



Hampton Elementary School

May 2022

Newsletter



HAMPTON ELEMENTARY SCHOOL

82 School Street,
Hampton, N.B.
E5N 6B2

<http://hampton-elementary.nbed.nb.ca>

From the Main Office

Telephone - 832-6021

Principal - Sarah Blanchard

Vice Principal - Julie Stewart

Admin. Asst. -
Carmelle Robichaud

PSSC Chair - Lindsay Hall
psscchair@gmail.com

Home & School President -
hes.homeandschool@gmail.com

Hampton Education Centre
832-6143

Anglophone South Website
<http://web1.nbed.nb.ca/sites/asd-s/Pages/default.aspx>

School Bus Transportation -
832-6429

MISSION:

Help and believe in,
Each student so
that he or she can
achieve his or her
highest potential in a,

Safe, supportive inclusive environment.

Upcoming Dates:

No School for students

Fri. May 6
Mon, May 9
(Teacher council meetings)

Principal's Message

It's May already! Eight months of the school year are gone and this has been a year like no other! As always, there is much going on at Hampton Elementary. With the removal of COVID restrictions, we have been able to get back to many of the groups and activities that have been on hiatus for the last couple of years. Our announcements in the morning give students opportunities to participate in a variety of activities. These are also posted on our school website daily in the event you want to check out what is on the go!

Our greenhouse is bursting with beauty and we will be hosting a "plant sale" in a couple weeks. The students have worked to propagate new plants to sell so they can purchase more soil and seeds. We also spotted our mother duck nesting in our courtyard once again this year. We will predict how many days she will nest, how many ducklings she might have as well as brainstorm names for her ducklings!

I am anxious to move past this pandemic and get back to the most important thing—teaching and learning! The next two months will be busy. Teachers are still working hard to fill in the gaps of learning we faced over the last couple of years. Small group interventions should be happening in classrooms every day where teachers work with students on a targeted learning outcome.

Provincial Assessments are now here with all Grade 4 students writing English Reading Assessments and Science and Grade 5 students writing Math and French literacy until May 27th. Please have your child ready by ensuring they get proper rest and have a good breakfast during these assessment days. We thank you in advance for your help with this.

Being a working parent can be challenging but the good news is that you don't have to be volunteer of the year to help your child succeed. The number one thing parents, teachers, volunteers and administrators can do to help increase student achievement is to have high expectations! We all need to commit to give our best each and every day. Instead of asking children "How was school today?", try asking: "What did you do that was fun today?", "What was the most interesting thing your teacher said today?", "What was the best game at recess?" and "What was the best thing you did at school?".

With only 8 weeks left in the school year, we are gearing up for many events including transitions between DATL, HES and HMS. Our Grade 5 students have matured this year and many are already showing signs of being ready to leave our Hawk Nest. As always, we have many plans in place to make this transition as smooth as possible and ease the anxiety that can sometimes be present.

We look forward to May and June! To keep up to date, please refer to the weekly Hawk Squawk or calendar on the School website as there is always so much happening. If you have any questions or concerns about this transition time please do not hesitate to contact me.

- Mrs. Blanchard



WORDS OF WITSDOM

My child is being victimized: when and how should I seek help?

Seeking help isn't just for kids. Parents sometimes need support when their children experience bullying or peer victimization. So

how do you know it's time to seek help? Ask yourself the following:

- Could someone get hurt?
- Does the situation make you feel afraid or uneasy?
- Is this something you can't handle alone?
- Did your attempts to deal with the situation not work?

If you answer yes to any of the above, it's a good idea to seek help. Check out Your Pyramid of Support at www.witsprogram.ca/pdfs/families/pyramid-of-support.pdf for suggested sources of support. Every situation is different and every source of support offers different kinds of assistance, so you may need to seek help from multiple places before getting the appropriate assistance. Remember: if at first you don't get the help you need, keep seeking help until you do!

Want to know more? www.witsprogram.ca/families/using-wits-with-your-children/

Mark Your Calendar!

