

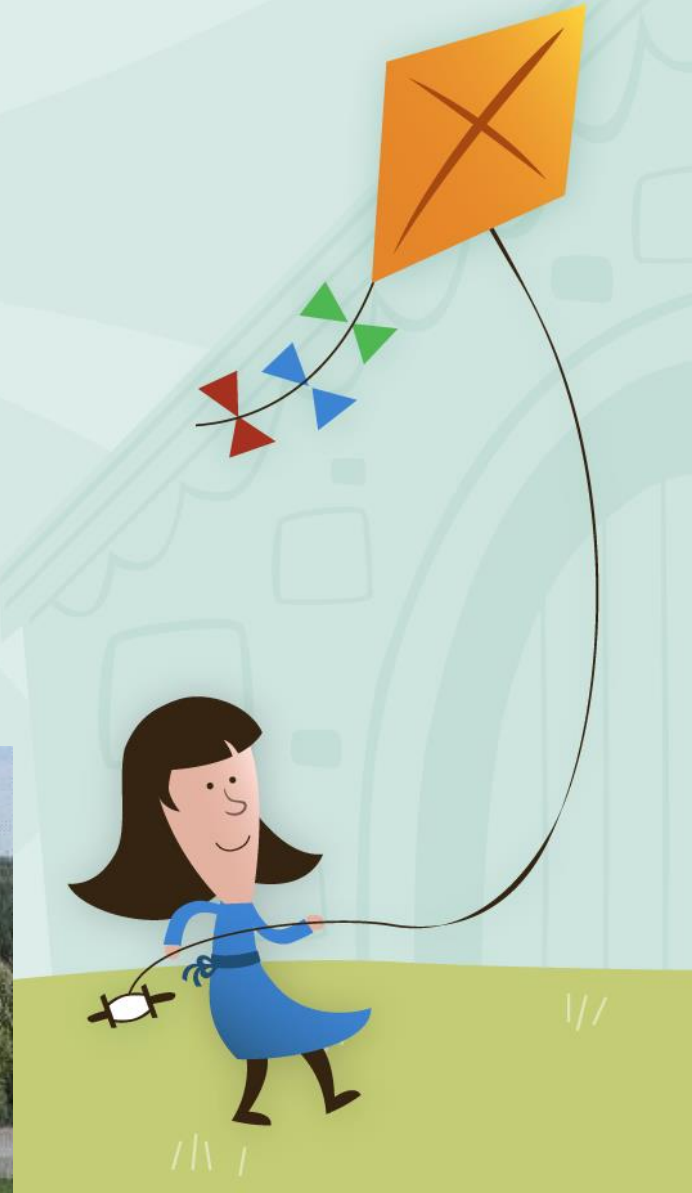
Welcome to Hampton Elementary School! Bienvenue!

Our mission is to:

Help and believe in

Each student so that he or she can reach their highest potential in a

Safe , supportive, inclusive environment



At HES all staff will:

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



Peanut and Nut Free Classroom

Nuts, peanuts or any products containing nuts or peanuts are **NOT** allowed.



Please wash hands.

Clean hands help you to stay healthy and keep our friends safe.

Thank You!

Peanut/Nut free school
&
Scent Free Space

NO SCENTED

PRODUCTS

PLEASE!





ANGLOPHONE SOUTH SCHOOL DISTRICT
2016-17 SCHOOL CALENDAR

2016		
August	29	Administration Day for Staff
	30-31	Council Days for Staff
September	1	Administration Day for Staff
	5	Labour Day – No Classes
	6	All Kindergarten children will enter school through a staggered entry process on September 6 and 7 with half of the students attending on the 6 th and half on the 7 th . All kindergarten children attend on September 8th. Schools will be in touch with parents with their scheduled time.
		All grades 1-5 students attend on September 6.
October	6-7	Professional Learning Days for Staff – No Classes
	10	Thanksgiving Day – No Classes
November	11	Remembrance Day – No Classes
	25	Parent Teacher Student Conferences K-12 – No Classes
December	23	Last Day of First Term – half day of classes
2017		
January	9	Professional Learning Day for Staff – No Classes
	10	First Day for Students
February	1	Start of Second Semester
	24	Professional Learning Day for Staff – No Classes
March	6-10	March Break – No Classes
	31	Grades K-12 Parent Teacher Student Conferences – No Classes
April	14	Good Friday – No Classes
	17	Easter Monday – No Classes
	28	Professional Learning Day for Staff – No Classes
May	5	Provincial Council Day – No Classes
	19	Hampton Education Centre only - AEFNB & NBTA Meeting - No Classes
	22	Victoria Day – No Classes
June	23	Last Day for Students
	26-27	Administration Days for Staff



