

**Hampton Elementary School  
Student Handbook  
2025-2026**



**Ms. Megan Donovan, Principal  
Mrs. Karen Dorken, Vice Principal**

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

82 School Street  
Hampton, New Brunswick  
E5N 6B2

Phone: 832-6021  
Fax: 832-6142

Name:

Address:

Town/village:

Postal Code:

Homeroom Teacher:

Telephone:

<b>Table of Contents:</b>	<b>Page(s)</b>
<b>1. HES Staff List</b>	<b>3</b>
<b>2. HES School Calendar</b>	<b>4</b>
<b>3. HES Mission and Vision Statements</b>	<b>5</b>
<b>4. HES School Improvement Plan Goals</b>	<b>5-6</b>
<b>5. School Hours</b>	<b>7</b>
<b>6. Expectations (Students, Parents &amp; Staff)</b>	<b>8</b>
<b>7. Discipline Policy</b>	<b>9</b>
<b>8. Behaviour Expectations- Code of Conduct &amp; Consequences</b>	<b>10</b>
<b>9. Bus Safety and Discipline</b>	<b>11</b>
<b>10. ASD-S Bus Conveyance/ Traffic Notes</b>	<b>12</b>
<b>11. Academic Programs</b>	<b>12</b>
<b>12. Homework</b>	<b>12</b>
<b>13. Literacy (Reading and Writing)</b>	<b>13-14</b>
<b>14. Math Strategies</b>	<b>14</b>
<b>15. Instructional Time Guidelines</b>	<b>15</b>
<b>16. Medical Alerts / Illness / School Exclusion Guidelines</b>	<b>15</b>
<b>17. Nut Free / Scent Free Area</b>	<b>15</b>
<b>18. Communicable Diseases and Exclusion from School &amp; Head Lice Facts</b>	<b>16-17</b>
<b>19. School Closures in Inclement Weather-Snow line</b>	<b>18</b>
<b>20. Weather Policy</b>	<b>18</b>
<b>21. Other School Closures (Power Outages, Water interruptions etc.)</b>	<b>18</b>
<b>22. Telephones/After School Plans</b>	<b>19</b>
<b>23. Bicycles, Skateboards &amp; Other Valuable items</b>	<b>19</b>
<b>24. Mobile Phones, Toys &amp; Electronic Games</b>	<b>19</b>
<b>25. Lost and Found</b>	<b>19</b>
<b>26. Student Leadership</b>	<b>19</b>
<b>27. Visitor Sign In</b>	<b>20</b>
<b>28. Hats and Footwear (School Shoes and Running Shoes)</b>	<b>20</b>
<b>29. Mascot</b>	<b>20</b>
<b>30. School and Supplies Fees</b>	<b>20</b>
<b>31. Communication &amp; Social Media</b>	<b>20-21</b>
<b>32. WITS: Walk Away, Ignore, Talk it Out, Seek Help</b>	<b>21</b>
<b>33. Zones of Regulation</b>	<b>21</b>
<b>34. Volunteer Opportunities</b>	<b>22</b>
<b>35. Home &amp; School Association</b>	<b>22</b>
<b>36. Parent School Support Committee-PSSC</b>	<b>22</b>

## Hampton Elementary School Staff 2025-2025

### Teachers:

Grade 3 Prime:	Mrs. J. Salgado
Grade 3 FI:	Mme C. Schofield, Mme K. Aubin-Martin
Grade 3/4 Prime:	Mrs. C. Shannon
Grade 4 Prime:	Ms. J. Smith
Grade 4 FI:	Mme A. Vallis, Mme L. Bentley
Grade 5 IF:	Mrs. M. Smith, TBA/Mrs. S. Bond
Grade 5 FI:	Mme P. Melanson, Mme M. Grimmer-Wiseman

### Education Support Teachers:

Resource:	Mrs. K. McLaughlin
Guidance:	Mrs. E. O'Regan
Academic Support Teacher:	Ms. L. LeBlanc

