

Hampton Elementary School Student Handbook 2021-2022



Sarah Blanchard, Principal
Julie Stewart, Vice Principal

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Name:

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Town:

Postal Code:

Homeroom Teacher:

Telephone:

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Hampton Elementary School Staff 2021-2022

Grade 2 FI: Mme K. Aubin-Martin, Mme S. Morin, Mme K. Reay

Grade 3 Prime: Mrs. J. Salgado, Mrs. P. Kennedy

Grade 3 FI: Mme C. Schofield, Mme M. Long

Grade 4 Prime: Mrs. C. Shannon, Mr. P. O'Brien

Grade 4 FI: Mme A. Vallis, Mme M. Bradshaw

Grade 5 Prime: Ms. N. Harlow (Sept. Dec) & Mr. J. Prosser (Jan.-June), Mme M. Smith & Ms. D. Bendixen

Grade 5 FI: Mme P. Melanson

Grade 4 Shannon and Grade 5 Smith: Classroom Support Teacher: Ms. H. Avery

Education Support Teachers:

Resource Mrs. J. Stewart (VP)

Guidance Mrs. K. Johnson

Specialist Teachers:

Phys. Ed Teacher: Mrs. J. Henry

Music: Ms. L. LeBlanc

Head Custodian: Mrs. K. Chase (PM: A. Floyd & M. Saunders)

Admin. Assistant: Mrs. C. Robichaud

Vice Principal: Mrs. J. Stewart

Principal: Mrs. S. Blanchard

Educational Assistants: Mr. T. Love, Mr. B. Hazen, Mrs. J. Whitaker, Ms. R. Tremblay
Mrs. C. O'Toole

School Intervention Worker: Mrs. T. Madden



**ANGLOPHONE SOUTH SCHOOL DISTRICT
SCHOOL CALENDAR – 2021-2022
June 15, 2021 version**

<u>MONTH</u>	<u>DATES</u>	<u>EVENTS</u>
September	6	Labour Day
	7 – 9	Students return through a staggered entry process scheduled by the school. Families will receive communication from the school.
	10	All students in school
October	11	Thanksgiving Day
	12-15	Registration for Students Entering Kindergarten in 2022-2023
November	11	Remembrance Day
	12	Report Cards Issued Grades 9-12
	19	No classes for students K-8 – Professional Learning Day
	19	No classes for students 9-12 – Parent/Teacher Interviews
	29	Report Cards Issued K-8
December	3	No classes for students K-8 – Parent/Teacher Interviews No classes for students 9-12 - Professional Learning Day
	23	Last Day of Classes (FULL DAY)
	24-31	Holidays
	January	3-6
	7	No classes for students K-12 - School Improvement Planning
	10	First Day for Students
	24-28	Assessment/Demonstration of Learning Week - High School Only
	31	No classes for high school students - Turnaround Day
February	1	No classes for high school students - Turnaround Day
	2	Semester 2 Begins - High School Only
	21	Family Day
March	7-11	March Break
	25	No classes for students K-8 – Professional Learning
April	11	Report Cards Issued K-12
	14	No classes for students K-12 – Parent/Teacher Interviews
	15	Good Friday
	18	Easter Monday
May	6	No classes for students - NBTA Council Day – Provincial
	9	No classes for students - NBTA Branch Meeting Day
	23	Victoria Day
June	13-17	Assessment/Demonstration of Learning Week - High School Only
	20-24	Learning Outcomes Course Recovery Week - High School Only
	24	Last Day for Students – Final Report Card Day (K-12)

The Vision of Hampton Elementary School is to...



Help and believe in
Each student so that they can achieve their highest potential in a
Safe, supportive, inclusive environment.

Our beliefs that guide our interaction and teaching practices are...

The Mission of Hampton Elementary is to...

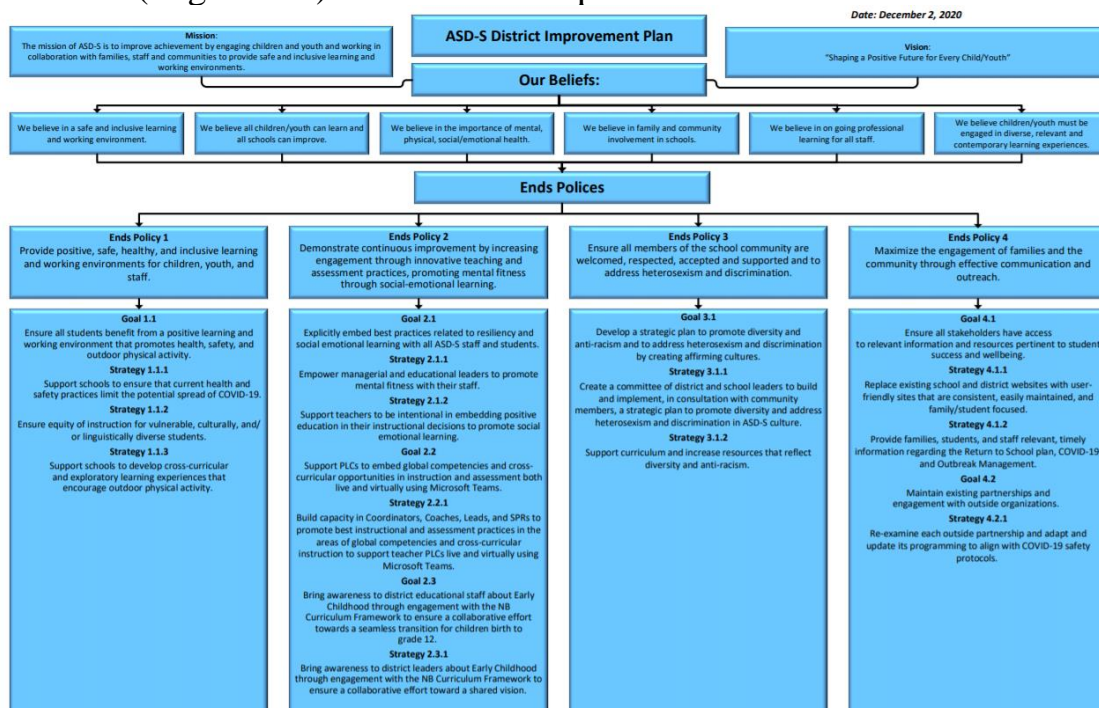
Be safe, supportive and inclusive
Encourage student success
Lead with a “Can Do” attitude
Invest in school pride
Engage students in personal challenges
Value risk taking and confidence
Expect students to succeed