ACTION PLAN FOR 2015-2018 SCHOOL IMPROVEMENT PLAN FOR HAMPTON ELEMENTARY SCHOOLDIP: Ends Policy 1 To demonstrate continuous progress toward provincial targets in literacy numeracy and science (English/FI)

Provincial Targets: 90% of the students, in their program of study, will achieve the expected level of language, mathematical and scientific literacies on provincial assessments.

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
1. Using a balanced literacy approach to develop and improve instructional practices, assessment and intervention for Literacy so that 90% of our students receive AA and above based on the provincial reading and writing standards Grade 3 Grade 4 Grade 5 *update: 90% of our students receive AA and above based on classroom benchmarks in reading and writing	All teachers are encouraged to use the Daily 5/Café approach to literacy instruction including Guided Reading	Gr3 students participate in reading, either independently, on raz kids or with peers daily. Gr 4 & 5 do independently or on Raz kids. Guided reading with each child within 2 week cycle.	2015-2016	All classroom teachers & support staff
	PLCs focus on writing and using our provincial grade level rubrics to assess and compare samples. Use of Portal samples to support this strategy.	Teachers and students will be able to identify examples of appropriate and strong achievement.	2015-2016	Grade level PLCS
	Three times yearly all students will complete a demand piece of writing. Teachers will mark writing together in PLCS and these benchmarks will form instruction.	3 times a year, PLC grades a selection of writing samples	2015-2016	All classroom teachers & support staff
	Creation of SMART Goals based on data from November, March and May Literacy Benchmarks	More students reaching appropriate for specified SMART goals in reading and writing	2015-2016	All classroom teachers & support staff
	School-wide celebration of "Stellar Students"	Current student work being displayed on designated board	March 2016	Teachers replace work
	During literacy instruction model the 6 traits of writing , focusing on the specific traits Organization and Paragraphing (based on Sept. 2014 data) **update: conventions and Sentence Structure are a focus for the 2015-2016 school year.	Lessons on the traits from Writing fix. Use of books from school graded collection. Student self-evaluation. ("1 Good, 1 To Grow") Co-constructing criteria of good writing!	2015-2016	Teachers submit names to EST-R to video
	Use student generated exemplars in classes to help students understand what an acceptable piece of writing is.	Student generated exemplars are used in classes	2015-2016	Teachers
	Literacy Night at school. (WITS focused)	We will have 1 on literacy week	2015-2016	Admin team
	Writers in the School Program (Author Visit) <ul style="list-style-type: none"> • Heidi Stoddard – Artist/Author • Ann Scott – "The Boy Who Was Bullied" 	Been approved & hosting	2015-2016	Julie
	Word of the Week – building new vocabulary *include on weekly parent synrevoice	Word is posted, students submitted sentences shared over the PA and use of words in spoken & written language	2015-2016	Sarah & Classroom teacher
Data Wall to include reading levels of all students at HES. *French Immersion wall will be updated after first report card	English & French Data wall displayed in staff room and on staff shared portal	2015-2018	Jennifer & Sarah	
WAH WAH – Writing at home	Students will complete WAH WAH entries independently	2015-2018	Teachers	

DIP: Ends Policy 1 To demonstrate continuous progress toward provincial targets in literacy numeracy and science (English/FI)

Provincial Targets: 90% of the students, in their program of study, will achieve the expected level of language, mathematical and scientific literacies on provincial assessments.

