



Crestwood STEM School

Student Handbook

2025-2026

“Igniting Hearts and Minds”

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DIRECTORY

MHPSD Board of Trustees

Chair	Ms. Catherine Wilson
Vice Chair	Mr. Pat Grisonich
Trustee	Ms. Deborah Forbes
Trustee	Mr. Rick Massini
Trestee	Ms. Yvonne Sissons



MHPSD School District Personnel

Superintendent of Schools Deputy Superintendent	Mrs. Tracy Hensel
Associate Superintendent: Human Resources	Mr. Jason Peters
Associate Superintendent: Student Services	Mr. Cody Edwards
Business Administration & Secretary Treasurer	Mrs. Leanne Dulle
Director of Facilities	Mr. Brian Schaffer
Director of Information and Technology	Mr. Edward Lipin
Director of Learning and Partnerships	Mrs. Carla Carrier
Transportation Coordinator	Mr. Travis Evans
Director of Finance	Mrs. Bailey O'Reilly
Director of Learner Supports and Services	Mrs. Joanne Stockman
Director of Psychology Services	Mrs. Claire Petersen
First Nations, Metis & Inuit Coordinator	Mr. Darrell Willier
First Nations, Metis & Inuit Support Worker	Ms. Shirley Boomer Ms. Courtney Lagasse

Meet The Crestwood Admin Team



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Ms Emily Rae Burke
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Crestwood School Staff

Early Learning Program	ELP	Nancy Cruz	Room 7
Kindergarten	AM	Rebecca Windjack	Room 9
Play and Learn	P & L	Tammie-Lynn Bolton	Room 7
Grade K/1	1TR	Taylor Ristau	Room 4
Grade k/1	1DM	Dalyce Mundle	Room 5
Grade 2	2MS	Krystal Martin	Room 1
Grade 2	2MS	Makayla Schultz	Room 2
Grade 3	3AB	Abbe Barton	Room 10
Grade 3	3SM	Stacey McBain	Room 12
Grade 4	4MT	Maria Thompson	Room 11
Grade 4	4BP	Brittney Peters	Room 13
Grade 5	5MJ	Marsha. Johnson	Room 17
Grade 5	5MB	Michelle Butchart	Room 15
Grade 6	6TS	Tyler Sandau	Room 16
Grade 6	6LB	Lindsay Barron	Room 19
PE Specialist		Sara. Thome	Gym
Head Custodian		James Worth	Day
Custodian		Erin Toole	Evening
Housekeeper		Brenda Morrey	Evening
Support Staff		Dawn Allan Tammie-Lynn Bolton Kim Deren Tammie Gader Meghan Mack Alicia McNabb Rose Mock Jody Selwood	

Crestwood School Goal and Plan

Crestwood School Vision

Learning IN and THROUGH STEM (Science, Technology, Engineering & Mathematics)

Crestwood School Mission

Crestwood's STEM- centered programming fosters an inclusive approach to learning, nurturing collaboration, communication, critical thinking, and creativity. We inspire students and staff to embrace themselves as innovators and problem solvers for the challenges they face, cultivating a mindset for lifelong learning and success.

Crestwood School Belief Statements

- We believe that every student deserves to learn in a **safe, nurturing, and inclusive environment**. By promoting positive behavior, fostering a culture of acceptance and understanding, and providing access to resources for mental and emotional well-being, we ensure that all members of our school community feel respected, supported, and valued.
- We believe in the power of **community and partnerships** to enrich the learning experience. By fostering strong connections with families, local businesses, and organizations, we create a collaborative environment where every individual is valued and supported in their educational journey.
- We believe in the importance of **evidence-based practice** to guide our teaching and decision-making processes. By staying informed about the latest research and best practices in education, we ensure that our instructional methods are effective and engaging, setting our students up for success in an ever-changing world.
- We believe that **collaboration** among students, educators, families, and the community is essential for fostering a rich learning experience and preparing students for success in an interconnected world.
- We believe in nurturing effective **communication** skills in our students, empowering them to express their ideas, listen actively, demonstrate empathy and be open to feedback from others. We value showcasing student learning to the wider community, celebrating achievements and fostering a sense of pride and accomplishments.
- We believe in fostering a culture of **critical thinking**, where students are encouraged to ask questions, analyze information, and evaluate evidence to make informed decisions and solve complex challenges fostering a sense of agency and efficacy in their learning and lives.

