

# Ridge Reader

January 2017, Edition 54

## National Recognition

As you have read in a number of previous newsletters, I have been reviewing and discussing what we as a teaching community do and believe at KRS. We as a school have been working in a multiage concept for about 30 years and have been recognized at various levels for our efforts. I am very proud to announce that our K-2 Team has been nominated to the New Brunswick Association for Community Living for their National Recognition Certificate. This certificate is in recognition for inclusive practices and recipients will be informed in early February as part of National Mental Health Care Month. I would like to acknowledge the support and efforts by our PSSC and H&S Chairs for the submission and acknowledge the efforts of Mrs. Howland, Mrs. Boreland, Mrs. Chetwynd, Mrs. LeBlanc and Mrs. Crandall in helping all our K-2s feel that they can learn and that they are learners.

## Multiage Classrooms (Part III in the series)

In this section today I will be looking at the historical context of age segregation in schools and why we at KRS use the multiage concept in our grade levels. Since most of us grew up in age segregated school systems, as did our parents and a lot of our grandparents, it makes it easy to assume that such a school structure is both natural and universal. In fact, 25% of Scotland's primary schools have fewer than 50 students; 80% of Portuguese children go to a school of no more than 2 classes; and there are 11,000 one-teacher rural schools in France. (Pratt) Age segregation is actually a recent phenomenon with its widespread use being sparked by a report by Horace Mann, Secretary of the Massachusetts Board of Education, when in 1843 he visited Prussia and noted the classification of students when numbers in an area were sufficient to do so. Legislation soon followed that sequentially narrowed the age and ability gaps to the result of our present systems.

Although we at KRS could go to single grade classrooms, we as a staff have chosen the multiage approach as our preferred system. We believe that we are there for the students and one of the cornerstones of growing up is connections. When children and adolescents find themselves in a mixed-age context, they associate and make friends across a relatively wide range (Roopnarine). Roades found that children in a non-graded elementary school chose friends from two years older to two years younger than themselves. These mixed age groupings allow for findings such as Hammack's in which three to five year old children made more progress in self-concept than those in single-age classes. Goldman also found that three and four year olds in mixed age classes were more sociable. This sociability leads to the research evidence that children receive maximum verbal stimulation and develop new vocabulary in mixed age group classroom.

The above research highlights only confirm what the staff observes and believes is happening in their classes and in the school every day. We believe, as Dr. Pratt's research concluded, that multiage and multigrade classrooms are socially and psychologically healthy environments. The advantages of setting up as multiage classrooms, combined with the aspects of RTI, allows us to monitor our students in different environments, by different teachers, at different times in the day to continuously support our students effectively and efficiently with the resources they need, when they need them.

This concludes the literature review of Response to Intervention and multiage learning. I am aware that there is research to support single grade classrooms and I believe that a diversity of learning environments are important. My sole goal was to inform you as parents of our students how we structure our school and give you a working knowledge of the research that supports it. If you have any questions, please contact me at the school (363-4703). I hope the information was helpful.

### Updated Sound System for the Gym

If you were at either concert in December then you know the good news about the sound system. Mike Jones of Signature Sound has been in and he has donated about \$2400 worth of equipment to the school. He also donated his time to get us up and running. The money our H&S was putting aside for this project, Mike has requested it be allocated for instruments instead. Thanks Mike for the support to our school and specifically to the music program.

### French Immersion Registration

ASD-W would like to inform any parents that missed the December 20<sup>th</sup> on-line registration deadline, and wish to register their child for the Grade 1 Entry, Grade 3 Entry or Grade 6 Entry French Immersion, please contact Janice Webber at 506-444-4035 or [janice.webber@gnb.ca](mailto:janice.webber@gnb.ca) to complete the registration.

Further, please advise that, effective Monday, January 9<sup>th</sup>, French Second Language contact information and registration process will be updated on the ASD-W website ([www.asd-w.nbed.nb.ca](http://www.asd-w.nbed.nb.ca)), under the "Parent" section.

**Please Note 1: All new registrations must be processed through the Office of the Superintendent.** This is critical to our planning and staffing process. Thank You.

**Note 2:** From the school's perspective, if you have school aged students who you want, but have not registered, please do so. The number of interested students will be used by the Department and ASD-W to decide how best to support a communities' wishes for French Immersion. If you register, you are not locked into your request. The District will be sending out another request for interest once the initial draft plan has been made public.

### Up-Coming in January

Wednesday 11	PSSC @ 6:30
Thursday 12	Literacy Assembly @ 8:15
Monday 16	Sr. and Jr, Choir H&S @ 6:30
Monday 23	Sr. and Jr, Choir
Friday 27	Family Literacy Day
Monday 30	Sr. and Jr, Choir

### February Heads Up

Wednesday 08 – Partners for Youth and PSSC meeting  
Friday 10 @ 8:15 – Literacy Breakfast for the whole school and families. (Friday 17 is our snow day.)  
Friday 24 – PL for staff, no school for students.