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
2. To develop and improve instructional practices, assessment and intervention for Numeracy so that 90% of our students receive AA or above on the provincial and District Math assessments Grade 3 Grade 4 Grade 5	Professional Learning Communities to use information from common assessments to implement remediation, interventions and enrichment activities.	Increase in % of students meeting curriculum outcomes	3 times per year	Teachers
	Explore Stretch Learning Opportunities	PLC will plan and implement the use of at least one stretch learning activity per outcome in their respective grade level curriculum	May 2016	Teachers
	School-wide common strategies given to children to help them solve word problems.	Student agendas will include these strategies	2015	Teachers/Admin
	Develop Common Math understanding to use among staff and students to enable students to explain in Math language how they solved a problem.	Teaching and staff talking about math goals	Biweekly in PLC	Numeracy Grade level PLC
	Develop common assessments that focus on questions that relate to Number/Problem-Solving at all grades	Increase in % of students meeting District Benchmark due to comfort with types of questions being asked	Biweekly PLC	Grade level PLC
	Develop updated videos of math strategies commonly used in classrooms to post on the Website *links to YouTube using Open Number Line	Update videos developed and posted to HES webpage	Ongoing	Julie Stewart to train students
	Guided Math Book Study - COMPLETED	Teachers will plan lessons around the Guided Math framework	2014-2016	Teachers
	Ensure that every teacher has knowledge/training of how to do Guided Math (and be offered opportunities to observe peer to peer teaching) and that 100% of classes have some form of Guided Math instruction	100% of homeroom classes will have guided math instruction occurring weekly as evidenced by admin walkthrough data that will support every classroom is providing guided math instruction weekly	2015-2016	Admin, teachers, and support from Math Mentor
Math Journals	Students will communicate their understanding of Math concepts in an ongoing journal	2016-2017	Numeracy teachers	

Previous strategies: Blanchard's Brainteaser in monthly newsletter; Math magic Room

DIP: Ends Policy

To strengthen engagement of families and foster community partnerships

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
3. Enhance regular communication with parents <ul style="list-style-type: none"> • Monthly class newsletter stating curriculum outcome overview in student/parent friendly language. • 70% of teachers will have a class website by end of 2014. 	Update the lobby television with pictures and captions.	<u>Powerpoint</u> is updated at least twice monthly	2015-2018	Office staff and Admin staff
	New Website/ <u>Synrevoice</u>	COMPLETED	October 2015	Office staff
	Newsletter – specific link. (by email and website)	COMPLETED		
	In-Service from District Tech Mentors	Ongoing	2015-2018	
	Evening Transition Meeting for parents of grade 2 students will be held in the spring	Ongoing	May annually	Admin, Grade 3 teachers
	HES June Newsletter sent home to all grade 2 students.	Families receive information about the school and increase welcome	June 1 st Annually	Admin
	The School Improvement plan will be sent home in user friendly language for all Students at HES including hyperlinks	-Updated quarterly on website -link provided in September Newsletter	Sept. January, March, June	Admin, office staff
	Meet the teacher Social held prior to the first day of school and children bring school supplies	Anxiety reduction for students	August	
	Book study “The Whole Brain Child” to include parents	Extra copies purchased and parents sharing their experience	2015-2016	Admin

Ongoing Partnerships:

Kredls – once per year whole School Presentation & Fruit/Veggie trays.

Independent – Apples and Bananas provided to school once per week for breakfast program; Fruit/Veggie trays ordered for whole school once per year

DIP: Ends Policy

To provide positive, safe, and inclusive learning and working environments for children, youth and staff

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
4. Strengthen areas of school climate by concentration on staff and students working, learning and playing in a safe, positive, healthy environment	Guidance Corner (information about positive school climate, good mental health, healthy and positive parenting) will be in the monthly school newsletter.	Ongoing	2015-2018	EST-Guidance
	Gather information from the Tell Them From Me Student Survey to assist with program planning in the area of school climate.	Staff will discuss strategies to support increasing children's feelings of belonging and safety within the school	2015-2018	Admin, Teachers, PSSC
	Noontime Clubs and Intramurals	Staff members provide opportunities for clubs at least once throughout the year	2015-2018	Teachers
	Skill Streaming (Skills and Routines are defined, modeled and practiced for each month in the classroom).	Monthly review. Classrooms sign and provide completed skills to office.	2015-2018	Teachers
	PD on Mental Health Issues and Children	Staff will have the opportunity to attend workshops after school hours sponsored by the District Psychologist Team	2015-2018	Teachers
	Updated Pyramid of intervention	Updated annually as part of the SIP process	2015-2018	Admin, Staff
	Apply for grant and resources (Healthy Learning Grant, Phys. Ed Wellness Grant, WITS grant etc)	Staff will apply for at least 3 grants/resources on an annual basis	2015-2018	Admin, Teachers
	Identify community leader	Vernon Saunders & Anita Hofmann	2015-2018	Admin
	WITS Teacher Accreditation Program (Alison Lynch)	Staff completed in 2015	completed	Teachers, Admin
	Integrate WITS strategies school wide	Admin to cover classes at least once per year to read a WITS book and review the WITS strategies	2015-2018	Admin, staff
	Morning Open Gym Fitness Tues, Weds. Thurs	Students will attend and indicate opportunities to be physically active Contributes to 30-60 minutes of fit and healthy kids while at school	2015-2018	Phys Ed.
	Breakfast Program in the Classroom *Addition of Fruit (Jan. 2015)	Students will have access to food in the mornings in a nonjudgmental and inclusive classroom environment (breakfast bins)	2015-2018	Admin
I'm Thumbody Program (Grade 3 classes)	Completed 2015	2015-2018		