- We believe in nurturing **curiosity and creativity** in all aspects of learning, encouraging students to explore, experiment, and innovate as they develop solutions to problems, adapt to new challenges and create new possibilities through resilience and a growth mindset. .
- We believe that **meaningful relationships** are the foundation of a supportive learning community. We value cross grade learning opportunities to develop leadership and mentorship opportunities for students fostering empathy, respect, open communication and collaboration empowering and inspiring each student to reach their full potential.
- We believe in fostering a love of learning that extends beyond the classroom, inspiring students to pursue their passions and explore new interests. This includes providing students with real world experiences and **STEM opportunities connected to nature and the world around them.**

Crestwood School Goals

The Crestwood School Administration and Staff have committed to the following goals for the school year. (Please refer to our Assurance Plan posted on our website for the full document)

Goal 1: In what ways and to what extent does a whole-school focus on belonging, inclusion, and emotional safety enhance student well-being, connection, and readiness to learn?

Goal 2: In what ways and to what extent does designing engaging, inclusive STEM learning—integrating voice, choice, and feedback—impact student engagement, learning outcomes, and self-efficacy?

Crestwood School Code of Conduct

Rationale

The focus of school management is to allow all students to develop to their fullest potential. Its aim is to provide general and specific guidelines to ensure that discipline issues are dealt with consistently throughout the school. It is understood that management of student behaviour is a shared responsibility that is to be assumed by all staff members. Expectations must be clearly established to provide students with a behavioural framework from which to operate.

Goals

- To provide a caring, nurturing and safe school in which we are respectful of the rights and property of others
- To create a positive learning environment
- To encourage each child to take responsibility for his/her own actions by creating awareness and accountability for choices
- To encourage students to be self-reflective as they develop strategies to solve their own problems
- To offer guidance and support to students
- To promote the development of self-discipline
- To ensure the principle of due process

Student Responsibility

As defined by the Education Act, a student, as a partner in education, has the responsibility to:

- attend school regularly and punctually
- be ready to learn and actively engage in and diligently pursue the student's education
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging
- respect the rights of others in the school
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means
- comply with the rules of the school and the policies of the board
- co-operate with everyone authorized by the board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct
- positively contribute to the student's school and community

Parent Responsibility

As defined by the Education Act, A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to:

- act as the primary guide and decision-maker with respect to the child's education
- take an active role in the child's educational success, including assisting the child in complying with section 31
- ensure that the child attends school regularly,
- ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment
- co-operate and collaborate with school staff to support the delivery of supports and services to the child
- encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school,
- engage in the child's school community

Classroom Management Plan

As child psychologist Ross Greene suggests, "Kids do well if they CAN...if kids could do well, they would do well." (mykidslocker.com) It is important that we all work to remove as many barriers as possible for each student to support their socio-emotional and academic growth.

Discipline is an educational process involving a progressive multi-step approach designed to assist students in understanding the parameters of acceptable behaviours, while concurrently fostering self-regulation and responsible action. In preparation for functioning in the world at large, the student must assume an active role in resolving his or her own problems appropriately with school personnel facilitating the growth process toward self-regulation, self-reflection and a strong self-concept. By making students aware that every choice of action has a consequence - good or bad, a sense of responsibility and accountability for those choices is developed. Effective school management ensures the school climate is conducive to learning and that each student is treated with respect, dignity and fairness in accordance with stated guidelines. A **restorative approach** will be taken in dealing with challenging situations.

Each teacher will establish a classroom management plan to support responsible and positive student behavior which includes an understanding of individual needs and contexts and attention to the classroom room environment and differentiation of learning to support each student.

Definition of Behaviour

Rude: Inadvertently saying or doing something that hurts someone else.

Mean: purposefully saying or doing something that hurt someone else maybe once or twice.

Bullying: The School Act defines bullying as “repeated and hostile or demeaning behavior by an individual in the school community where the behavior is intended to cause harm, fear, or distress to one or more individuals in the school community, including psychological harm, or harm to an individual’s reputation”.

Discrimination: The denial of individual rights and freedoms in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

Harassment: Any behaviour that in effect or intent disparages, humiliates, or harms another person or class of persons. It is behavior that denies dignity and respect and is demeaning and/or humiliating to another person or class of persons. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability, race and/or sources of income or family status. Sexual harassment is any unwelcome behaviour that is sexual in nature. Such behavior may directly or indirectly affect or threaten to affect in an adverse manner a student’s wellbeing and/or learning environment. The behavior does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows or ought reasonably to know, that his or her behavior is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written,

and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

POLICIES

Accidents

The staff offers only minimum first-aid treatment in case of injury. We always attempt to contact the parents if the personnel consider the injury or illness to be serious. Unless it is an absolute emergency, school personnel cannot take a child to a doctor. Staff must complete an accident report form through Hour Zero for each accident that they are involved in.