May

May 2-8th CMHA Mental Health Week

May 6th No School for students: NBTA Provincial Council Day - Virtual ****Deadline to register for late French Immersion**

May 9th No School for students: NBTA local Branch AGM Meeting Day

May 23th School Closed: Victoria Day

Looking Ahead: June

Open House: TBA

We will be hosting a meet and greet the first week of June. Please stay tuned for information.

Gr. 5 Moving Up: TBA

We will be hosting an in person "Moving Up" ceremony this year. It will be limited to immediate family only as our gym has limited seating. Stay tuned for more information.

June 1st Grade 5 students visit Hampton Middle

June 16th Sussex Track and Field Meet

June 24th Last day for students

June 27/28th End of year admin days

Moving In? Moving Out?

If you are planning a move to another school before next September, or know of someone moving into our school area for the 2022-2023 school year, please notify the office right away. This greatly assists us in our enrolment planning for the coming school year.



LOST AND FOUND ALERT

Please remember to label all your belongings.



EARTH DAY 2022

April 22nd has been recognized as Earth Day since the early 1970's and was originally created to highlight the need for all of us to be involved with environmental protection.

Although many of our communities organize neighbourhood clean-ups and earth friendly activities for us to participate in on Earth Day, more and more schools are trying to make the environment a focus in the day to day lives of students and staff.

Schools that have opted to participate in this rigorous program create a "Green Team" consisting of students and teachers. In some cases, parents, principals and custodians also participate to create a team that truly reflects the entire school community. This Green Team takes a leadership role in the school. Students are empowered to take a close look at how the school is conserving energy, minimizing waste, greening up the school grounds, engaging in environmental stewardship and environmental leadership. The goal is to create environmentally conscious citizens who think about their impact on the environment as they walk through their day-to-day life at school, at home and in the community. By supporting our children to grow up green, we are helping to create a more sustainable future.



"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."

—Margaret Mead

School Continuous Improvement Plan

The School Improvement Plan for Hampton Elementary encompasses four main areas. Literacy, Numeracy, School Climate and Enhancing Communication with parents about the School Improvement Plan. The plan is posted on our website and is reviewed monthly by staff and members of the PSSC. There will be updates in the monthly newsletters within areas of the School Improvement Plan.

Learning about Literacy

Literacy Goal: To develop and improve instructional practices, assessment and intervention in Literacy

The Science of Reading Is there really a ‘science of reading’ that tells us exactly how to teach kids to read?

One of the longest-running education debates — commonly referred to as a war — has been over how to teach reading. The term “science of reading” refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read. This body of knowledge, over twenty years in the making, has helped debunk older methods of reading instruction that were based on tradition and observation, not evidence.

Here are the five components of reading that are essential and effective when taught thoroughly and skillfully:

- ⇒ Phonemic awareness: Phonemic awareness is awareness of the smallest units of sound in spoken words (phonemes) and the ability to manipulate those sounds. Phonemic awareness falls under the category of phonological awareness, which includes the understanding of broader categories of sounds, including words, syllables, and onsets and rimes. Although the NRP identified “awareness” as the goal, subsequent research specifically on orthographic mapping has yielded an understanding that phonemic proficiency is both critical to and a result of orthographic mapping, and it continues to develop throughout the elementary grades (Kilpatrick, 2015).
- ⇒ Phonics: Phonics is a way of teaching that stresses the acquisition of letter-sound correspondences (phoneme-grapheme representations) and their use in reading and spelling.
- ⇒ Fluent text reading: Fluency is reading with accuracy, appropriate rate, and prosody (expression).
- ⇒ Vocabulary: Vocabulary is the understanding of words and word meanings.
- ⇒ Comprehension: Comprehension—the understanding of connected text—is considered an “essential element” of reading, but it is more accurately the goal of reading and the result of mastery and integration of all the components of effective instruction.

When teaching the simple sound-symbol correspondences, teachers should make sure kids can hear those sounds and distinguish them from other sounds; they should make sure they can recognize these letters within words; they should make sure they can sound out unknown words or even nonsense words using those correspondences; and they should be able to read and write words with those elements, too.