### Specialist Teachers:

Phys. Ed Teacher:	Mrs. J. Henry, TBA
Music:	Mr. J. Arnot

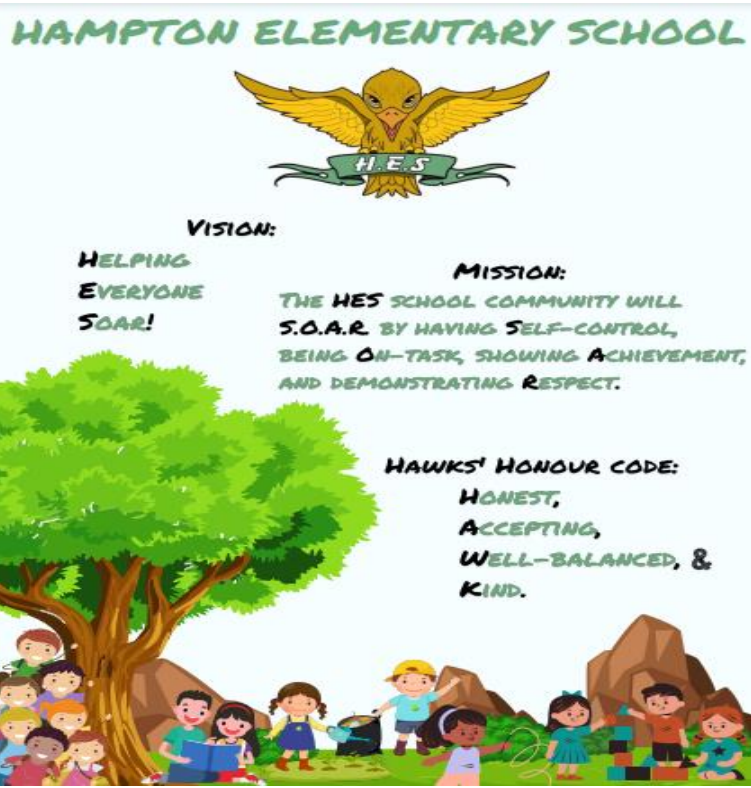
Principal:	Ms. M. Donovan
Vice Principal:	Mrs. K. Dorken
Admin. Assistant:	Ms. L. McKinney
Educational Assistants:	Mrs. K. Long, Mr. T. Love, Mrs. C. O'Toole, Ms. R. Tremblay, Ms. D. Wilson, Ms. C. Kilpatrick, Ms. A. Williams
Head Custodian:	Mrs. T. Ricketson (PM: Ms. J. Landry & TBA)



