

ADAMS ROAD ELEMENTARY

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Mrs. J. Kennett, Principal
Mrs. T. Da Costa, Vice Principal

September 5, 2017

WELCOME TO ADAMS ROAD ELEMENTARY!



We hope that you all had a great summer and you are looking forward to a wonderful school year at Adams Road.

I would like to take this opportunity to welcome all of our returning Adams Road families and give a warm welcome to our many new families. I would also like to say thank you for being so welcoming to me as I begin my first year at Adams Road. Our staff members have been working very hard to ensure all of our students have a smooth, productive and welcoming first week at school.

"WELCOME WEEK"- September 7-9th

Our staff has planned a 'Welcome Week' for our first few days back to school. Students will be involved in a variety of activities in their grade groups. Students will line up and be dismissed at the same locations as today.

Grade 1 A-L-room 112
Grade 1 M-Z room 111
Grade 2 A-L- room 202
Grade 2 M-Z room 106
Grade 3 A-L- room 201
Grade 3 M-Z room 204
Grade 4 A-L- room 210
Grade 4 M-Z room 206
Grade 5 A-L- portable 542
Grade 5 M-Z portable 523
Grade 6 A-L- room 207
Grade 6 M-Z room 545
Grade 7 A-L- room 211
Grade 7 M-Z room 212

* Drop off/pick up by signs posted outside

Teachers will rotate between the classes to lead a variety of fun and engaging activities. Our main goal of the week is to make all of our students feel a part of the Adams Road community through collaborative team building and learning activities. This schedule also provides our staff with some flexibility while student registrations are confirmed.

BELL SCHEDULE

8:30	Welcome bell
8:35	Morning instruction begins
10:15-30	Recess
11:40	Lunch (play)
12:05	Lunch (eat)
12:25	Lunch ends
12:30	Afternoon instruction begins
2:30	Dismissal



STUDENT ABSENCES

If your child is going to be absent from school, we would appreciate it if you would phone before school to let us know. We have a call home



program to ensure student safety on the way to school and, if we are not informed of student absences, the secretaries must spend a great deal of time calling student homes. Your help with this would be much appreciated. **The school**

phone number is 604-595-1070.

PARKING

Parking is always a challenge at any school. Please be respectful of others and remember you are a role model for your child or children. Safety of all the students including your child should always be more important than convenience.



Things to remember:

- Parking in front school lot is for staff only.
- Front area is for quick drop off and pick up only (do not leave car).
- Parking is available in adjacent city lot or on 67th Avenue.

ATTACHMENTS (also available on website)

- Combined class district information
- Class placement district information

SCHOOL WEBSITE

All official school communication and information will be posted on our website. Our site is updated regularly with information during the school year. To receive all updates please go to www.surreyschools.ca/adamsroad and be sure to enter your email to subscribe to our distribution list.



'SCHOOL LINK' APP for iphone/ipad

Now available for iphone/ipads you can get the 'school link' app free from the app store. Select Adams Road to follow and all website posts will be automatically sent to your mobile devices immediately as a news feed.

FOLLOW US ON TWITTER TOO!

We have a school twitter account that we will also be using to send out quick, timely information. Follow us at [Adams Road sd 36](#).

CLASS PLACEMENTS

Placement of students into classes is done through school-based professional decisions. The teachers at

Adams Road work carefully and collaboratively to determine the most suitable placement for your child based on the following criteria:

- Student intellectual, social and emotional development
- Learning styles and strengths of students
- Degree of independence
- Integration of students with special needs
- Social compatibility
- Gender balance
- Maintaining reasonable teacher-student ratios

While we understand that there are varying opinions on combined grade classes, it is also not appropriate to request that your child be placed in a straight grade. It is important to understand that even in a single grade there is still a range of strengths and abilities. Combined classes have many educational benefits. Teachers are well qualified to teach both grades in a combined class.

With the trust and support of you at home, we are confident that all children will be placed in classes that will allow them to have a productive and rewarding school year. Your patience and understanding, as we finalize our classes, is greatly appreciated.



As the commute back to school begins, please remember the following and consider other options rather than always driving.

Keep our students safe by:

- Follow the above parking and drop off/pick up procedures.
- Drive safely, be patient and take your time.