Showing a spelling pattern and its pronunciation is a necessary step, but it’s not sufficient, if the goal is enabling kids to read and spell. Phonics teaching should provide opportunities to decode and spell words, to sort words, to recognize misspellings, and to gain proficiency in using all this information.

Numbers, Numbers, Everywhere

Numeracy Goal: To develop and improve instructional practices, assessment and intervention for Numeracy

Measurement: Perimeter, Area and Volume

Measurement is an important human activity; it is an every day skills that allows us to quantify and understand the world around us. Simply put, measurement is the comparison of an attribute with a standard unit of measure (i.e seconds, metres, kg, cm² etc.).

Grade 3: students learn to use a ruler to measure length and to measure perimeter

Grade 4: students learn to measure area of regular and irregular shapes

Grade 5: students continue to work with perimeter and area and learn to measure volume of prisms and capacity.

Things you can do at home:

Measurement scavenger hunt. Have your child search for items of a given length, mass or capacity. Example: find something that is 12 cm long; find something that weighs 1 kg. You could also hunt for objects that are about each measure, example: find something that is about 1 L. This will help your child improve his/her estimation strategies.

Pantry measurement: write the dimensions of pantry items on sticky notes. Have kids measure and stick the dimensions to the right object.

Ask your child to estimate and measure the length, width, height, or perimeter of objects around the house. For example, when your child is setting the table, ask for an estimate, then work together to measure the perimeter of the table, or a place mat.

When shopping, have your child identify items sold by mass (g or kg).

Candy Bar volume: measure and record the length, width and height of a candy bar, then multiply to calculate the volume. This can be done with various items (food and not!)

Construct a zoo: use grid paper and have your child design a zoo for our community. Once done, have your child calculate the total amount of fencing required (perimeter) and the total area needed for the zoo. This activity can be made more challenging when you place a limit of the amount of fencing used, or the amount of space allocated, for example, you only have 200 m of fencing, how many enclosures can you make and which animals will be included? Or there is only 1000 m² allocated for the zoo, how will that impact which enclosures can be made, and which animals can be included?

Measure the perimeter, area and volume of your bedroom and compare to other rooms in your home.

PSSC—Parent School Support Committee

Next Meeting:

Mon. May 2, 6:30p.m
(last meeting)

As set out in the NB Education Act of 2001, a Parent School Support Committee (PSSC) is a school community group having an advisory relationship with the school principal.

Our last meeting was held in person on March 21st. We were able to review several topics as well as complete a tour of the school given the removal of COVID restrictions. We also reviewed school data including attendance and behaviour data. Our next meeting will take place Monday, May 2 at 6:30PM in person in the school library. As you may have heard, there are proposed changes to the PSSC governance model: an engagement session will be held on May 10, 2022, from 6:30 PM-7:30 PM via Microsoft Teams. [Please click here to join the meeting.](#)

For review of previous meeting minutes, you can find them under the "For Parents" dropbox on our Hampton Elementary School website or follow the link here: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/PSSC.aspx>

Home and School Association

The Home and School is focusing their efforts on the purchase of new seating for the music room which will double as a stage rising unit!

This month we are holding a popcorn day. Thank you for your support of the Bath Bomb fundraiser.

The bath bomb fundraiser brought in a total of \$2487.00, with \$1635.30 owed to the vendor. Our profit was \$851.70. We received \$1254.50 in e-transfers, \$356.00 in cheques, and \$876.00 in cash.

In June we will host a fun family movie event. The return of Big Fair Day will be postponed until next year.

Be sure to like our Facebook page to stay up to date on everything that is going on with the home and school. <https://www.facebook.com/groups/465206760254176/>

Our Home and School Meeting Minutes can be found under Home and School on the HES school website: <http://web1.nbed.nb.ca/sites/ASD-S/1939/Pages/Home-and-School.aspx> Questions? Email hes.homeandschool@gmail.com

Next Meeting:

Thurs. May 12, 6:30PM
in the Library



Celebrate Our Volunteers

Heartfelt
THANKS
TO OUR VOLUNTEERS!