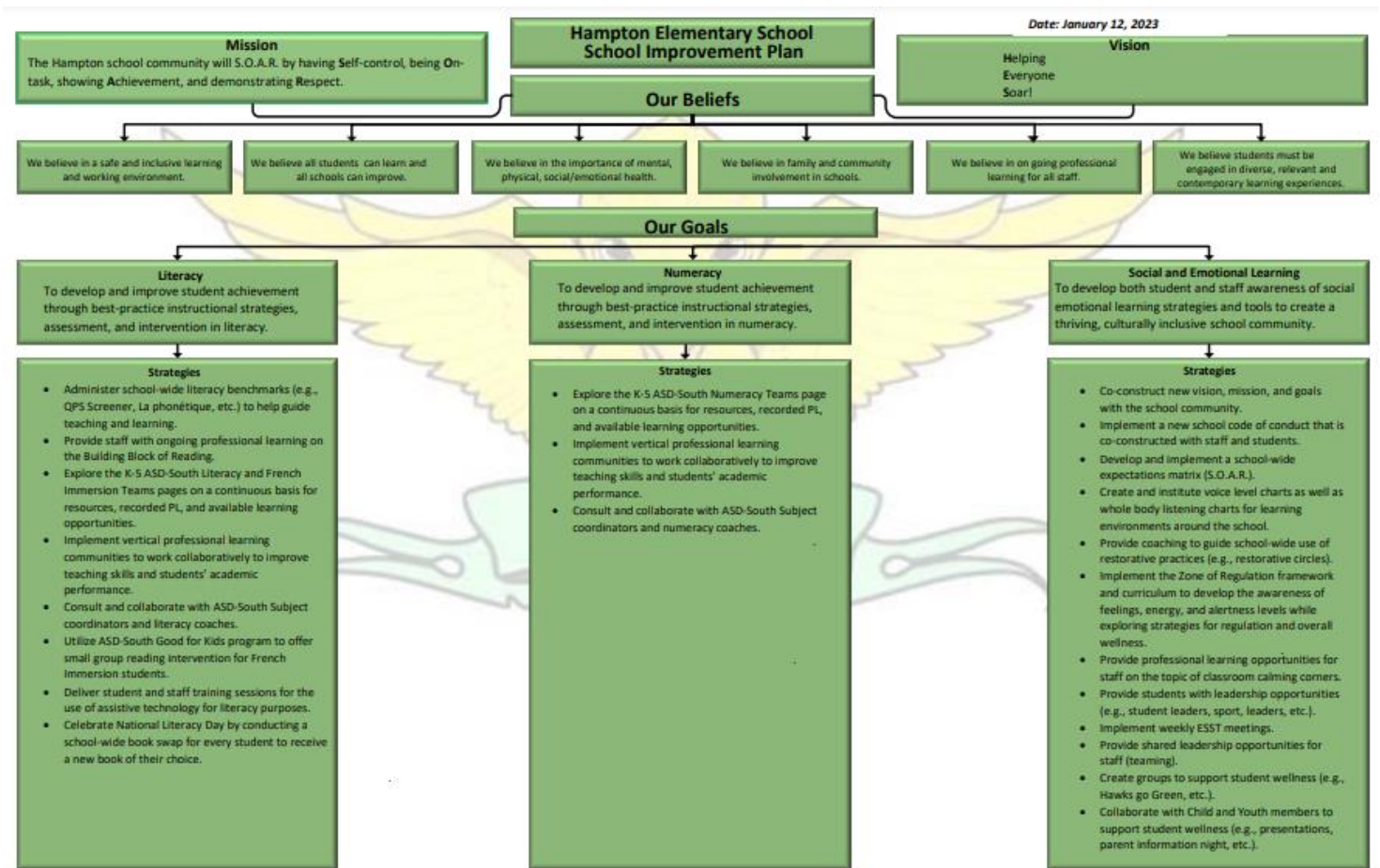


**ANGLOPHONE SOUTH SCHOOL DISTRICT  
SCHOOL CALENDAR – 2025-2026  
June 2025**

<b>MONTH</b>	<b>DATES</b>	<b>EVENTS</b>
<b>September</b>	<b>1</b>	<b>Labour Day – Statutory Holiday – NO CLASSES</b>
	<b>2</b>	First Day for <b>Grades 1-5</b>
	<b>2</b>	Transition Day – First Day for <b>Grade 6</b> and <b>Grade 9</b> (Schools with combined levels [Elementary/Middle, Middle/High, K-12] will communicate their transition plan)
	<b>2/3</b>	Transition Days – First Day for <b>Kindergarten</b> (half of students attend on either day. Schools will communicate plan)
	<b>3</b>	First Day for <b>Grades 7-8; 10-12</b>
	<b>26</b>	Professional Learning – <b>NO CLASSES</b>
	<b>30</b>	National Day for Truth and Reconciliation – <b>NO CLASSES</b>
<b>October</b>	<b>13</b>	Thanksgiving Day – Statutory Holiday – <b>NO CLASSES</b>
	<b>14-17</b>	Registration for Students Entering Kindergarten in 2026-2027
<b>November</b>	<b>10</b>	School Improvement Planning – <b>NO CLASSES</b>
	<b>11</b>	Remembrance Day – Statutory Holiday – <b>NO CLASSES</b>
	<b>21</b>	<b>K-8</b> – Report Cards Preparation – <b>NO CLASSES</b>
	<b>21</b>	<b>9-12</b> – Parent/Teacher Interviews/Professional Learning – <b>NO CLASSES</b>
<b>December</b>	<b>1</b>	<b>K-8</b> – Reports Cards Issued