HAMPTON



Hampton Elementary School Improvement Plan Overview

The complete action plan, measures of success, timeline and responsibility information can be located on our school webpage. This ‘living document’ is regularly updated and discussed with staff as well as our Parent School Support Committee (PSSC) and aligns with the recent release of the 10-year education plan: Everyone at their best (August 2016) and the District Improvement Plan found below:



School Hours

7:50 First Bus/Supervision Begins

8:15 Students should arrive by this time – enter school and prepare for learning

8:25 Announcements/Classes start

10:30 Recess ****all students will eat in their classrooms at this time**

10:45 Classes resume

12:15-1:10: Students will alternate with Outside play (12:15-12:40) Lunch (12:45-1:10)

1:10 Afternoon classes begin

2:40 End of day/Dismissal

School Expectations

Expectations of Students:

1. I respect myself, others, and the environment (including school property).
2. I am responsible for my belongings and helping to keep our classroom and school clean.
3. I listen to the person talking without interrupting or disrupting.
4. I will raise my hand to contribute to classroom discussions.
5. I will always give my 100%.

Expectations of Parents:

1. Barring illness and legitimate absences, ensure your child attends school regularly, arrives on time, and has the materials required for the day. Inform the staff of any medical concerns and participate in the establishment of a plan to address the student's needs.
2. Ensure your child is dressed to go outdoors at recess and noon. Write your child's name on the label of their clothing.
3. Send a signed note to the teacher explaining all absences.
4. Show an interest in what your child is doing at school. Take time to talk about school daily; encourage a healthy attitude toward learning.
5. When your child's story does not fit with your expectations, or you are concerned about one of our practices, contact the teacher directly to discuss the situation.
6. Provide a home for your children where they feel loved, where they feel safe from abuse or neglect, and where values of honesty and respect are practiced.

Expectations of our Staff:

To the best of our ability, our staff will:

1. Provide a safe, orderly environment where every child has an opportunity to learn to his/her potential.
2. Encourage the social, emotional, physical, and academic growth of our pupils by providing a variety of educational opportunities.
3. Keep parents informed about the progress of their children, both through formal and informal means.
4. Respect children as young people who come from various backgrounds and who bring different abilities to school.
5. Model appropriate attitudes and behaviours for our students.
6. Provide discipline which is based on our training
7. Base decisions on what we believe to be in the best interest of the child.

Child Abuse and Neglect Protocol

Our staff is required to read and become familiar with the protocol for suspected child abuse and neglect. The Family Services Act requires mandatory reporting of suspected child abuse or neglect to the Department of Social Development. This applies to everyone including professionals by virtue of their employment to demonstrate a duty of care toward a child. They have an individual responsibility to report any suspicions of this nature. The current provision of the Family Services Act indicates that a professional who reasonably suspects that a child has been abandoned, deserted, physically or emotionally neglected, physically or otherwise ill-treated or otherwise abused but does not inform the Minister has committed an offence. Staff are educated on the most common signs of abuse and neglect. These signs do not always mean that abuse or neglect is happening. Once a report has been made to the Department of Social Development it is transferred to a child protection investigator for further action.

Discipline Policy

Our school staff approved the following school-wide discipline policy:

H.E.S. operates on the philosophy that all students have the right to learn. To do so each student must be in a school climate that is satisfying and productive, without disruptive behaviour by a student infringing upon the rights of others. Home and school alike must share the responsibility for acceptable behaviour.

The discipline policy at our school is based on the understanding that a certain level of order is necessary if the school is to function and students are to learn. It also recognizes that all students are constantly making choices about whether they will contribute positively or negatively to any given situation. Our discipline policy reflects the belief that students can and will make good choices if they are allowed the opportunity to decide, given the positive support they need, and held accountable for the decisions they make. Our discipline procedures, of which this policy is a part, are all directed toward placing responsibility for student behaviour where it belongs, in their hands. Each person in our school is responsible for controlling their actions and reactions to any situation.