Administration & Storage of Medication

Under certain circumstances your child may require medication administered during school hours. We require a copy of the prescription, including instructions for administration. Please come in and complete a form from the office. This must be completed before any medication can be given. When students require medication to be at school for medical conditions, the “Medication Administration” form must be completed at the beginning of the school year and updated on a yearly basis.

Allergies

Crestwood is an allergy aware building. This means we ask our community to be aware that some allergies can be life-threatening and that as a community we need to take precautions to ensure all students are safe at school. Our policy will be responsive to the individual needs of each classroom.

Arrival At School & Attendance

Students should not arrive at school earlier than 8:45am because supervision is not provided earlier than this time. Should parents wish their student to arrive at school earlier than 8:45 am, arrangements must be made for them to attend the available Child Supervision Program - YMCA. Visit Crestwood School website for more information.

A good attendance record for all students is encouraged to enhance good learning. When your child is absent from school, please report the absence through Edsby or call the school 403-527-2257.

All grade levels have assigned entrance and exit doors to support a transition:

- Bus students: Front doors

- Grade 4-6: back door near parking lot

- Kindergarten—Grade 3: Doors on the tarmac area

Buses and Bus Safety

Many students are bussed to Crestwood School. Although we have very few behavioural problems on the bus, occasionally problems do arise.

Students and parents are reminded that students are responsible to the bus driver while they are transported to and from home. Should problems arise, we request parental involvement to help us solve them. Students may be suspended from riding the school bus for a period of time for misbehaviour and may result in loss of bus privileges for the remainder of the school year.

In order that students may have a safe and enjoyable ride to and from school, we hope they will follow these rules on the bus:

Bicycles & Scooter Safety

Bicycle racks are provided for those who ride their bicycles to school. All bicycles must be placed in the racks. It is strongly suggested that they be locked. Students are not allowed in the bike racks once their bicycles have been parked. Also, students are requested not to leave bicycles overnight at the school, as we cannot guarantee their security.

All students who are cycling, skateboarding, rollerblading, etc. must wear a helmet when they come on school property as required by the Safety Guidelines for Alberta Schools.

Cards and Other Trading Items

We ask that students please leave cards (ex. Pokémon) and trading items at home, as trading is not allowed in school. Additionally, items of value could be lost or damaged.

Cell Phone & Electronic Device Policy

To minimize disruptions to learning, students are encouraged to refrain from bringing cell phones to school. Phones are available in every classroom and the office for students use during school hours with teacher/secretary permission. Cell phone use guidelines are as follows:

Personal Mobile Devices are defined as any personal electronic device that can be used to communicate with or access the internet, such as a cellphone, tablet, laptop, smartwatch or gaming device.

Learning Devices are Chromebooks, laptops and tablets that are used for educational purposes. Teachers will indicate if there are specific learning situations that support cellphone, smartphone, smart watch and headphone use.

Social Media is defined as internet-based and mobile technologies providing communications through interactive or social dialogue. Examples include but are not limited to: Instagram, Facebook, Twitter, Snapchat, TikTok, WhatsApp, Telegram, etc. All social media sites will be blocked on the BYOD WiFi network and on school learning devices.

Student/Guest access to WiFi | Schools will not allow students or guests to have open access to WiFi. MHPSD Bring Your Own Device (BYOD) WiFi access will only be provided for registered learning devices (such as laptops, Chromebooks and tablets). Cellphones, smart phones and smart watches will not be allowed to access to the BYOD WiFi network, except for medical or specialized learning needs. Parents are advised to review these changes with their children to avoid data charges on their cell phones.

General Guidelines

- Students are strongly encouraged to keep their cellphones and smartphones at home. If students choose to bring their mobile devices to school, our staff are not responsible for lost, theft or damage.
- Cellphones, smartphones and headphones/ear buds will not be permitted during instruction; they will be kept on silent and out of sight (stored in school approved locations, such as a backpack, cubby, or a space provided by your teacher).*
- Teachers will indicate if there are specific learning situations that support cellphone, smartphone, smart watch and headphone use.
- Personal mobile devices are kept on silent and out of sight in washrooms or changerooms
- SmartWatch notifications are turned off during instruction.
- Learning devices will be permitted for educational purposes at the teacher's discretion. Learning devices can be registered to the BYOD WiFi network.
- Cellphones, smart phones and smart watches will not be allowed to access to the BYOD WiFi network, except for medical or specialized learning needs.