	<b>5</b>	<b>K-8</b> – Parent/Teacher Interviews/Professional Learning – <b>NO CLASSES</b>
	<b>19</b>	<b>K-12</b> – Last Day of Classes
	<b>22-31</b>	Holidays – <b>NO CLASSES</b>
<b>January</b>	<b>1-2</b>	Holidays – <b>NO CLASSES</b>
	<b>5</b>	First Day of Classes
	<b>19-23</b>	<b>9-12</b> – English Language Proficiency Assessment /Demonstration of Learning/Course Recovery
	<b>26-27</b>	<b>9-12</b> – Turnaround Days – <b>NO CLASSES</b>
	<b>28</b>	<b>9-12</b> – Semester 2 Begins and Report Cards Issued
<b>February</b>	<b>16</b>	Family Day – Statutory Holiday – <b>NO CLASSES</b>
<b>March</b>	<b>2-6</b>	March Break – <b>NO CLASSES</b>
	<b>13</b>	<b>K-8</b> – Report Cards Preparation – <b>NO CLASSES</b>
	<b>30</b>	<b>K-8</b> – Reports Cards Issued
<b>April</b>	<b>2</b>	<b>K-12</b> – Full Day – Parent/Teacher Interviews/Professional Learning – <b>NO CLASSES</b>
	<b>3</b>	Good Friday – Statutory Holiday – <b>NO CLASSES</b>
	<b>6</b>	Easter Monday – Statutory Holiday – <b>NO CLASSES</b>
<b>May</b>	<b>1</b>	NBTA Council Day – Provincial – <b>NO CLASSES</b>
	<b>4</b>	NBTA Branch Meeting Day – <b>NO CLASSES</b>
	<b>18</b>	Victoria Day – Statutory Holiday – <b>NO CLASSES</b>
<b>June</b>	<b>8-12</b>	<b>9-12</b> – Assessment/Demonstration of Learning/Course Recovery
	<b>19</b>	<b>K-12</b> – Last Day of Classes – Final Report Card Day (FULL DAY)