The staff of Hampton Elementary School diligently and gently teaches children a variety of expected behaviors, routines and skills. It is what we call the “**Skills Streaming Philosophy**” to teaching expected behaviours. We firmly believe that students who do not master these behaviors and routines may need extra practice to meet the expectations of school discipline. These behaviors and routines are expected to be mastered by all students before the end of September. The staff asks for your support if your child may need to have extra practice in any of the school discipline expectations. The following are just a few of the routines and behaviors that teachers will be reinforcing for the month of September; saying please and thank you; removal of hats in the building; movement in hallways; morning announcement routine; fire drill exit; how to speak to an adult, and many more. Skills will be mentioned in the monthly newsletters.

Behaviour Expectations- Code of Conduct

“Kind Hands / Kind Feet / Kind Words – BE KIND!”

It is expected that all individuals will treat one another with respect. Examples of inappropriate behaviour include:

- 1) Hitting, kicking, physical or mental abuse. (Teasing, putdowns, excluding others)
- 2) Defiance of authority, refusing to complete work or comply with requests
- 3) Abusive or inappropriate language or gestures
- 4) Throwing objects such as rocks, sticks, or snowballs
- 5) Persistent or continuous disruptive behaviour

Consequences

Consequences to inappropriate behaviour may include classroom teacher-based options or a referral to our Better Choice Room. Classroom based consequences could include sitting in a designated area outside during recess for a time out, walking and talking with a staff member and/or meeting with our School Intervention Worker or a member of the Admin Team.

The purpose of a referral to **The Better Choices Room** is to: teach students to accept logical consequences for their actions; to give them time to evaluate their behaviour; and to involve students actively in finding positive alternatives to their actions. A teacher may send a child to the **Better Choices Room** classroom for a time out if necessary. Parents will be made aware of a referral. A form will be sent home to be signed and returned.

Step One: For the first offence, a student may report to the **Better Choices Classroom** where he/she may lose time from their playground break.

Step Two: For repeat offenses of a serious nature the same procedure is followed as in Step 1, plus the Child's parents are contacted by the classroom teacher.

Step Three: For a third major offense the child will be assigned 1 Full Noon hour session in the **Better Choices Classroom**. Parents are informed the next step may be a full day School Suspension.

Step Four: For the fourth major offense the child may serve a Suspension of one full day. Parents will be notified by phone. This suspension may be served as an in-school suspension, rather than an out of school suspension. Each case is examined on an individual need's basis.

Step Five: For the Fifth major offense, the child may be suspended from school for 1-5 days. After which, the child will be permitted to return to school. Parent(s) must meet the Principal and/or Vice-Principal prior to readmission after an Out of School Suspension.

Bus Safety and Discipline

Safety is paramount. Students have the primary responsibility for their own actions. Every eligible student has the privilege to be conveyed by school bus without harassment or disruption and has the corresponding responsibility not to deny this right to other students.

The safety of all students who ride on our school buses is a matter of concern to the staff at H.E.S. Safety violation forms from bus drivers are reviewed and parents are asked to also review with their child. Proper, acceptable behaviour on our school buses is essential. Everyone's safety is compromised if the bus driver is distracted by poor behaviour. This is unacceptable.

The Province of New Brunswick has strict expectations for bus travel. The following procedures are followed when students are reported by a driver for misbehaviour:

- The student(s) and witnesses may be interviewed to provide an account of the incident.
- Following an investigation, the student may receive one or more of the following consequences: a verbal warning, a warning letter and/or, a letter of bus suspension.

There are two classes of offences for which a driver can file a bus report on students.

Class One offences can result in a verbal warning, a written letter of warning, or an immediate suspension of bus privileges. Examples may include: Noisy behaviour, switching seats, spitting, or other similar offences.

Class Two offences are more serious and usually will result in a one to five-day suspension of bus privileges. Examples may include: Offensive language, physical aggression, or vandalism.

Every bus referral consists of four copies:

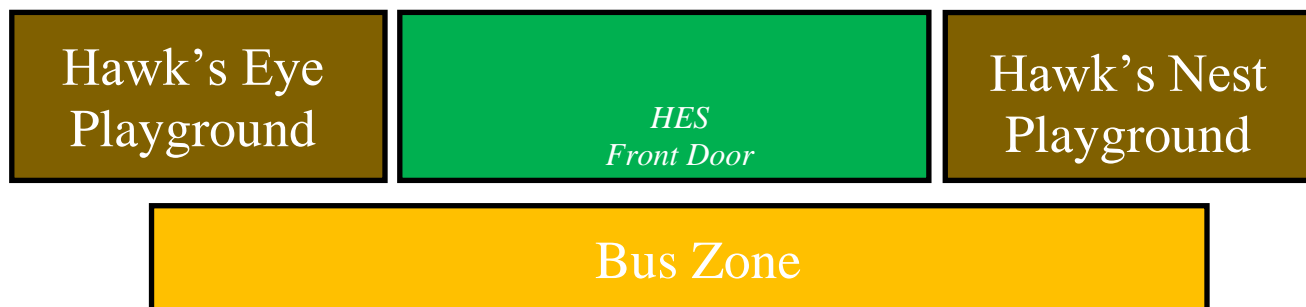
1. One copy to be sent home to the family -to be signed and returned to the school.
2. One copy is sent to the Transportation Department.
3. One is given to the bus driver.
4. One copy remains on file at the school.