- Use crosswalks to cross street.
- Walk on sidewalks avoiding walking through parking lots.
- Walk to school its healthy.

- Bike to school we have lots of parking for bikes.
- Park at a friend's house and walk the rest of the way.
- Arrange drop off with other families and walk together as a group.
- Carpool with other families.



Combined-grade classes: Learning together

Combined-grade classes consist of students in two consecutive grades grouped together in one class. They are common both locally and internationally, with “one out of every five Canadian students enrolled in a multi-grade classroom” according to at least one study. There is a good chance that Surrey children will have the experience of being in a combined-grade class during their elementary school years.

Organizing classes to best meet the needs of all students is a complex process. While practical factors such as shifting enrolment, class size and composition influence the formation of classes, the Surrey School District is committed to creating balanced classes that focus on students’ learning strengths and the needs of the whole child.

There are academic as well as social benefits to combined-grade classes. Studies indicate that children in combined classes do as well academically as children in single grades.

Research has shown that combined classes:

- allow students learn from one another,
- provide models for younger students,
- help older students see what they’ve already learned,
- provide opportunities for a greater range of learning,
- encourage students to work together,
- promote social responsibility,
- help students to become independent and
- foster a positive attitude toward school.

Students in combined classes are not held back to the level of younger students, nor are they expected to handle work beyond their ability. In every classroom, there is a wide range of skills and abilities. Children mature at different rates in various aspects of development. Teachers are aware of these individual differences and structure learning activities according to the needs of each learner.

Children learn continually; their intellectual, social and personal development does not occur in discrete steps according to grade level. Studies have found that on average, a single-grade class includes students whose development spans five years. The developmental range in a combined class is not significantly different.

Within the combined class there will be children of both grade levels with similar levels of performance. Whether a child is gifted or needs considerable assistance, each will be challenged to excel as much in a combined class as he or she would be in a single-grade class.

Researchers have reported successful learning is less dependent on how students are grouped into classes, than on the quality of instructional practices.

For more information on the research into combined-grade classes, please visit the Surrey School District website: District Departments, Research and Evaluation Department, Research Currents and click on [Learning Together: Research into Combined and Multiage Classes](#).



As students settle into their new classrooms, we are often asked how decisions are made regarding the organization of classes.

Placement of students is determined by the following criteria:

- student intellectual, social and emotional development
- learning styles and strengths of students
- degree of independence in student work habits
- integration of students with special needs
- separating students who do not work well together
- maintaining appropriate teacher-student ratios

As much as is possible, attempts are made to have balanced class sizes. The composition of students in a particular class as determined by these criteria may provide compelling reasons for having one class smaller and another larger.

Some small groups are deliberately kept together if they form a unique group for instructional purposes, as in the case of ESL students. Gender and social compatibility are also considered. We try to ensure that there are close to an equal number of boys and girls and that some who are positive leaders are included in each class.

We take pride in the diversity of students enrolled in our public schools. Therefore, children who exhibit learning disabilities, as well as others with vision or hearing disadvantages are included and considered in the organizational plan. While participating in regular classrooms, these children receive additional support and assistance in their learning programs from specialist teachers in regular classrooms and resource rooms. These students may also receive assistance from trained teacher assistants and/or a helping teacher.

The placement of students must be determined through school-based professional evaluations. Teachers have knowledge of the academic needs of children and therefore can best determine where individual children should be placed.

Parents are often able to provide the school with important information that can assist in the placement of students. Parents should advise the school of personal, educational or social information which could affect a child's placement. However, a request for a specific teacher or class is not appropriate.

After discussion with staff members and administration, some initial decisions regarding student placements are made in June. These early placements are subject to the realities of the number of students that appear in September. Even then, numbers can change during that first month, requiring changes in the first weeks of school. This is why principals say class assignments are temporary during the first part of September.

Children are sometimes unhappy with their placement and may need parent support to gain understanding and acceptance. Generally, our experience is children easily adjust within the first few weeks, and it is in everyone's best interest when parents help to facilitate this adjustment.

Home and school support and cooperation in explaining to children the need for the changes has shown the most positive results and encouragement for students adapting to a new classroom.

If your child has been reassigned to a new classroom grouping, please help to make the transition a positive experience.