## Hampton Elementary School Improvement Plan Overview



## **School Hours**

**7:50** First Bus/Supervision Begins

**8:05** Students should arrive by this time – enter school and prepare for learning

**8:20** Announcements/Soft Start/ Classes Begin

**10:05** Recess

**10:20** Classes Resume

**12:05-12:30** Lunch

**12:25-12:50** Lunch Recess

**12:50** Afternoon Classes Begin

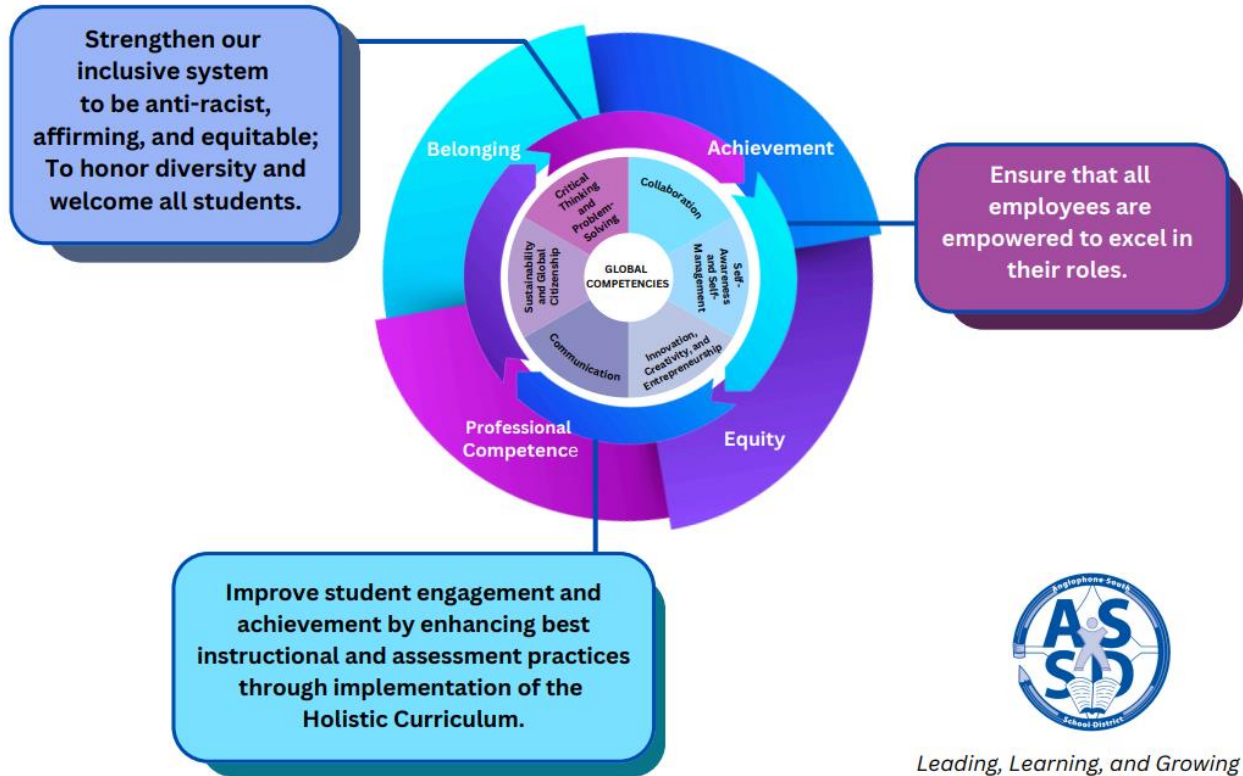
**2:35** End of day/Dismissal

## **Hampton Elementary School Improvement Plan (Notes)**

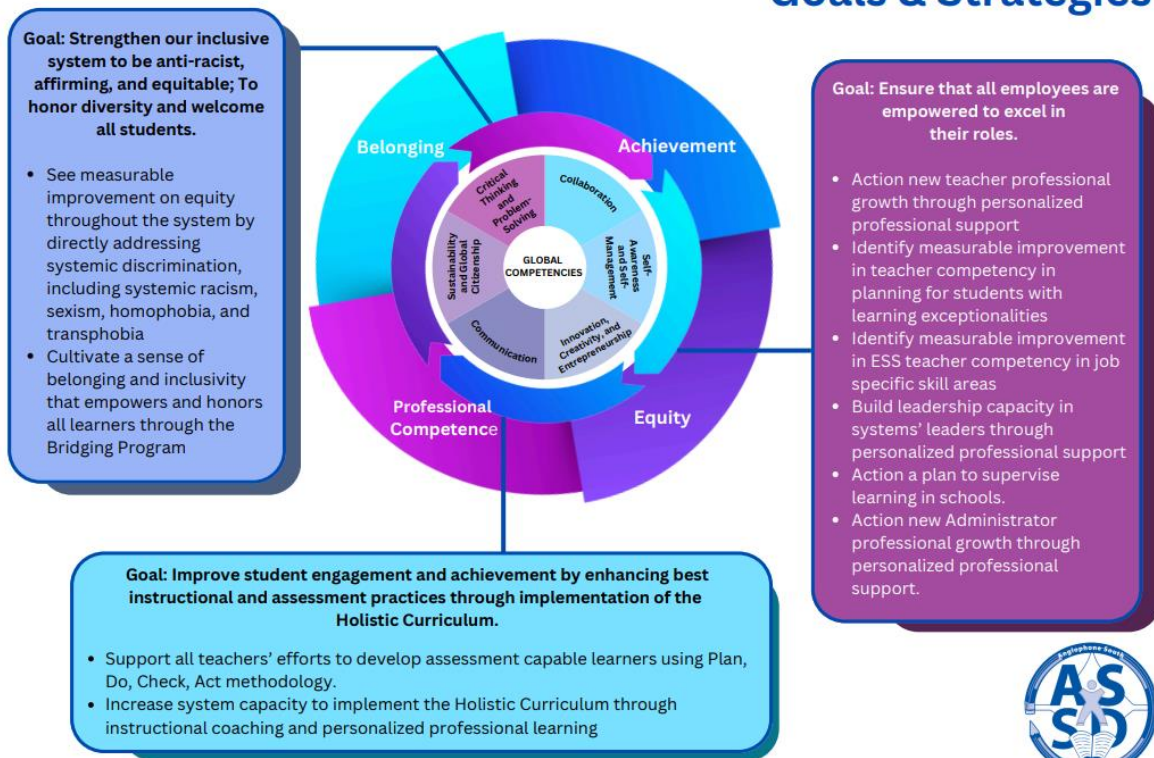
Our school improvement plan outlines strategies and interventions designed for both school-wide and classroom-specific implementation. These measures aim to enhance overall school achievement and support individual student progress. This dynamic, "living document" is regularly updated and reviewed with staff and our Parent School Support Committee (PSSC). It aligns with the Provincial Improvement plan, as well as the District Improvement Plan detailed below:

# District Improvement Plan 2024-25

Creating an engaging, equitable, and high achieving learning environment for all



## District Improvement Plan 2024-25 Goals & Strategies



## School Expectations

At Hampton Elementary School, we have co-constructed a schoolwide expectation matrix (S.O.A.R.) with our staff and students. It identifies our school's essential behavior standards in all locations. This matrix therefore serves as a teaching tool schoolwide and in every location of the school:

HAWKS S.O.A.R. in All Locations							
S.O.A.R.	Learning Areas	Hallway	Playground	Washroom	Tech Lab	Library	Office
S is for ... <b>Self-Control</b>	<ul style="list-style-type: none"> <li>Keep your hands and feet to yourself.</li> <li>Use materials and equipment appropriately.</li> <li>Use an appropriate voice level.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hands and feet to yourself.</li> <li>Face forward in line.</li> <li>Always walk to the right in hallway.</li> <li>Use voice level 1.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hands and feet to yourself.</li> <li>Be aware of activities around you.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your hands and feet to yourself.</li> <li>Respect others' space and privacy.</li> <li>Use voice level 1.</li> </ul>	<ul style="list-style-type: none"> <li>Handle devices with care.</li> <li>Only use technology as directed by an adult.</li> <li>Use voice level 1.</li> </ul>	<ul style="list-style-type: none"> <li>Use space safely.</li> <li>Handle books with care.</li> <li>Use voice level 1.</li> </ul>	<ul style="list-style-type: none"> <li>Always walk.</li> <li>Sit quietly and properly on a bench.</li> <li>Use voice level 1.</li> </ul>
O is for ... <b>On Task</b>	<ul style="list-style-type: none"> <li>Be on time and remain on task.</li> <li>Participate in class activities as directed.</li> <li>Use whole-body listening.</li> </ul>	<ul style="list-style-type: none"> <li>Use whole-body listening to adults' directions.</li> <li>Walk in a single file.</li> <li>Stay clear of doors.</li> </ul>	<ul style="list-style-type: none"> <li>Follow playground rules.</li> <li>Line up when asked.</li> <li>Face forward in line.</li> <li>Stay in line when walking in and out of buildings.</li> </ul>	<ul style="list-style-type: none"> <li>Be quick.</li> <li>Be quiet.</li> <li>Be clean.</li> </ul>	<ul style="list-style-type: none"> <li>Attend to tasks on devices as assigned by the teacher.</li> <li>Return devices to the appropriate location after use.</li> </ul>	<ul style="list-style-type: none"> <li>Stay at your space.</li> <li>Ask questions to adults in the room when needed.</li> <li>Complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Use whole-body listening.</li> <li>Complete tasks or errands quickly.</li> </ul>
A is for ... <b>Achievement</b>	<ul style="list-style-type: none"> <li>Give your best effort.</li> <li>Be prepared and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination.</li> <li>Use hooks to hang your belongings.</li> <li>Place shoes neatly against the wall.</li> </ul>	<ul style="list-style-type: none"> <li>Line up quickly to be able to return to class.</li> <li>Invite others to join in.</li> <li>Dress appropriately for the weather.</li> </ul>	<ul style="list-style-type: none"> <li>Use H.E.S. sign out &amp; in sheet.</li> <li>Flush toilet and wash hands.</li> <li>Dispose of paper products properly.</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to learn new technological activities or task.</li> <li>Use all equipment properly and for academic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Leave tables and shelves neat and tidy.</li> <li>Read or work quietly on all assignments or tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Work quietly on all assignments or tasks.</li> </ul>
R is for ... <b>Respect</b>	<ul style="list-style-type: none"> <li>Treat others as you want to be treated.</li> <li>Use kind words.</li> <li>Help and share with others.</li> <li>Raise your hand.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of others.</li> <li>Respect others and their property.</li> <li>Remove your hat or hood.</li> </ul>	<ul style="list-style-type: none"> <li>Place litter in the garbage.</li> <li>Use and share all equipment properly.</li> <li>Report problems to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Keep the washroom clean and dry.</li> <li>Wait your turn.</li> <li>Report problems to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Sign out of your account.</li> <li>Charge a device when finished with it.</li> <li>Keep all areas tidy.</li> </ul>	<ul style="list-style-type: none"> <li>Return all books on time.</li> <li>Keep all areas tidy.</li> </ul>	<ul style="list-style-type: none"> <li>Enter the office area quietly.</li> <li>Wait patiently for an adult.</li> <li>Be polite.</li> </ul>