National Volunteer Recognition is usually the last week in April. The students and staff wish to thank our hard working volunteers for making Hampton Elementary School a great place to work, learn and play.



Policy 711—Healthy Eating

Secrets to Making Healthy and Fun School Lunches

Pick a theme

Tap into your kids' creative side by following a theme.

- The dip: Cut a baked chicken breast into strips, and pack them with honey mustard for dipping. Add carrots and broccoli to dip in fat-free or low-fat ranch dressing.
- Backwards: Make an inside-out sandwich using lettuce to wrap turkey, fat-free or low-fat cheese, and tomato.
- Mexican food Mondays: Let your child build healthy burritos or tacos with: whole-wheat tortillas, lettuce, fat-free or low-fat sour cream, salsa, brown rice, and beans (not refried).

Keep it interesting

Pack a small amount of many foods. Use lots of containers or a bento-type lunch box to keep things interesting. Cut sandwiches into fun shapes, add colorful fruits and vegetables in different sizes, and pack yummy dips such as fat-free or low-fat yogurt or hummus.

Skip the white bread

Mix it up. Use whole-grain breads, pitas, and tortillas. And try new fillings.

- Fill a pita with your kid's favorite veggies. Add hummus for flavor.
- Spread pizza sauce on a whole-wheat tortilla, add low-fat or fat-free mozzarella cheese, then melt, roll, and slice.

Mix up the sides Go past pretzels!

- Dip apple slices in honey. Pack snap peas, sliced bell peppers, or cucumbers for color and crunch!
 - Add some variety with air-popped, low-fat popcorn.
- <https://www.nhlbi.nih.gov/health/educational/wecan/downloads/tip-school-lunches.pdf>

Wellness Theme

Here are the Ground Rules for decluttering your house:

1. Everything you own should have value, either because it's functional or beautiful or you just love it. Remember the question of what you'd grab if your house were on fire; that's your baseline for determining an object's worth.
2. Every item needs a place where it "lives." Setting things down on the coffee table or kitchen counter creates piles and confusion. People may laugh when you say, "Where do your keys live? They live in a bowl or on a hook by the front door"—but you never lose anything when you put it where it lives.
3. Focus on one thing at a time. Multitasking is supposed to help you get more things done quickly, but when you try to do 19 things at once, everything ends up incomplete. You're trying to simplify your life, so simplify your approach to getting organized.



Grades 3–5 Cross-Curricular Block Guide

For the 2021-22 school year for Grades 3-5 students in English Prime and French Immersion, approximately 60% of instructional time will be used to develop literacy and numeracy skills. The cross-curricular block for learning in other subject areas will be approximately 20% of instructional time, and the remaining 20% has been reserved as time to discuss and explore matters related to the children's well-being and safety. These percentages should be regarded as fluid since there will be many natural and meaningful connections among learnings in literacy, numeracy and the cross-curricular block, and through support for social and emotional well-being.

For all grade levels, the learning goals for the cross-curricular block are as follows:

Evaluation Area	Learning Goals for the Cross-Curricular Block
Research	Ask open questions
	Recognize patterns
	Use texts (oral, written, multi-media, music, art, graphs, etc.) to deepen learning
Collaborate	Draw ideas from self, peers, and the world
	Contribute to investigations and project work
Use of Subject-Specific Learning	Use subject-specific skills and knowledge
Share and Present	Present findings (ideas, learnings, solutions, etc.)
	Take action to sustain and care for self, peers, and communities

Guidance Corner

April is Kindness Month. With this theme in mind, our Guidance lessons focused on **"Interactions"** (a term used on report cards under Learning Habits). We discussed that interactions are all about how we make others feel when they are around us. For instance:

Do others feel safe around us?

Do others feel calm around us?

Do others feel like they can depend on us?

Why or why not?

