technological devices (digital cameras, cameras on cell phones)
- Young people should be aware that some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communications cause them to fear for their own safety or the safety of others. It is also a crime to publish a “defamatory libel” – writing something that is designed to insult a person or likely to injure a person’s reputation by exposing him or her to hatred, contempt, or ridicule.

Student Lockers

The care of personal property is each student’s responsibility. A hallway locker is assigned to each student in grades 3 through 6 and may only be used with the school provided carabiner. At the end of June, lockers must be empty and clean. The school retains the ownership of the lockers and as such, the administration has the legal right to search lockers as deemed necessary for the well-being and safety of the school and any outside locks will be removed.

Allergy Aware

To ensure the safety of students and staff who have allergies, Pine Street Elementary School is an “Allergy Aware” School. As nut allergies are common in our school, parents are expected to refrain from sending nuts or foods that may have been exposed to nuts or nut products for snacks or lunch. Specific details of a comprehensive medication and personal care policy are available in the office, and on the school website. Thank you for ensuring the safety and well-being of all our students.

Medication/Personal Care

Some students will require prescribed medication or personal care during school hours. Parents and staff members will work together to ensure safe procedures are in place. However, final responsibility for treatment rests with parents.

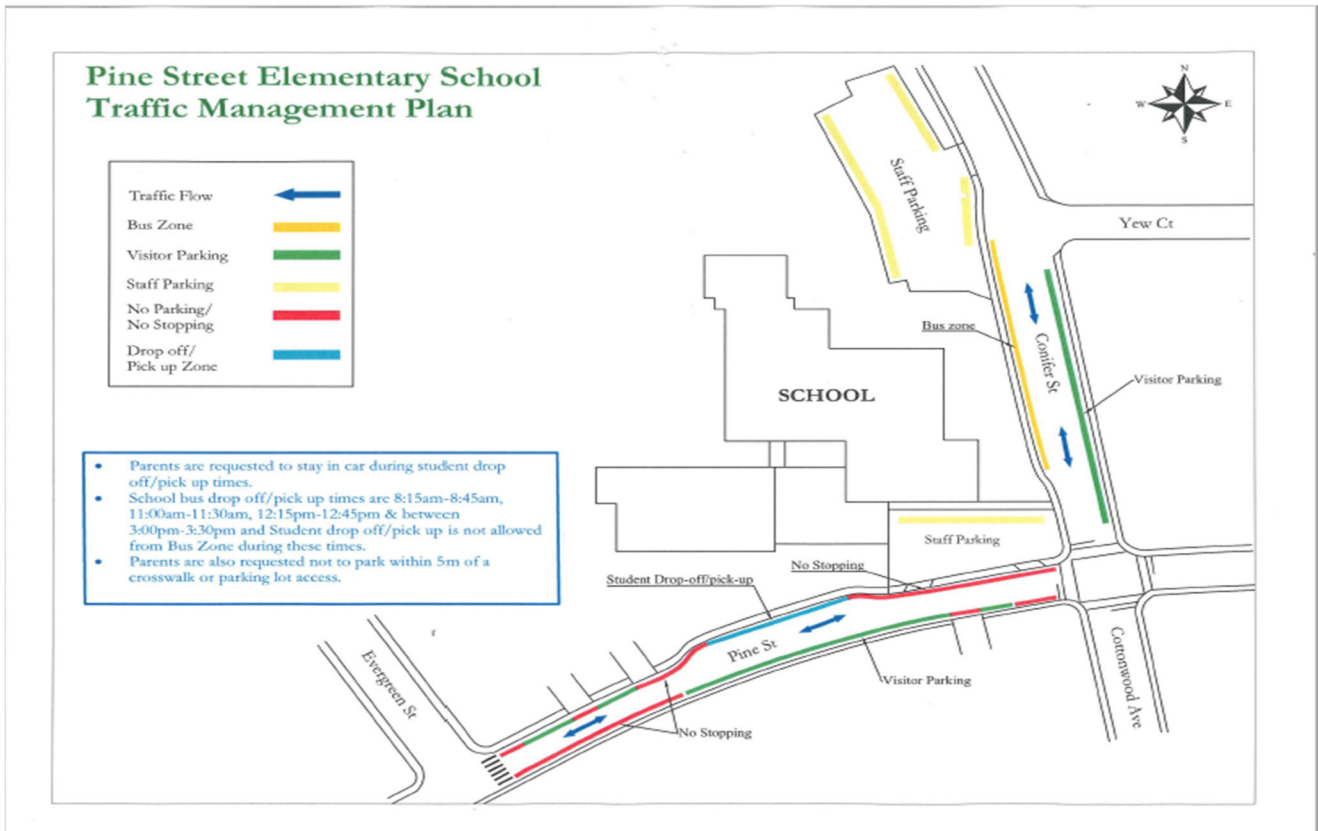
- Only Physician prescribed medication that cannot be administered at any other time than during school hours will be considered.
- Parents will annually complete and sign the *Child/Student Medication/Personal Care Parent/Guardian Consent Form*, and/or *Child/Student Personal Care Management Plan* as needed. If any changes occur, parents must notify the school immediately and complete/update the form.
- Any medicine to be administered by staff during the school day will be carefully labeled and kept in a locked cabinet in the office. The only exception to this would be an antibiotic that needs to be refrigerated. Medications will be administered by the secretary, in most cases.