### 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:

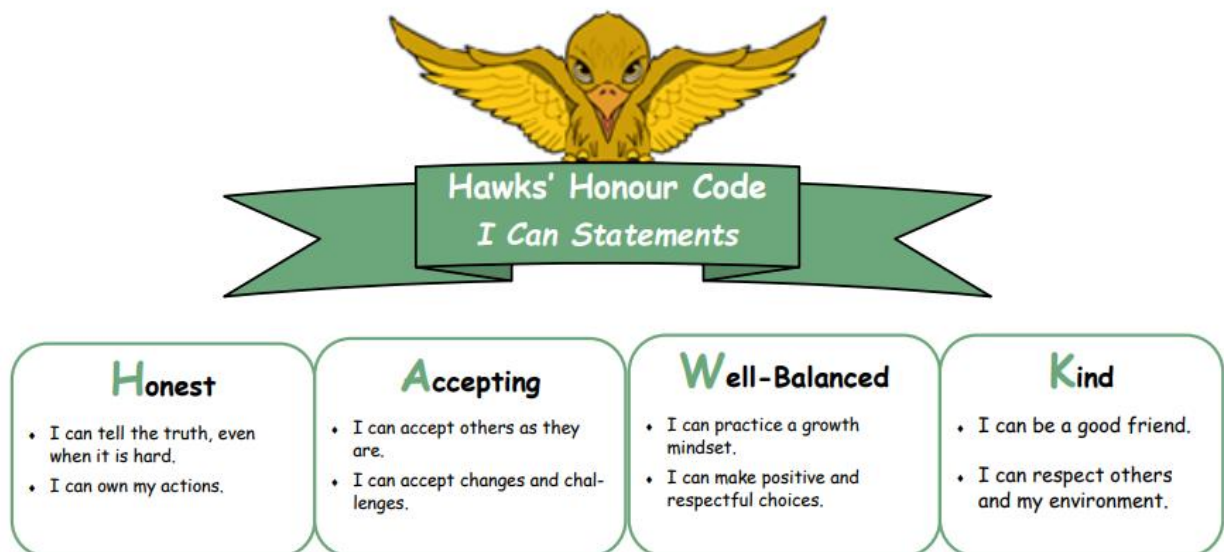
H.E.S. operates on the philosophy that all students have the right to learn. To do so each student must be in a school climate that is satisfying and productive, without disruptive behaviour by a student infringing upon the rights of others. Home and school alike must share the responsibility for acceptable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

to any situation. Our discipline policy reflects the belief that students can and will make good choices if they are allowed to decide, given the positive support they need, and held accountable for their decisions. 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.

Through our **S.O.A.R. Expectation Matrix** as well as our **HAWKS' Honour Code**, the staff of Hampton Elementary School diligently and gently teach children a variety of expected behaviours, routines, and skills. It is also possible that students who do not master these behaviours and routines may need extra practice to meet our school expectations. These behaviours 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 expectations.

### HAWKS' Honour Code - Code of Conduct



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

Inappropriate behavior may result in a range of consequences administered by the classroom teacher. These consequences can include sitting in a designated area during recess for a time out, walking and talking with a staff member, reflecting on one's behavior, and/or meeting with the school's administration team.

## 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.

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 transportation office. 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 alternate request at least 48 hours in advance and satisfy their requirements. 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://curriculum.nbed.ca>

### 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) Allows parents 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



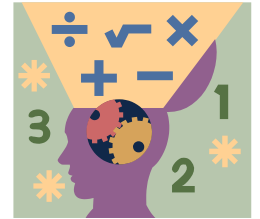
6. Conventions



## 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 administrative assistant 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 for 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 (ex. 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. Following a student's absence, parents are required by to send a written note to the teacher.