DIP: Ends Policy 4

To provide opportunities for staff to learn about mental health issues and to promote school and district initiatives that promote mental fitness

GOALS	STRATEGIES	INDICATORS OF SUCCESS	TIME	RESPONSIBILITY
5. To provide families and staff learning opportunities about mental health and provide students with mental fitness understanding	Mind UP curriculum delivered to classrooms through Guidance lessons	Students aware of strategies to support mindfulness Mental fitness bulletin board	Sept 2015	EST Guidance
	Mindful Moments	Mindful moments 3x per week after morning announcements	January 2016	Jodie Fischer
	Develop a bank of MH resources for teachers including Mindful minutes, brain breaks etc on staff shared portal site	Teachers will access these resources	2015-2018	Tech mentors to support Jodie Fischer
	Rainbows, Social skills, SIW targeted groups, Leaders	Track student participation in programs	Weekly at EST meetings	SIW & Admin
	Book study: The Whole Brain Child	Staff will read and discuss the book 4 times	Monthly 2016 Feb. March, April and May	All teaching staff
	Promote community events	Events posted on website		Admin staff and office staff

|

DRAFT

Hampton Elementary School Bells

Grades 3, 4 and 5

7:50	<i>Buses Start to Arrive/Supervision Begins</i>
8:10	All Students in Classroom
8:25	Announcements
8:30	Instruction Block # 1
10:00	RECESS: Time to Play
10:15	Instruction Block # 2
11:50	NOON: Time to Play
12:10	NOON: Time to Eat
12:35	Instruction Block # 3
2:35	End of Instruction
2:40	Dismissal
2:45	<i>Buses Depart</i>



Starting our day...