Traffic Safety

At Pine Street Elementary, the well-being and safety of our students and school community are paramount. To create a safe environment for our students, we encourage students and parents to support our staff and follow all safety rules. The key points regarding traffic safety are:

- The parent drop-off/pick-up zone is located on the north side of Pine Street across from the green area/Cottonwood Park. Cars are to move steadily through this area to allow for drop-off/pick-up only. Parking is not permitted in order to ensure quick access and departure and to keep the line moving safely and efficiently.
- A second drop-off/pick-up zone is available on the west side of Conifer Street in the current bus zone before and after scheduled bus times posted on signage.
- The one-way access via the parking lot on the north side of Pine Street is for handicapped/specialized transportation and staff parking only.
- Parents wishing to come into the school with students are asked to please use the limited parent parking available on the south side of Pine Street in front of Cottonwood Park or the street parking available further along Pine Street, the east side of Conifer Street, or along Cottonwood Avenue and Evergreen Street. Be sure to follow posted parking signs in these areas.
- We encourage all students to use the crosswalks at the corner of Pine Street/Conifer Street or Pine Street/Evergreen Street when walking or being dropped off.

Thank you in advance for working with us to keep our children safe around our school streets.



School Advisory Council

School councils are an important forum through which members of school communities play an advisory role in school improvement planning. Key factors in collaborative relationships are building meaningful, two-way communication and supporting respectful interactions among education partners.

School council is a structured group of parents, principal, and teachers whose purpose is to advise the principal and the school district respecting matters relating to the school. It is a means for parents and community members to work together with the school to support and enhance student learning.

A school council is a vehicle to support meaningful parental involvement in providing advice to the principal on decisions that affect the school. The school council provides a venue for parents to reflect the wishes of the broader community for the education of its students and to actively participate in giving advice and support to the principal in the operations of the school. The actual decision-making authority of the school council is limited to:

- determining the school advisory council operating procedures
- setting policies to govern school council activities at the school level, as described in the Education Act
- planning engagement activities that align with school council's legislated purpose
- choosing to provide advice to the principal and school board

What School Councils are Not

School council is advisory, school councils are not eligible to incorporate as societies. It is not the primary intent of school councils to fundraise or lobby.

Roles that are **not** to be taken on by a school council include:

- school governance
- employment issues
- school management
- listening to complaints

School Emergency Preparedness Plan

Elk Island Public Schools' priority during an emergency is the safety of our students and staff. The division has developed an Emergency Response Plan and framework to deal with a wide range of potential emergencies. The plan framework called *Hour Zero* works in collaboration with first responders and other local emergency preparedness plans. Division and individual school plans are reviewed and revised annually and following each emergency.

The division and school emergency plans use well-established functional protocols and procedures that address a wide variety of incidents. The actions taken during any emergency will depend on the specifics of the incident. Each school year a minimum of 6 evacuation drills and an additional two drills which may include: shelter in place, hold and secure or lock down. School bus evacuation drills are also conducted on an annual basis. These drills and exercises are precautionary actions designed to prepare students and staff to act quickly and to minimize a child's fear should a real emergency occur.

During an emergency please do not come to the school to pick up your child unless requested to do so. Although natural instinct in an emergency may be to go to the school to safeguard your child, please understand that doing so may interfere with emergency crews' and school personnel's effort to respond to the situation. During an emergency it is unlikely you will be able to reach the school by phone. We will however make every effort to contact you with further instructions through our crisis notification network, social media, EIPS website and our Community Hotline 780-417-8122.

<p>Evacuation</p>	<p>Evacuation requires all students and staff to leave the school and go to a designated location. In some cases, this may mean only going outside and away from the school building until it is safe to re-enter the school. In other cases, students and staff may need to go to a designated evacuation center. Parents would be informed of the alternate location via the school's crisis notification network.</p>
<p>On Alert</p>	<p>On- Alert gives staff and students a "heads up" of a potential emergency such as severe weather. Staff/students outside would be directed back into the building. All staff and students are accounted for and instructed to keep away from windows and doors and may be directed to a specific location to wait for further instructions. Movement in and out of the school is monitored until an "All-Clear" is called.</p>
<p>Shelter-in-Place</p>	<p>During a Shelter-in-Place students and staff retreat indoors to classrooms or another safe area to seek shelter. Generally, Shelter-in-Place is used during an environmental emergency such as severe weather, wild animal threat or a chemical spill. Each school's emergency response plan identifies the safest location for its occupants to shelter and how to seal a room from possible hazardous conditions.</p>
<p>Hold and Secure</p>	<p>Hold and Secure is used if there is a security risk outside or in the vicinity of the building. Staff/students outside the building are directed back inside. All exterior doors/windows are locked, and interior doors remain in a normal state. Staff/students are kept away from windows and doors. Staff/students may be directed to return to their classrooms and to wait for additional instructions. No one is permitted in or out of the building until an "ALL-Clear" is called.</p>
<p>Lock-Down</p>	<p>Lock-down is used when there is a security threat inside the building. During a lockdown, all staff/students immediately go to the nearest lockable room. No one is permitted in or out of the room once the area has been locked. Staff/students turn off lights, remain quiet, silence cell phones and stay out of sight lines. Suitable lockdown locations are identified on maps located in the classroom emergency folder. Parents or the public are not permitted access to the building or to their children until the lock-down is over.</p>

**Controlled Student
Release or Dismissal**

Under some circumstances it may be determined that it is best to dismiss students to their homes and families as expeditiously as possible. Should this be the case, every attempt will be made to alert the emergency contact for each student of the situation and to ensure young students are not left unsupervised. This means a **Parent-Child Reunion Area** will be set up and parents will be required to follow specific procedures to pick up their child.

For more information on the division and school emergency preparedness plan visit the division website at <https://www.eips.ca/parents/emergency-preparedness> or contact the school principal.