We continued our conversations by using our imaginations to consider, **"What if everyone was doing that?"**. We talked about how it might not seem like a big deal to break certain rules like blurting out in class or continuing to play after the class has been asked to stop but, **"What if everyone was doing that?"**. Usually, the outcome would be quite unpleasant for all involved. This question can be asked in many social situations as it highlights our responsibilities to be respectful members of the group.

Looking forward to the end of April and May, I will be teaching lessons from the **Kids in the Know** education program. This program empowers

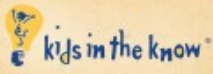
children to stay safe by learning how to protect themselves from abduction and sexual exploitation. Students will be provided with skills and support to help keep themselves safe from victimization and to make appropriate decisions when faced with a dangerous situation. Parents/guardians are encouraged to visit <https://www.kidsintheknow.ca> to obtain more information on child personal safety.

Please reach out if you have any questions or if you feel your child might benefit from Guidance support.


Kate Johnson


kate.johnson@nbed.nb.ca


832-6021


Reproducible


7 Root Safety Strategies


**SHOUT NO!**
RUN — TELL Someone
If someone asks you to do something that makes you feel confused, uncomfortable or sad, leave the situation as soon as you can and tell a safe adult about it.


**Trust Your INSTINCTS**
Your instincts are the feelings inside of you that warn you of danger. Pay attention to your body's alarm.


**DIGNITY and RESPECT**
All people deserve to be treated with dignity and respect. Everybody is equal regardless of where they come from, or the experiences they have had. You need to recognize your own self-worth and expect to be treated well.

**KEEP and SPEAK Secrets**
KEEP Secrets have endings. They don't hurt or make you feel mixed-up. They have an ending, like a surprise birthday party. **SPEAK** Secrets do not have an ending. All secrets about touching are **SPEAK** Secrets. They need to be told to a safe adult.

**The Buddy System**
There is safety in numbers. Bring a buddy with you when you go places.

**If asked to go and your parents don't know, SHOUT NO!**
Always ask your parents/guardians before going anywhere. No matter who asks you to go, say "No" if you haven't asked your parents/guardians first. Your parents/guardians must know before you go!

**If asked to share and your parents aren't aware, SAY NO!**
Always ask your parents/guardians before sharing or accepting treats or gifts from someone. Your parents/guardians must be aware before you share online, too!



CANADIAN CENTRE for CHILD PROTECTION
Helping families. Protecting children.

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Supervision reminders:

Please be reminded that supervision at school does not begin until 7:50 a.m. Students should not be dropped off until after that time. If you must drop off your student, please do so after 7:50 a.m. Likewise, all students should leave the school grounds promptly after school end, 2:40 p.m., unless supervised by a parent. Thank you for your cooperation in keeping our students safe.

Class Placement Requests:

As in past years, **we will not be taking any class placement requests for September 2022.** If your child has some exceptional circumstances that require consideration when doing class placements, please email Mrs. Blanchard directly, sarah.blanchard@nbcd.nb.ca. Please know that when placing your child in a class, we consider their ability, personality, friendships, learning style, and behaviour. Class building is a lengthy process that is given a great deal of thought by the staff. Thank you for recognizing that we do our very best for each and every student.

Moving In? Moving Out?

If you are planning a move to another school before next September, or know of someone moving into our school area for the 2022-2023 school year, please notify the office right away. This greatly assists us in our enrolment planning for the coming school year.



New Family Parent Info Night

HES will be hosting a Parent Information night in June. This is for any families/students who will be new to HES in September for the 2022-2023 school year and who want to know more about the programs and our school. Date TBA.

OFFICE CHECK-IN

PLEASE remember to buzz into the office from outside our front doors when picking up a child and we will send them out to you.

FIRE & LOCK DOWN DRILLS

On March 23rd, we had our first Spring Fire Drill. The students and staff did a wonderful job exiting the building quickly and quietly. During the months of May and June we will also be practicing our fire and lock down procedures.