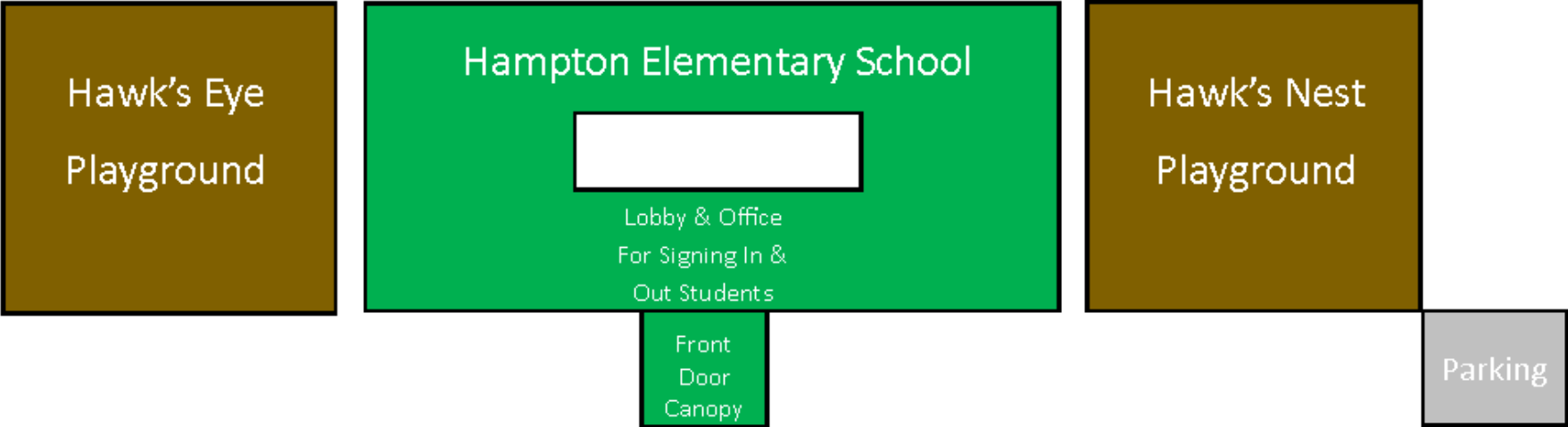
Traffic Notes

When dropping off your children in the morning please proceed beyond the first crosswalk and do not drop children off in the playground area as that is a bus drop off zone. If you must pick up your children after school, please park in the spaces adjacent to the playground. During inclement weather, or very cold weather, please drop off your children near the front entrance of the school **close** to doors near the traffic circle to allow children to be dropped off by the buses directly in front of the school and to avoid traffic congestion on wet or cold weather mornings.

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



Bus Zone and Drop-Off/Pick-Up Zones



7:50-8:10 am
Drop off your child by parking in the roundabout on rainy or very cold days to allow the buses to unload at the front door and proceed to DATL

8:10 am
All students should be in the school unless being dropped off after an appointment for example
7:50-8:10 am
Bus unloading zone on rainy or very cold days

7:50-8:10 am
Drop off your child to the right of the playground before the bus zone except rainy or very cold days
Bus unloading zone on most days

School Supplies Fees & Meet the Teacher

We will be collecting student fees for all Grade 3 to 5 students (English and French Immersion)—**total of \$60**—during the month of September.

The fees cover:

- **\$40**--All student consumables such as pencils, notebooks, duotangs, etc.; students will only be required to purchase a backpack, lunch box, and indoor sneakers. Students also should bring a set of headphones to stay at school. Some classes may also require a USB storage device for school projects.
- **\$20**--Skating, cultural events and student agendas.

At our Meet the Teacher evening before school begins in the Fall, students may bring their indoor sneakers and leave them in their new classroom!



Meet the Teacher: Wednesday, August 31, 2016 at 6:30PM

School Code of Conduct

Hampton Elementary is a

- Hands Off
- Feet Off
- Words Off

School



The staff of Hampton Elementary define, practice and model specific skills to ensure smooth transitions and orderly conduct. As a result, our school has been recognized for having a school environment that is calm, relaxed, and dedicated to student learning. This has contributed to a great positive learning environment!

Skills for the first two months include:

Entering building
Speaking to others
Morning Routine
Hall Passes
Moving through the school
Visitors
Bathroom
Leaving the school
Fire Drill
Listening
Asking for help



Skillstreaming

WITS



All students are trained in using their WITS:

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.



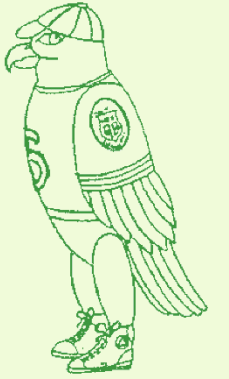
“Play First, Then Eat”

(also known as Recess Before Lunch)

“Play First, Then Eat” is simply a change in the traditional scheduling order of lunch time and recess. This idea was first put into practice in Montana and has gained popularity across North America. Many schools and districts in the US have adopted this model as have schools in Canada. In our own province and district “Play First, Then Eat” has been implemented successfully.

The benefits reported include:

1. Teachers notice that children are more settled after eating and are more ready to start afternoon learning.
2. Children waste less food and drink more milk because they build up an appetite while playing outside.
3. There is improved behaviour in afternoon classes.



Playgrounds

There are two playgrounds at Hampton Elementary School.

Grade Five students play on the Hawk's Nest and the students in grade Three and Four play on the other playground (Hawk's Eye). Both areas contain playground equipment and paved areas for games such as basketball and skipping, etc.

The Home & School Association is currently working on playground upgrades so that both playgrounds have age-appropriate equipment.