Students are responsible for their electronic devices and are expected to use technology in an appropriate manner which will be monitored by the classroom teacher. In addition, staff will support students to ensure that they understand the internet acceptable use agreement as outlined by the MHPSD.

Chromebooks

All students in grade 3-6 must have their own Chromebook or equivalent device to support their classroom learning.

CHROMEBOOK POLICY

All grade 1 and 2 classes will have class sets of Chromebooks in tech tubs or carts assigned to their homeroom. Teachers will assign these to each child, and they will remain at the school.

Students in grade 3-6 should have their own devices. If they do not, they may sign out a long-term loaner through the library. These devices will remain at the school and are not permitted to be sent home.

If students are ill and require a Chromebook at home, they will complete the district loan form permitting use off campus. Students will be responsible for any damages.

If students forgot their device, they may sign out a loaner Chromebook for the day through the library for personal use in the classroom. These must be returned at the end of the school day.

Communication

Communication with our partners is essential to build trusting relationships. During the first weeks of school, each teacher will make a personal phone call to each parent with an introduction and invitation to begin to establish this relationship. In addition, it is

expected that our staff will engage in regular communication with parents regarding the learning of their children frequently between the scheduled reporting periods.

Parent council has supported the purchase of Inquiry and Field Studies journals to help collect evidence of learning in core subjects and improve communication of individual student learning. All journals will be stored by the teacher and shared with families during open house events. They will be forwarded to the next years teacher and sent home with students once they are full.

- Inquiry Journals: Teachers will collect evidence of learning connected to curriculum outcomes in Language Arts, Mathematics, Social Studies, and Science on a weekly basis using Inquiry Journals. Each entry in the journal will include learning outcomes and use proficiency scales to facilitate conversation between the learner and others about their growth.
- Field Studies Journals: Students will use field studies journals to collect evidence of learning while in the field. The focus of these journals will be to capture the scientific process of learning when in the field.

Connected to STEM and options, we will have an exhibition of learning at the end of each option rotation. This will be a school wide open house where we will invite families into the school to engage in the learning process with their children.

Get Connected Through Edsby

Edsby is the main platform that teachers will use for communication within Medicine Hat Public School Division. At Crestwood, you can expect that teachers will send a weekly message about upcoming events and an area of academic focus to provide conversation points about learning at home with your child. Teachers may also share learning experiences connected to a learning outcome using Learning Stories in Edsby with parents. This evidence will provide frequent and regular communication of learning and growth throughout the school year and transparency of assessments connected to outcomes and criteria. A variety of learning should be shared throughout various subjects. In addition, report cards are published three times per year on the Edsby application.

As well, we have a school webpage, Facebook and Instagram page, that will offer you a glimpse into the learning within the school day. This will be a secondary source of communication and may be updated as frequently.

Crestwood School Advisory Council

All parents and guardians of students attending Crestwood School are eligible members of School Council. All parents are invited to attend monthly meetings and special functions, provide feedback to school administration, and to vote for plans or changes that are discussed at Council meetings. Councils' main goals are to:

- promote communication between parents and school staff
- promote cooperation between parents and school staff

- consider and make recommendations about educational policies, plans, and operations within the school
- recommend, assist, and participate in educational/family activities within the school
- assist and sponsor fund raising projects

Council meetings are held from 9:15 a.m. - 10:15 a.m., in the cafeteria once a month. Your involvement is your opportunity to become more aware of your child's learning environment.

Crestwood Website <https://crestwood.mhpsd.ca/>

Crestwood Instagram <https://www.instagram.com/crestwoodschi/>

Crestwood Facebook <https://www.facebook.com/crestwoodschi>

Crosswalk Safety

To ensure the safety of Crestwood students and families, as well as our Student Safety Patrollers, we ask that parents/guardians respect the crosswalk. There are “no parking” signs located in close proximity to the crosswalk to ensure vehicles are not parked within five meters of the crosswalk.

Demographic Updates

At the beginning of the year, parents are asked to fill out a form whereby the school can have on file a telephone number of a person to call when it is impossible to reach the parents/guardians. It also contains other relevant information which we feel the school should know in the best interest of your child.

Early Learning Program (ELP)

Medicine Hat Public School Division offers programming for ages 3 -5 years of age. To learn more about this program contact 403-528-6700.