A copy of the bus behaviour guidelines may accompany the referral and letter. Students must ensure that behaviour at their bus stop does not result in unsafe conditions. Throwing rocks or snow at the bus stop is not acceptable. Children should be at the stop at least 5 minutes before the bus is scheduled to arrive in the morning. The children are to follow the directions of the driver and look both ways before crossing the road. If students must cross the street, they are to cross the road at least 10 feet in front of the bus.

There must be a parent or guardian waiting at the bus stop for K-2 children. If no one is available, the student will be returned to the school and their parent or guardian will be contacted to pick up the child. School bus routes are established to accommodate pupil transportation within a school zone. No courtesy service stops will be created outside a school's zone. **Changes to bus routes are ongoing and are subject to change.**

ASD-S Bus Conveyance/ Traffic Notes

All bus changes are completed online and approved through the District Department of Transportation. This is to ensure there is a seat on the bus for each student. Students who require a change in their plans, must complete this at least 48 hours in advance. If there is an emergency, and a change **must** be made, please contact the school as soon as possible.



Passing a school bus when the red lights are flashing is a serious offense and may result in a substantial fine. **Please remember the speed limit on School Street is 20 kilometers per hour.**

Academic Programs

Provincial curriculum dictates the concepts taught at each grade level. Curriculum outcomes are available to all parents through the school. If you have any questions or concerns regarding the academic expectations of your child, please speak to the classroom teacher(s).

https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/curriculum_anglophone.html

Homework

Homework is an important activity that allows parents and teachers to work together as partners to support children as leaders. Each teacher will have a daily communication procedure and families should check this each night.

A reasonable amount of homework:

- 1) Allows children time to complete unfinished work
- 2) Gives parents the opportunity to reinforce skills that have been taught at school

If you have an educational or behavioural concern, please call and make an appointment with your child's teacher. Note: Homework should take about 10 minutes per grade level. For example, grade 3 students should not spend more than 30 minutes per night. If your child is taking longer, please contact your child's teacher.

Building Blocks of Reading Continuum

What is the Building Blocks of Reading Continuum?

The *Building Blocks of Reading* describes progress in the five foundational areas of reading. The continuum:

- sequences key markers of achievement for a solid reading foundation; and
- identifies observable behaviours that will support text understanding in all content areas.

Reading instruction is informed by the profile of the reader and the skills previously mastered.

Who is the continuum for?

The *Building Blocks of Reading* continuum is for all educators. *New Brunswick's Portrait of a Learner* states that capable learners are literate and "are able to mobilize literacies, concept and competencies from multiple disciplines and the global competences in skilled and adaptable ways" (page 14).

The continuum is intended as a planning tool to ensure that the five foundational skills of reading are mastered. Use of the continuum to track readers will support explicit instruction. Explicit skill instruction combined with time and materials to both practice and enjoy reading are essential aspects of an effective reading program.

Using the *Building Blocks of Reading Continuum*

The English Language Arts curriculum encourages respect and value for learners - who they are, where they come from, and what they bring with them from their experiences. This understanding informs the design of literacy learning.

The *Building Blocks of Reading* continuum supports educators to assess learner's skills and make effective decisions about instruction.

The continuum is a tool which can be used flexibly for a variety of purposes including to:

- inform a learner profile;
- track and monitor learner progress;
- create a shared understanding across content areas; and
- communicate clear learning goals.

How is it organized?

The five foundational skills are organized in columns described as "phases". The Phases range from 1 to 12 and describe expected learner achievement from emergent, to early, to transitional, and to fluent readers. These are not grade level expectations. The phases represent age-appropriate skill development for most learners.

The continuum can be read in two ways and both inform decisions about instruction:

- horizontally – to track the progression of skills over the 12 phases; and
- vertically – for a holistic view of how the foundational skills interrelate to describe learners at any given point.

Professional Learning

The *Inspiring Growing Readers* e-learning modules (phonological awareness, fluency, and vocabulary) are available in the Professional Learning section of the Education Resource Hub on the ONE. The *Inspiring Growing Readers* e-learning modules for phonics and reading comprehension are under development and will be made available once completed.

The continuum is informed by the *Atlantic Canada English Language Arts Curriculum K-3*, the *Atlantic Canada English Language Arts Curriculum 4-6*, the *Reading Achievement Standards End of Entry-Grade 6*, the *New Brunswick Curriculum Framework for Early Learning and Child Care* and research.

What's coming next?
Companion documents aligned with each phase are being developed. They provide concrete and practical suggestions for activities to support learning in each area.

Writing

A good piece of writing is developed when consideration is given to 6 Traits or Characteristics which include:

1. Ideas/Content



2. Organization



3. Voice



4. Word Choice



5. Sentence Fluency



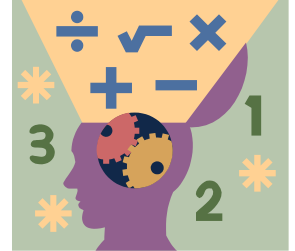
6. Conventions



Math

Mental Math

In recent years more of a school wide emphasis was placed on students learning Mental Math Strategies. These are “tricks” that help students get the correct answer more easily! Students learn these principles first through hands on activities and working with meaningful materials before being expected to know them automatically. Some of the strategies include:



1. Making 10 (100, 1000, etc)

- Students need to know all combinations quickly and automatically
- $75 + 30 + 25 =$ (put the 100 together $75+25$ then just add 30)

2. Adding 10, 100, 1000

- $10 + 3 = 13$ (the 1 means 1 ten)
- $100 + 60 = 160!$ (just put together!)