Programs & Activities

Student Leadership and Clubs:

Peer Helpers
Greenhouse Club
Choir
Games
Chess Club
Girls' Group
Cupstacking
Syrian Refugee Helpers
Pot of Gold
Zones
Drawing and Coloring
Knitting
Lego Club
Super Flex
Remote Control club
Rainbows

Some Other Programs in Our School:

Coding for Kids
GoGo Afterschool Program
H.A.L.L. Preschool Program
Mad Science
After School Writing Club

School Activities:

Hawk Awards
Stellar Student Recognition
Grade 3 Roots of Empathy
Morning Fitness/Open Gym
Open Library
Intramural programs
Empty Stocking Fund
Track & Field/Cross Country
Terry Fox Walk
Assemblies
Breakfast Program
Recycling and Composting



WITS
PLEDGE





KNITTING
CLUB



Grade 5 Student Leadership Programs



Greenhouse Teams in Action



HES Greenhouse YouTube Channel Launch



Fun Fitness in the Gym During Assemblies



Building Reading Stamina in the Gym During Assemblies

Hot Lunch

We currently offer a hot lunch option every day of the week using a ticket system. This may look different for the 2016-2017 school year.



Milk

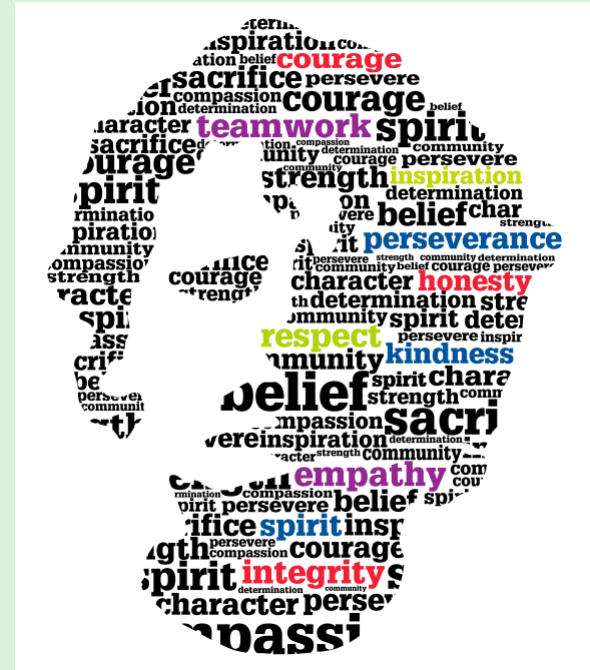
We sell milk—\$0.50 for white and \$0.55 for chocolate—through a special discounted program called Milk for Schools. It is pre-ordered; and the order forms are sent home, in advance, so parents know when to order milk. The first milk order will begin in mid-September and will last for about 40 days. There are approximately four orders per year, and we offer milk until the last week of school in June.





THE TERRY FOX RUN

for cancer research



Terry Fox Walk – Hampton Middle School



Sock Hop for UNICEF



Delivery of Backpacks Full of Food for Hampton Food Bank

Our school uses Synervoice, school website and e-mail as a means of keeping families informed of upcoming school and community events. Please provide the school with an e-mail address to send notices and newsletters in order to help save the amount of paper we send to your home.

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 links to teachers' classroom websites. You can check out all this info on our school website at <http://hampton-elementary.nbed.nb.ca>



Communication

Alternate Bus Arrangements

Students who require a change in their after school plans, must complete a change of transportation form 24 hours in advance. These changes are not permitted for after school playdates and/or birthday parties.

If there is an emergency, and a change **must** be made, please contact the school as soon as possible.





ANGLOPHONE SOUTH SCHOOL DISTRICT
REQUEST FOR BUSING TO AN ALTERNATE ADDRESS

Please return completed form to your school.

- Copy To:
- Teacher
 - Parent
 - Bus Driver

Students **MAY** be permitted to travel on a bus to one alternate address subject to the following conditions:

- If the service requested occurs on a consistent schedule (i.e. daily or every Monday)
- If the request can be accommodated on an existing route and stop
- If the bus can accommodate extra passengers
- Is located within the assigned school zone

Please note this is a courtesy and services may be withdrawn if conditions change such as route or load levels.