## Nut Free / Scent Reduced 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).

**All district buildings are scent reduced.** Several students and staff are allergic to scented products; therefore, 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
Conjunctivitis (Pink eye)	Exclude until seen by a healthcare provider, if there is a thick white or yellow discharge, fever, eye pain or eyelid swelling or significant watery discharge. At least 24 hours of treatment may be required before returning to school. No exclusion if have pink eyes with no or minimal clear or watery discharge without fever, eye pain, or eyelid redness.
Cold sores (herpes simplex)	Exclusion is not usually required (unless significant drooling that cannot be controlled)
COVID-19/Influenza/RSV	Exclude until symptoms have improved and child has not had fever for 24 hours.
Diphtheria	Exclude until medical clearance (written note from health care provider)
E.coli (Verotoxigenic)	Exclude as recommended by Public Health.
Gastroenteritis (diarrhea and/or vomiting not due to an identified chronic condition.)	Exclude until free of diarrhea/vomiting for 48 hours. For certain causes of gastroenteritis and in outbreak situations, longer periods of exclusion may be needed. Contact Public Health for advice.
Group A streptococcal (GAS) infection (pharyngitis/ tonsillitis [strep throat], scarlet fever, impetigo)	Exclude until 24 hours after starting antibiotic treatment.
Hand-foot-and-mouth disease	Exclusion is not usually required (unless significant drooling that cannot be controlled)
Hepatitis A	Exclude until 1 week from the onset of illness/jaundice.
MRSA (Methicillin-resistant Staphylococcus aureus)	Exclusion is not usually required. (unless skin lesions (e.g. boils) cannot be covered). Seek medical advice for contact sport participation.
Measles	Exclude until 4 days from the onset of rash.
Meningitis (Meningococcal (Invasive) Disease)	Exclude as recommended by Public Health.
Mumps	Exclude until 5 days from the onset of gland swelling, if non-immunized contacts are present.
Pertussis (whooping cough)	Exclude as recommended by Public Health.
Ringworms	Exclude until treatment started.
Rubella (German measles)	Exclude for 7 days after onset of rash.
Scabies	Exclude until 24 hours after treatment.
Shingles (herpes zoster)	Exclusion is not usually required (unless skin lesions (spots) cannot be covered)
Varicella (chickenpox)	Exclude until child feels well enough to return to school.
<b>EXCLUSION IS NOT REQUIRED FOR THE FOLLOWING:</b>	
Cytomegalovirus infection, HIV, Hepatitis B, Hepatitis C, Molluscum contagiosum, Mononucleosis (EBV infection), Pediculosis (Head lice), Pinworms, Roseola infantum (sixth disease, exanthema subitum), Fifth disease (erythema infectiosum), or Thrush (candida)	
However, students should be fever-free for 24 hrs without using fever-reducing medications, free of vomiting and/or diarrhea for 48 hrs, and well enough to attend school.	

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

NB8582 3/2022

## School Closures in Inclement Weather-*Snow line*:

1-855-535-7669 or [www.asd-s.nbed.nb.ca](http://www.asd-s.nbed.nb.ca) or Follow on twitter [http://twitter.com/ASD\\_South](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 and lacrosse 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 independently. **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 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. These students also help with recycling including the collection and sorting of paper, cardboard, plastics, and metals.

## Visitor Sign In

All visitors must have a scheduled appointment to come into the school to minimize interruption to learning. 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. All visitors will be asked to sign in. 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 an award for their contributions to the positive learning at our school!



## School and Supplies Fees--\$60 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 \$20.00 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 Megan Donovan at [megan.donovan@nbed.nb.ca](mailto:megan.donovan@nbed.nb.ca) or the office at 832-6021 if you need to make alternate arrangements.

## 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) to help save the amount of paper we send to your home. Our weekly communication is sent home on Friday afternoons or during the weekend.

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 an issue. It is important that parents and caregivers support the school in its constant drive to raise standards and we would much rather discuss a 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".

**The ZONES of Regulation®**

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

## **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/vulnerable sector check. Criminal record/vulnerable sector 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** – We continue 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 each year.

### **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 5-22 and will refer to it over the school year as necessary:**

Student Name: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

## Hampton Elementary Student Handbook Scavenger Hunt

Name of Parent: \_\_\_\_\_ Phone number: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

**Please fill in your answers and return this page to homeroom teachers by Thursday, Sept. 18, 2025.**  
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:

H \_\_\_\_\_ A \_\_\_\_\_ W \_\_\_\_\_ K \_\_\_\_\_

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)

DOODLE PAGE!