3. Doubles

- Students need to know how to add doubles quickly
(Ex. $7+7$, $70+70$, $700 +700$ etc.)

4. Compensation

- Students look for ways to add on or take off an amount so that whatever is left is “easy” to work with (i.e. a 10’s number or a combination they know from above)
- Doubles plus or minus 1
- $9 + 3 = (10 + 3) - 1 = 12$
- $99 - 50$ it is easier to do $100 - 50$ then subtract the extra 1

5. Order Strategy

- Changing the order of the numbers when adding or multiplying does not change the answer

6. Multiplying by 10 or 100

- same number of zeros!

7. Front End Addition / Subtraction

- Add the hundred, then the tens and then the ones

- Ex. $346 + 123 =$

$$\begin{array}{r} \uparrow \quad \uparrow \\ 300 + 100 = 400 \\ 40 + 20 = 60 \\ 6 + 3 = 9 \end{array}$$

Instructional Time Guidelines

With the extensive amount of material to be covered by teachers, it is of utmost importance that instructional time be protected. We will take measures within the school day to maximize instructional time. Families can help in the following ways:

- Attempt to schedule all your child's appointments outside of school time. In the rare case where you must pick up your child during instructional time, minimize disturbances in the classroom by asking our administrative assistant to have your child sent to the lobby
- If there is any change to your child's after school plans such as picking your child up. Please inform the admin asst and wait until after the buses are dismissed. At this time your child will be allowed to exit the school to meet you in the parking area.
- If you require time to speak with your child's teacher, please write a note in the communication folder/journal, phone after 2:40PM, or schedule an appointment after school.

Medical Alerts (Policy 704) / Illness / School Exclusion Guidelines-

The Dept. of Education requires formal medical information forms for children with a severe medical condition (e.g. severe allergies, diabetes, severe asthma etc., or parents with children who require medication at school). Parents who have children with severe health alerts or allergies should contact the child's teacher to ensure emergency plans are in place and up to date. This Health Support and Care form is available at the school office.

Illness: Students exhibiting two or more symptoms **MUST** stay at home. If a student becomes ill while at school, a family member will be called and must plan to pick up the child within one hour. First-aid is administered to any child experiencing an injury at school. If the injury or illness is such that we think parents should be made aware, the student's parents are notified by phone. Following a student's absence, parents are required by to send a written note to the teacher.

Nut Free / Scent Free Area

We have students with allergies to peanuts and nut products; therefore, we ask that parents not send any nut products to school. Please check labels carefully. We also ask that your child(ren) wash their hands before leaving for school, as the slightest residue of allergen may trigger an unfortunate incident to a severely allergic classmate. In the past we have also had to designate classrooms as "dairy conscious" and this will be communicated by the classroom teacher. In this case, families are asked to limit dairy sent in snacks and lunches. Please avoid sending yogurt (both tubes and containers) because these items can easily spill (or be flung accidentally while being eaten by young children).

Several students and staff are allergic to scented products; therefore, **all district** schools are scent free. We ask for your cooperation by not wearing scented colognes or perfumes when you are visiting the school.

Please realize the seriousness of allergies. Due to our commitment in providing a safe learning environment for all, these expectations must be strictly enforced.

Communicable Diseases and Exclusion from School

In the best interest of the student body, all parents are asked to respect the following Department of Health regarding communicable diseases:



School Exclusion Guidelines

Disease	Minimum exclusion period for cases
Diphtheria	Exclude until medical clearance (written note from MD)
Pertussis (whooping cough)	If high risk individuals are present, exclude until 5 days from the start of treatment OR, if no treatment was given, until 3 weeks elapsed since the onset of characteristic cough or until the end of cough, whichever occurs first.
Group A streptococcal (GAS) infection (pharyngitis/tonsillitis [strep throat], scarlet fever, Impetigo)	Exclude until 24 hours after starting antibiotic treatment.
MRSA (Methicillin-resistant Staphylococcus aureus)	Usually not required (unless skin lesions (e.g. boils) cannot be covered). Seek medical advice for contact sport participation.
Mononucleosis (EBV infection)	Not required.
Cytomegalovirus Infection	Not required.
Measles	Exclude until 4 days from the onset of rash.
Mumps	Exclude until 5 days from the onset of gland swelling, if non-immunized contacts are present.
Rubella (German measles)	Exclude until 7 days from the onset of rash.
Varicella (chickenpox)	Exclude until child feels well enough to return to school.
Shingles (herpes zoster)	Usually not required (unless skin lesions (spots) cannot be covered)
Fifth disease (erythema infectiosum, "slapped cheek" syndrome)	Not required. Once rash appears, a child is no longer contagious.
Roseola Infantum (sixth disease, exanthema subitum)	Not required.
Gastroenteritis (diarrhea and/or vomiting)	Exclude students who cannot maintain personal hygiene until diarrhea subsides. For certain causes of gastroenteritis and in outbreak situations, longer periods of exclusion may be needed. Contact Public Health for advice.
Hepatitis A	Exclude until 1 week from the onset of illness/jaundice.
HIV, Hepatitis B, Hepatitis C	Not required.
Conjunctivitis (Pink eye)	If there is a thick white or yellow discharge (with eyelids stuck together or crusted eyelashes), fever, eye pain or eyelid swelling or significant watery discharge exclude until seen by a doctor (at least 24 hours of treatment may be required before returning to school). Children with pink eyes who have no or minimal clear or watery discharge without fever, eye pain, or eyelid redness do not need to be excluded.
Cold sores (herpes simplex)	Usually not required (unless significant drooling that cannot be controlled)
Hand-foot-and-mouth disease	Usually not required (unless significant drooling that cannot be controlled)
Thrush (candida)	Not required.
Molluscum contagiosum	Not required.
Warts	Not required.
Scabies	Exclude until 24 hours after treatment.
Pediculosis (Head lice)	Not required.
Ringworms	Exclude until treatment started.
Pinworms	Not required.