Student's Name (Please PRINT Information)		School Year 2016-2017
School		Grade/Homeroom
Parent Name (s)		Phone Numbers (s)
Student's <u>Home</u> Street Number and Name	Civic# _____ Street Name/Route: _____	
Municipality	_____, NB	
Postal Code	_____	
REQUESTED ALTERNATE ADDRESS		
Street Number and Name	Civic# _____ Street Name/Route: _____	
Municipality	_____, NB	
Postal Code	_____	
Contact's Name or Name of Daycare		Phone Number (s) _____
Schedule (Date(s)/Days)		<input type="checkbox"/> Pick Up <input type="checkbox"/> Drop Off <input type="checkbox"/> Both
Effective Date	_____	
BUS NUMBER	STOP LOCATION	TIME (S)
Morning _____	_____	
Afternoon _____	_____	

Parent's Signature _____ Date: _____

Principal's/Designate's Signature _____ Date: _____

On the ASD-S Website under
 "Transportation" and on the HES
 Website Under "For Parents"

<http://web1.nbed.nb.ca/sites/ASD-S/transportation/Pages/forms.aspx>



Homework Expectations

A reasonable amount of homework provides an important means to support in the following ways:

- 1) It can periodically allow children to complete unfinished work at home.
- 2) It gives parents an opportunity to reinforce literacy or math facts that have been taught at school.

Homework assignments can be viewed daily in the student agenda. Any important communication between parents and teachers can be recorded in the student agenda.

Homework should take about 10 minutes for each grade level. For example, grade three, $10 \times 3 = 30$ minutes for that evening.



Homework Expectations cont.

The classroom teacher will communicate the homework expectations. Homework is designed to reinforce and review work that has already been taught. Homework is to be completed in a reasonable amount of time and if there are any concerns about this, then please contact the classroom teacher.



Volunteer Opportunities...

1. Volunteer in our classrooms
2. Become a member of Parent School Support Committee - If you are interested in being a member of the PSSC please contact Jamie Foster (Chair) or email psscchair@gmail.com
3. Become a member of the Home and School – If you are interested in being a member of the H&S contact Laura Marles (President) hes.homeandschool@gmail.com



Tentative Classroom Configuration 2016-2017

English Homerooms

Grade 3 English

Grade 3/4 English

Grade 4 English

Grade 5 Eng/Res.
(Compacted Curriculum)

Grade 5 Intensive French

French Immersion Homerooms

Grade 3 FI

Grade 3 FI

Grade 3 FI

Grade 4 FI

Grade 4 FI

Grade 5 FI

Grade 5 FI



Summer Reading

The research is clear that children who don't read during the summer can lose up to three months of reading progress and that loss has a cumulative, long-term effect.

<http://www.readingrockets.org/calendar/summer>

Topics:

- finding a great summer program
- strategies for summer reading for children with dyslexia
- day trips for book lovers



The ABCs of Improved Reading

Access to books. It's critical that kids have access to a wide variety of books over the summer months, but we know that access alone doesn't make a strong impact.

Books that match readers' ability levels and interests. For young people's reading skills to improve, they need to read books that align with their own reading levels. Reading books that are too easy or too hard won't help!

Comprehension, as monitored and guided by an adult, teacher or parent. The most important piece to making summer reading effective is the help of an adult who can ask questions and guide kids to better understand what they are reading.

With these three ingredients, your summer reading program will soar!



The Importance of Summer Reading

- Summer is a time to unwind from the hard work that was put in throughout the year. It is a time to have fun with family and friends. Because children view summer as a vacation from school, it is important to create an atmosphere where reading and writing can be fun activities.
- The first stop can be to your local library where each summer they host a Summer Reading Club. Children have the opportunity to incorporate reading with fun games and crafts. You can register now for their 2016 Summer Reading Club at <http://www1.gnb.ca/0003/src=cle/2016/en/index-e.asp>
- Having fun books at home is another great way to motivate children to read. Yard sales and your local library are an easy way to stock up on books for summer. Scholastic also has a flyer out right now called Camp Read-A-Lot with 63 titles for \$5.99 and under. You can ask your teacher about the flyer or access it here http://www.scholastic.ca/clubs/images/0A16/P0A16_N.pdf
- Nonfiction books are quite popular with many children. There are a number of great websites that offer non-fiction options for students. <https://newsela.com/> provides hundreds of news articles for students in grade 2-12 (choose the articles drop down, select kids and then select your grade level). You can find a list of award winning nonfiction books at <http://www.ncte.org/awards/orbispictus> .
- It is just as important to keep your child's writing skills sharp over the summer. Have them write a postcard from a trip you've taken or help you make your grocery list for the week. Writing in a journal about all the adventures they've had over the summer will also provide loads of writing ideas for the upcoming school year.



Changes over the summer? New student? Questions?

Contact Mrs. Blanchard
sarah.blanchard@nbed.nb.ca



THANK YOU