

École Crescent Park Elementary

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Principal's Message

École Crescent Park Elementary school staff would like to extend a warm WELCOME BACK to the school community! It's been a beautiful summer but we are happy to be back and look forward to catching up with students and parents as the year begins.

I am excited to begin another year as Principal at École Crescent Park, and am looking forward to continuing to work with our amazing families. My door is always open to you – if you have questions, concerns, or would just like to stop by to introduce yourself, please don't hesitate to come and see me!

Mrs. Jolene Elder

Day Two at École Crescent Park!

On Wednesday, September 4th, students in grades 1-7 will begin full day attendance. Classes begin at 8:35am and students will be dismissed at 2:28pm. For the next several days, students will be working in grade groupings until the final class organization has been determined. It is our goal to have students in their classes as soon as possible, however it may take a little longer than we would like, as the school and the district work through class growth organization. In the meantime, students will meet in their assigned grade group locations outside each morning and will be dismissed from the same location at the end of the day. Please help your child understand that any groupings they are placed in this week ***are temporary***. During this time, we ask that you trust our staff's professional judgment as we thoughtfully create class placements that best meet the needs of all our students. Our staff is dedicated to ensuring each child's success, and we appreciate your support in respecting the process. Kindergarten students will follow the attendance format that was provided in the K-package that was shared out.

Students not yet registered must report to the office.

Consent Package

At the beginning of each year there are various forms for parents to check and fill out if they haven't already done so. To reduce the number of times we ask you to respond, we have summarized much of the information into a single consent package. This will go home once students are in their permanent classes. Please read the forms carefully and fill them in ***completely***. Please return them to school as soon as possible to facilitate our record keeping.

Media Release forms are now kept in student files and carried over year to year. Only new students will receive a media release form. If you would like to make a change to your child's media consent, please come by the office directly.

Upcoming Events

September 19

Student Photos

September 24

Meet the Teacher BBQ 5-6 pm

September 26

Orange Shirt Day

Tery Fox Run

September 27

Non-Instructional Day

No School for Students

September 30

National Day for Truth &

Reconciliation

School Closed

School Supplies and Planners

Our school supply lists are available at the office and online if you did not pre-order supply kits. If you have not yet had a chance to pick one up, please check online or come by as soon as possible as the stores quickly run out of selection.

Students in grades 1-7 are expected to purchase a planner. Each planner costs \$5.00 per student. Included in the planner is information regarding school conduct and district information. In addition, it is a useful tool for the organization of student learning and communication between home and school. Please take some time to read through the information and to check it daily when your child(ren) arrive home. Planners will be sent home once officially classes are assigned.

Medical Alerts



At the start of each year, parents are responsible for notifying the school and/or updating the medical alert forms regarding any life-threatening condition(s) their child(ren) may have (for example, severe allergies such as bee stings or nuts, asthma, diabetes, etc.). These forms are available at the office and need to be updated annually. **Please inform the office of any concerns**

as soon as possible.

Technology at School

Cell phones and multimedia devices are only to be used by students inside school buildings or school related functions with permission from the teacher or administration for educationally sound reasons. When these devices are not in use, they should be silenced, kept out of sight and safely stored. The school assumes no responsibility for the personal property of students, including multimedia devices. Students are to be aware that they may be subject to discipline (or, if applicable, confiscation of personal property) for misuse of technology if it negatively impacts on the school environment.



School Cash Online

Our school district is supporting the use of School Cash Online, which provides you with the convenience of paying online for school items such as trips, club/athletic fees, spirit wear, etc. We really want to save you time when paying for school expenses, so we can't wait for you to take advantage of this opportunity. School Cash Online is a great way to pay without the need for cash or cheques! A form with instructions on how to sign up is available if you are not signed up already. While there may be a slight delay in sign up due to the new school year roll-over, please be sure to check back regularly.



School Bell Schedule

A great day begins with arriving on time. Please help your child have a great day, every day!

Warning Bell: 8:30am
Classes Begin: 8:35am
Recess: 10:15-10:30am
Classes Begin: 10:30
Lunch: 11:43-12:28
Classes Begin: 12:28
Dismissal: 2:28

Students play from 11:43-12:05 and then eat lunch on Monday, Tuesday, Thursday and Friday.

Students eat lunch then play from 12:00-12:28 on Wednesday due to PACs hot lunch.

Orange Shirt Day

With Orange Shirt Day coming up quickly on **September 26**, anyone interested in ordering an Orange Shirt, they will cost \$10. Please return order forms and payment by Thursday September 12 @ NOON



Class organization

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.

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](#).