In the interest of continuation of education of the child, please contact Public Health for advice if the exclusion period for any illness exceeds 1 week.

What are head lice?

Head lice are tiny insects that live on the human scalp. These insects lay eggs called nits, which stick to the hair close to the scalp. Head lice do not spread disease. Having head lice does not mean you are not clean.

How are head lice spread?

Head lice are spread by head-to-head contact with another person who has head lice. They cannot fly, jump, or swim. Brushes and combs can transfer mature head lice. Lice are not likely to leave a warm head to lurk in clothing, furniture, and bed linen where it is cold and there isn't any food. Therefore, these items are less likely to spread head lice.

What are signs of head lice?

- One of the first signs may be itching or scratching
- Crawling head lice are hard to see because they can run quickly (up to 30 cm per minute) and hide from searching hands. Adult lice are usually dark brown and about 2-3 mm long. Hatchlings (young lice) are often a lighter brown and about 1-2 mm long.
- Eggs (nits) are easier to see.
- Nits are firmly attached to the hair close to the scalp.
- Nits are grey-white, oval in shape and are about the size of a grain of salt.
- Nits may look like dandruff but cannot be flicked off.

How do I look for head lice?

1. Shampoo the hair.
2. Rinse and towel dry.
3. Put a generous amount of inexpensive conditioner to cover the whole scalp.
4. Untangle the hair with a wide tooth comb.
5. Section and comb the hair with a metal fine-tooth nit comb which easily separates the hair and has teeth that do not bunch together. An example of this is the LiceMeister® Comb. After each stroke, wipe the comb on a paper towel and look for lice. Pay particular attention to the hair behind the ears and at the nape of the neck and be sure to comb out the whole head.

What do I do if I find head lice?

- Using the conditioner method, check all family members to see if anyone else has head lice. Treatment is necessary for only those who have lice and/or eggs. It is important that these people be treated at the same time.
- Visit a local pharmacy and ask about treatment options. Ensure hair is checked daily for 28 days to remove nits (not all treatment will ensure the eggs living inside the nit have died)
- Inform the school or daycare and all close contacts including friends and relatives

School Closures in Inclement Weather-*Snow line*:

1-855-535-7669 or www.asd-s.nbed.nb.ca or Follow on twitter http://twitter.com/ASD_South

The Anglophone School District will consider one of the following options when making decisions regarding school closures during inclement weather situations:

1. Schools will remain open as usual. Therefore, no announcements will be made.
2. All schools will be closed for the day (decision made prior to 6:30 a.m.).
3. Some schools will be closed (by geographic region).
4. Buses are delayed one/two hour(s), with all schools in the district opening at their regular time to receive students.
5. Schools may be closed early when the weather conditions are anticipated to deteriorate significantly during the day. Every effort will be made to notify elementary parents (social media, voice mail and email). If the weather is deteriorating, you may want to check your home phone for a message, or our District snow line or website. **It is important to ensure that alternate arrangements are in place for your child/children if schools are dismissed early.**

Ultimately, parents have the final decision in inclement weather situations. If you feel that walking/driving conditions in your area are hazardous, you may choose not to send your child/children to school. Absences on these days will not be a factor in determining a student's attendance record. Please let us know if your child has stayed home for this reason so that the attendance is recorded correctly. You are urged to listen to the radio early in the morning during inclement weather conditions so that you can be informed of any school closings.

Weather Policy

If the temperature is below -20C (wind chill), it would warrant staying inside. Please note that supervision of recess and lunch hour will be provided indoors only on days of inclement weather. Otherwise, students are expected to be dressed appropriately for the weather. Students should always pack an extra set of clothes including socks and mittens!

Other School Closures (Power Outages, Water interruptions etc.)

Closures may happen under clear sunny skies due to a problem with power, water, or something more severe. If the problem occurs through the night, the school may be closed for the day and an announcement will be made through local radio stations. If the problem occurs through the school day, the school may need to be closed early, and students will be sent home early. **If closing early, it is essential that we have emergency closure information so that in an emergency, we know how to get in touch with you and where to send your child – a place where it is guaranteed that there will be someone home.** For the sake of the safety of your child, please be diligent in completing this section of the information forms very carefully.

Although we trust this will never happen, please be sure to discuss with your child what procedures to follow if he/she arrives home and no one is there. A trusted neighbour or friend is a good option.