BICYCLES AT SCHOOL

Students are reminded to ensure their bicycles have received a

proper tune-up before using them on town streets. Also, please take the time to review all safety rules and rules of the road with your children. Road congestion at arrival and dismissal time can be very dangerous for young cyclists. Please watch for children at all times, whether they are walking, cycling or a passenger in a vehicle. Let's keep our children safe.



EARTH DAY

Earth Day was celebrated by Hampton Elementary students by doing a "Community Clean-Up." Each class chose a specific location around the school to pick up garbage and clean up after the winter. Unfortunately, students were shocked to pick up bags and bags of disposable masks. Please put these in the trash, not our playground! Thank you to everyone for caring for our environment.



Lost and Found!

We recently bagged up our Lost and Found after Parent Teacher and after all classes had an opportunity to look through. There was nothing left in either one of our bins. Unfortunately, just two weeks later, there are many items. Please



help us by labeling your children's clothing and by coming by and checking the bins periodically. While we try to make sure everyone takes coats, sweaters, hats and other pieces of clothing home, they do get lost and end up in the Lost and Found.

Volunteer Appreciation

"We couldn't do it without you!" Thank you, to all of our volunteers. We celebrate our parents, grandparents, and community members for all the ways you help us at HES through your volunteering. We appreciate those who volunteer at the school, who join our PSSC and Home and School, who do cutting and prepping for us and those who support our students by working with us. We cannot tell you how much we appreciate you and all you do.

Swimming for every classroom!

Thank you to the Town of Hampton for securing a donation allowing all classes at DATL and HES Grade 2 students to swim! Grade 2 classes will receive 3-30 minute swim times and a one hour free swim.





Music Newsletter

April/ May 2022



Submitted by Lisa LeBlanc
sa.leblanc@nbed.nb.ca

Focus for these months will be Strand 3 of the Music curriculum

Perceiving, Reflecting and Responding

GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.

GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.

Students will continue to be exposed to various cultural musical experiences from Atlantic Canadians, Indigenous Canadians as well from Africa depending on which grade, they are in. Students will be watching videos, having discussions, and working together to better understand music and how it is constantly changing yet means the same thing to so many people. As Billy Joel said, "No matter what culture we're from, everybody loves music."



Bono is an Irish singer songwriter, activist and philanthropist. He is the lead vocalist of the rock band U2. He is a co-founder for the ONE campaign which brought together 11 nonprofit organizations to fight against poverty and disease in Africa.

What will students be doing?

The **grade 2's** will be looking at various musical elements such as beat, tempo, dynamics, low, and same/different. They will be creating and analyzing their own music making as well as responding to their peer's music making. Emphasis will be on recognizing the different musical elements as well as being able to express how the music makes them feel. They will be learning what various instruments look and sound like, both common classroom instruments as well as ones that they can make and use at home.

Grade 3's will be working on their singing voices with emphasis on tone set, articulation, texture, timbre and in tune part-singing. They will be reflecting and analyzing their own voices as well as their peers in a respectful way, with emphasis on how specific songs and our voices make them feel. They will also be looking at how musical technologies have expanded over time.

The **grade 4's** will be working on using musical criteria to evaluate each other's musical works as well as performances. They will be having discussions to prove their knowledge of the musical elements in terms of music they hear. They will be demonstrating that they can recognize common instruments by sight and sound. They will be experimenting with musical composition using xylophones and possibly keyboards.

The **grade 5's** will be using their knowledge of the musical elements to compare music from various genres. They will be using their musical knowledge to make individual choices based on their own thoughts and feelings towards music and their music making abilities. They will be exploring past composers and musical icons and how they have influenced current musical genres and musicians. They will be experimenting with music composition using xylophones and keyboards as well as experimenting with lyrical song writing.



Leopold Stokowski was an English conductor in the early to mid- 20th century. He was associated with the Philadelphia Orchestra and appeared in the Disney film Fantasia with that Orchestra in 1940.