Crestwood Program Hours: 12:40 pm - 3:10 pm

Head Lice Information

Medicine Hat Public School Division follows the recommended practices outlined by Alberta Health Services regarding the protocol for the treatment of head lice. This involves a proactive approach in asking parents to check for head lice regularly to reduce the number of head lice in schools.

Head lice are not dangerous, and they do not spread disease, but can and do spread from person to person. Often head lice are contracted from close family and friends in the home and community, not typically from school, although it can spread there as well. Research indicates that activities such as sleepovers, shared hats and close contact such as play wrestling are among the most common means of spreading head lice. It is important to note that head lice are always in the community and this proactive approach is always important.

Should a family require support or information with methods of checking their child for lice, nits or proper treatment methods, the school, if needed, will connect them with the

appropriate Alberta Health Services contact. At the school's suggestion, parents are asked to take care of the treatments quickly and to take all the other precautions to limit the chance of reoccurrence.

Health, Cleanliness & School Dress

Children are encouraged in school to develop attitudes and habits of cleanliness, good health, and neat and modest appearance. Children are encouraged to sanitize their hands throughout the day to prevent the spread of germs and illness.

Clothing and dress should be appropriate for the weather, the school activity, the school climate, and the well-being of the rest of the students in the school. Students are not permitted to wear T-shirts with inappropriate graphics, and other revealing clothing. Students and/or parents will be contacted if dress is considered inappropriate.

Kindergarten Times:

Morning Program Only: 8:53 am – 11:33 am

Play & Learn: 11:33 am – 3:05 pm

iLEARN

Students, along with their teachers access the library weekly to help foster a love of reading, to provide the materials for individual learning levels and needs, and to promote life-long learning.

PLEASE NOTE: we are always accepting used books in great condition for our library inventory.

Leaving School Grounds

Crestwood School operates a closed campus, which means that once pupils have arrived at school, they are not allowed to leave the grounds without permission. Please contact the school should you require your child to leave school early.

Lost and Found

The Lost and Found box is located beside the office. Periodically we arrange all articles in the hall for pupil inspection. At various times during the year items are donated to a charity. We encourage you to label lunch kits (please include last names) and items worn or brought to school by your child. Parents are invited to visit the school and claim lost items at any time.

Lunch

At noon hour, all students who stay for lunch are expected to eat their lunch in their classroom unless directed otherwise by staff. Students are to remain in the classroom until they have finished eating their lunch and have been dismissed by a supervisor. Crestwood does not have microwaves for student lunches.

Parent Council offers monthly hot lunches for purchase through Munch a Lunch. Sign up (<https://www.munchalunch.com/schools/crestwood/>) to order hot lunch for your child throughout the year. If you are able to help out, please contact the parent council.

In addition, we offer a variety of clubs to support community connections. Students are encouraged to join in and make connections with others in the school.

Parking Facilities

To ensure student safety the parking lot is for staff only. Vehicles should not be parked in the bus loading zone during the hours specified or within five meters of the crosswalks.

Pets at School

Many parents like to walk their dogs when they come to pick up their children. Please note the following:

- Pets are not permitted in the school at any time without prior admin approval.
- Parents who come with pets during drop off and pick up are asked to be mindful that many children and adults are uncomfortable with or even scared of both smaller and larger dogs. If you come to school with a dog, please find a meeting or drop off spot at a location away from school entrances.
- All dogs must be on a leash while on school grounds.

Recycling

As a school we participate in school wide recycling (paper, plastic, bottles/cans). Each classroom should design a recycling program to support reducing our environmental footprint.

Safety Patrol

An important part of the school safety program is the AMA School Safety Patrol. Safety patrols are organized for the safety and welfare of the students. The Safety Patrols receive training on rules and techniques for helping students' cross busy streets safely. We ask parents to encourage their children to obey all patrols. **Grades 5 and 6 students are invited to work on the school patrol team.**

School Cash Online

All money for school events will be collected through School Cash Online. We do not accept cash, cheques, or credit cards at the school.

Here's how to register:

Step 1: Go to this website: <https://sd76.schoolcashonline.com/>

Step 2: Register by selecting "Get started now" and follow the steps (you must have a student ID# - this will be on your Before/After statement or phone the office, LEGAL last name and date of birth to register your student).

Step 3: After you receive the confirmation email, please select the "click here" option, sign in and add each of your children to your household account.