Telephones/After School Plans

Use of the school phone by students for emergencies, such as an illness is permitted. The child's homeroom teacher must provide a phone pass or note. Changes to after school plans are not permitted unless a classroom teacher has received a written notification.

Bicycles, Skateboards & Other Valuable items

- All bicycles must be locked individually in the bicycle rack. They are to remain there during regular school hours.
- Skateboards and hockey sticks are not permitted at school or on the school bus.
- Skates that are being transported on the bus **must** be safely stored in a bag.

Mobile Phones, Toys & Electronic Games

- Most students will not require a mobile phone at school. Older students may have one if they walk to and from school on their own. **If they do have a phone at school, it must be turned off when they arrive and remain stored in their backpack.**
- **Toys (stuffed animals, dolls, marbles etc.) and trading cards (hockey, Pokemon etc.) should be left at home**, as the trading of items often results in conflicts and disputes between the children. Toys and cards that go missing at school are very difficult to locate.
- Held video games, iPads, iPods, expensive belongings, and digital cameras are not allowed at school. Such items are most attractive to others and may be lost or stolen. These items may be confiscated by the teacher and will be sent home with the student at the end of the day or will be held and returned directly to the parent.

Lost and Found

Items are stored in the area near our changing rooms outside the gym. There are bins, as well as a hanging unit for outerwear and sweaters. Parents and students are reminded to check the lost and found area. Three times a year any unclaimed items are donated to charity. To keep our Lost and Found items to a minimum, families are asked to place their child's name on all items being brought from home (sneakers, shoes, jackets, snow pants, and sweatshirts).

Student Leadership

Many our grade five students organize, plan and participate in a variety of intramural, playground, and other school activities. Our school has been fortunate to have these students help to guide and provide strong role models for the younger children on the playground. Students also sort/deliver items including newsletters to classes, make announcements, and act as junior secretaries if needed. Students count and organize milk and lunches for fellow students. These students also help with recycling including the collection and sorting of paper, cardboard, plastics, metals, and milk.

Visitor Sign In

As a means of tracking visitors to our school, all visitors must have a scheduled appointment to come to the school. There is a buzzer with voice communication available to the right of the front doors. Please press this buzzer and wait for instructions from the Administrative Assistant. Visitors will be asked to sign in for Contact Tracing. Parents are asked to wait outside for after school arrangements. If children are leaving during the school day or arriving, they should sign out or sign in at the office.

Hats and Footwear (School Shoes and Running Shoes)

Students are expected to remove their hats and outside footwear when they enter the school. While in the school, inside shoes/gym sneakers should be worn. Please avoid sneakers that have soles that leave black scuff marks on the floor. We request that each child bring a pair of running shoes for indoor use and to be worn in the gym. Indoor shoes are kept at school, so we recommend that students have an outdoor pair of shoes or runners as well. Outdoor shoes are removed indoors to maintain a clean school. Indoor running shoes should have proper support for gym activities, a non-marking sole, and properly tied laces. Sandals, backless shoes, platform shoes and dress shoes are not to be worn in the gym for safety reasons.

Mascot

Our school mascot is a **marsh hawk** whose nickname is Hawk Eye Sharp. Keep an eye out for students who receive "Hawk Awards" for their contributions to the positive learning our school!



School and Supplies Fees--\$50 in Total

We will be collecting student fees during the month of September. One fee will eliminate the need to send in money several times throughout the school year. Fees help cover the cost of a variety of school wide performances and extracurricular events. The school fee is \$10.00 for each student. A school supplies fee is also charged for all consumable supplies including notebooks, pencils, paper, etc. The supplies fee is \$40.00 for each student. There are also a few additional supplies listed on our website which we ask families to supply. School fees are due by the end of September. Please contact Sarah Blanchard at sarah.blanchard@nbed.nb.ca or at 832-6021 if you need to pay in installments.

Communication & Social Media

Our school uses **School Messenger**, our website and e-mail to keep families informed of upcoming school and community events. Please provide the school with an e-mail address to send notices (weekly) and newsletters (monthly) to help save the amount of paper we send to your home. Our

weekly communication is called the “Hawk Squawk” and is sent home on Friday afternoons or early evening. Newsletters are sent by e-mail and posted on our school website at the first of each month. In addition, there is a wealth of information for parents as well many pictures of the variety of activities that go on each year and samples of some student work.

We hope that your child’s time at Hampton Elementary school is happy and productive. We are available to discuss matters with parents, to ensure that every child achieves his or her full potential. If, at any time, you have any concerns about your child at school, then please do not hesitate to contact the school and, if necessary, make an appointment to see relevant staff members to discuss any issue. It is important that parents and caregivers support the school in its constant drive to raise standards and we would much rather discuss any grievance with you than it being discussed in other forums. Therefore, we would recommend that any concerns or issues are not discussed on social media sites as this could be potentially damaging for the school and pupils.