April/May

Physical Education Newsletter

What's Happening in PE

For the next few weeks, we will be working on Net and Wall games (ex: volleyball, badminton). Through games, activities, and stations students will have opportunities to experiment with activity specific equipment, such as rackets and paddles, in a safe and appropriate manner. They students will also work on being persistent and using appropriate emotions when trying these new skills and activities.

In May, we will be doing Jump Rope for Heart, therefore we will be spending time working on our jump rope skills, as well. More information on this will follow in the coming weeks.

*****We will continue to have PE Classes outside if weather permits, so please remember to dress appropriately. *****

Curriculum Outcomes

Grade 2:

- SCO 1.4 - I can hit an object with my hand. I can hit an object with one hand on a paddle
- SCO 2.1 – I can find ways to score a point.
- SCO 3.1 - I can regulate my emotions when trying new activities or challenges.
 - I can show persistence when learning a new skill.

Grade 3:

- SCO1.3 – I can shuffle and catch
- SCO 2.1 - I can vary the direction of my shots (i.e.: right/left, high, low)
- SCO 3.1 - I can use appropriate emotional reactions when trying new activities or challenges.
 - I can be persistent when learning a new skill.
- SCO 3.2 – I can name some muscles used in certain movements.

Grade 4:

- SCO 1.3 - I can experiment with activity specific equipment (Focus: Net/ Wall Games)
 - I can connect together two skills in a variety of activity specific contexts.
- SCO 2.1 – I can return to my ready position.
 - I can vary the direction of my shots (i.e.: right, left, high, low).
- SCO 3.2 - I can choose appropriate emotional reactions when trying new activities/challenges.
 - I can be persistent when learning a new skill.

Grade 5:

- SCO 1.3 - I can use appropriate skills with activity specific equipment. (Focus: Net/ Wall)
 - I can use a combination of skills in a variety of activity specific contexts fluidly.
- SCO 2.1 – I can place an object into open space.
- SCO 3.1 - I can respond appropriately to the emotional reactions of others during activities or challenges.



Mrs. Bent

HAMPTON ELEMENTARY SCHOOL

82 School St, Hampton, N.B. E5N 6B2

Telephone: 832-6021

Principal: Mrs. S Blanchard

Vice Principal: Mrs. J. Stewart

2022-2023 Class Composition Process

Each spring, classroom teachers, in collaboration with our Education Support teachers and administration, create classes to ensure the best possible learning environment for every child. The team puts a great deal of time, effort, thought and collaboration into the process. We base this process on three foundational beliefs and understandings:

- o First, all our teachers are competent and provide appropriate learning situations for children.
- o Second, teachers adjust to accommodate to the needs of the students they serve.
- o Third, we apply a team approach to working with children. Your child works with a number of teachers who support each other and work together to meet the needs of your child.

The following are some of the factors considered during the class building process:

Although each factor is important, each is weighted differently depending upon the individual circumstances under discussion. We consider placements balancing each child's needs with a more global view of class composition and school organization. Teachers review all available information regarding a child and their class placement.

<ul style="list-style-type: none">o The overall composition of the class being created	<ul style="list-style-type: none">o Pre-existing conflicts between children
<ul style="list-style-type: none">o Learning styles	<ul style="list-style-type: none">o Pre-existing supportive relationships between children
<ul style="list-style-type: none">o Work Habits	<ul style="list-style-type: none">o Intellectual, emotional, social, and physical development
<ul style="list-style-type: none">o Gender Balance	<ul style="list-style-type: none">o Parent input

The following are NOT factors considered during the class building process:

- o Child's previous placement in a combined or single grade classroom
- o Parent preference for a specific teacher

If you would like to share some information about your child, note the following:

- Please describe a learning environment that may suit your child's learning style/needs (social, emotional and or academic). Please do not state which teacher you do or do not wish your child to be placed with next year. **Teacher assignments change from year to year, and the teacher you request may not end up teaching your child's grade level.** We do our best to place your child in an appropriate setting given the information shared.

Any communication regarding class placement for next school year should be in **put in writing** and submitted to Mrs. Blanchard by Tuesday, May 31st. All information shared will be considered during the placement process.