WITS

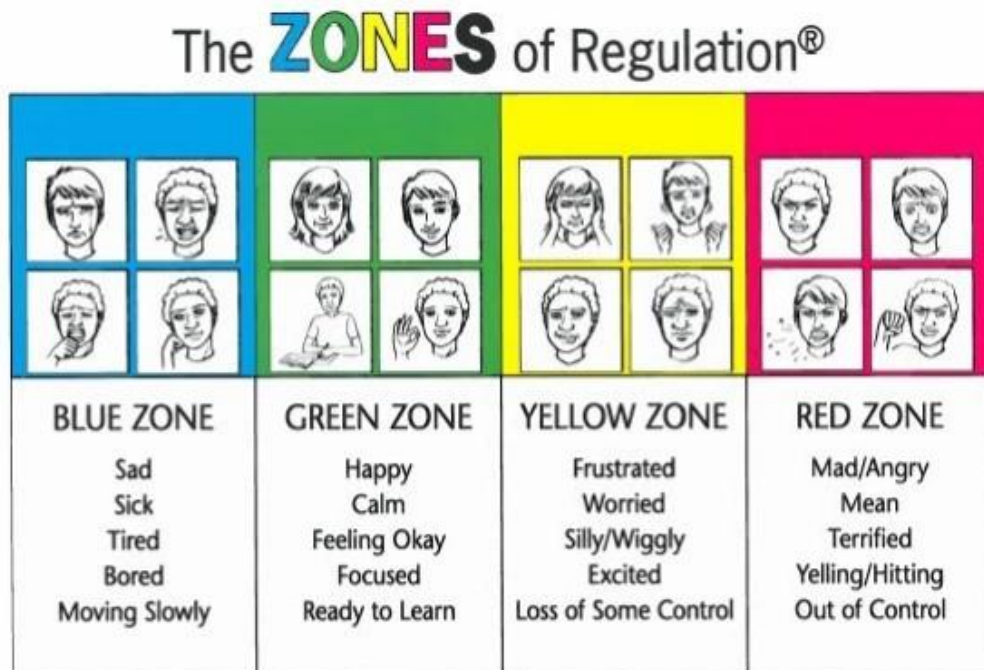
WITS (Walk away, Ignore, Talk it out, Seek Help) is a program used at the elementary level to create responsive environments that help children deal with bullying and peer conflict.

I promise to use my WITS, to walk away, ignore, talk it out and seek help when I’m dealing with teasing and bullying.

I promise to also help other kids use their WITS to keep my school and my community a safe and fun place to be and learn.

Zones of Regulation

We are implementing the Zones of Regulation program to support students in developing increased self-regulation skills. When students are dis-regulated they are not in a state conducive to learning. The program is designed to help students identify what "zone" they are in, and to develop strategies to "Get Back to Green".



VOLUNTEERS!

Volunteers provide an opportunity for community members to participate in the life of a school. At HES volunteers are always appreciated; in the library, in classrooms, providing snacks and lunch items, and other worthwhile initiatives.

All volunteers must complete a volunteer registration form. Parent volunteers should be under direct teacher supervision whenever assisting in the classroom. There is an Anglophone South policy governing the involvement of volunteers in our schools. All volunteers need to complete the “Volunteer Screening Declaration Form”. Those who may have unsupervised access to students are screened and trained in Policy 701 (Protection of Pupils in the Public School System from Misconduct by Adults) and must provide a criminal record check. Criminal record checks are completed at the local RCMP detachment.

Home & School Association

We have an active and supportive Home & School which meets once a month. We will establish a specific evening and time for the meetings. All parents are encouraged to attend and participate in the Home & School Association. The children in our school benefit from the fundraising projects the Home & School complete. Meetings will be held virtually.

Hot Lunch –The Home and School is our driving force of the HES Healthy Lunch Program. A group of volunteers review our lunch providers and determine how to proceed keeping in mind school policy for nutrition (Policy 711: Healthier School Food Environment). This will be revisited late October.

Parent School Support Committee-PSSC

Each September the school will hold an information evening and elections, if necessary, to fill the positions on the school committee. This committee works to provide advice on school improvement and other governance issues. Please contact the school if you wish to have more information on the roles and responsibility of this committee.

I have read pages 5-20 and will refer to it over the school year as necessary:

Student Name: _____ Homeroom: _____

Student Signature: _____

Parent/Guardian signature: _____

DOODLE PAGE!

DOODLE PAGE!

Hampton Elementary Student Handbook Scavenger Hunt

Name of Parent: _____ Phone number: _____

Name of Student: _____ Homeroom Teacher: _____

Please fill in your answers and return to homeroom teachers by Thursday, Sept. 24, 2021. Someone will be chosen to win a family night out! Good Luck!

1. What is the Principal's name? _____
2. How many Educational Assistants do we have at our school this year? _____
3. When is the last day of school for students? _____
4. What time do students need to be at school and prepare for learning? _____
5. What is one "Expectation of Students"? _____

6. What is one "Expectation of Parents"? _____

7. What is the H.E.S. Code of Conduct:
K_____ H_____ K_____ F_____ K_____ W_____
8. Bus Safety: If a child is noisy, switching seats or causing a distraction to the bus driver, it is called a Class _____ Offence.
9. How many minutes per grade level should homework take? _____
10. Name three Mental Math Strategies: _____

11. What is the speed limit on School Street? _____
12. What is the name of our school mascot? _____
13. All schools in ASD South are Nut free and _____ free areas!
14. How cold is "too cold" for students to be outside? _____
15. If a student has a cell phone, it must be _____ when they arrive and _____ in their backpack.
16. What is one new thing you learned about our school while completing this Scavenger Hunt? (use other side)