If you need help setting this up, please contact the office. (403-527-2257)

School Operating Hours/Bell Times

Doors open: 8:45 am

Please note that there is no supervision prior to 8:45. To ensure your children are safe, please access the Before & After School if you need to send them prior to 8:45

Warning Bell: 8:48 am

Start time: 8:53 am

Morning Recess: 10:30-10:45

Lunch Break: 12:15-12:55

End of the day Dismissal: 3:05 pm

School Supply Lists

Grade-level school supply lists for the school year will be posted on our school website under the *Resources* tab. Families are encouraged to shop at any retail outlet that meets their needs. *School Start* provides families with a convenient, competitively priced option to purchase school supplies online

<https://crestwood.mhpsd.ca/school-supplies>

In addition to consumable supplies, students in Grade 3-6 must supply their own Chromebook or similar electronic device and headphones.

School Volunteers

Volunteers are welcome at Crestwood School and are an important component of the educational programming. We appreciate the time and effort of Crestwood family members and community volunteers. If you are interested in volunteering, you will be required to sign a confidentiality agreement. Please contact your child's teacher or school administration for further information.

School Council offers various opportunities throughout the year to be involved with school events. Please watch the school communications for volunteer roles.

In order to help facilitate a safe learning environment it is important to know who is in the building at all times. Our school doors remain locked during the school day and all visitors must sign in through the office.

Please remember to come into the office to sign in and out of the building if you are serving in a volunteer role.

Smoke Free Environment

As per MHPDS Policy 808, "All Division school sites, properties, vehicles and school sponsored activities will be free from the use of tobacco and cannabis products and smoking materials in a smoke free environment for students, staff and visitors".

Student Drop Off and Pick Up

Parents who drive their students to school are asked to drive into the front drive-way and slowly move forward until the line of cars stops. At that point, your child(ren) is asked to exit the vehicle and walk to the sidewalk and enter the school. Parents are then to proceed slowly with the line of cars and exit the school property. If parents wish to walk their children to the doors of the school, they must park on the street near the front of the school.

After school, the driveway is to be used ONLY by busses, and parents will need to park on the street for pick-up. The busses usually depart by 3:15 p.m., at which time parent vehicles can again access the driveway. Please note that the parking lot behind the school is reserved for staff only.

Enhanced Academic Programs At Crestwood School

- STEM Centered Learning
- Outdoor Learning experiences
- Hand-on Learning experience
- Monthly Field Studies and Expert Visits
- Half Day Early Learning Program
- AM Kindergarten Programs (Play & Learn available to create full day programming)
- Engaging Options for Grades 4 – 6 including, Art, Music, Second Languages, Leadership, Design & Engineering, Digital Media, and Foods & Nutrition
- Daily Physical Education K - 6, with a PE specialist grade 4-6

Co-Curricular Programs

- Primary & Intermediate Choirs
- Robotics & Coding Club
- Intramurals
- Lego Building Club
- Entrepreneur Club
- Gardening Club
- Grade Six Outdoor Ed. Leadership Camp
- Safety Patrol Program
- Student Leadership Groups
- Afterschool Athletics Clubs – Run, volleyball, basketball, soccer
- Inter-School Sports, Grades 4 - 6
- Hot Lunch Program
- Recycling Program
- Extensive Field Trip Programs (sponsored by Parent Advisory)
- Family STEM Night
- Family Movie Night

Classroom Support Teacher

Crestwood School is fortunate to have a full-time Classroom Support Teacher (CST). Mrs. Windjack possesses a wealth of teaching experience, Individual Support Plan creation for students, as well as positive behaviour supports and specialized programming. She is an excellent resource for connecting our teachers, families and students with both school-based and external service providers. The CST role focuses on three core priorities to enhance the student learning experience:

1. **Literacy & Numeracy Support:** Working closely with our teachers, the CST is able to support quality Numeracy and Literacy instruction both in and outside the classroom. Through reading assessments, programming decisions are made to ensure appropriate skills are targeted to meet the needs of all students.
2. **Differentiated Instruction:** The CST serves as a support to our classroom teachers in the creation of Individual Support Plans. This can involve adaptations to student programming to promote greater academic success, or to achieve a just right state for learning. Crestwood staff and families have received training in working through a Collaborative Response Model with children. The CST collaborates with the school administration and teachers to implement this model.
3. **Learner Data:** Universal screening assessments are implemented throughout the school division to gain a better awareness of student understanding in literacy and numeracy. The CST is directly involved with supporting teachers in the implementation of the assessments, as well as organizing and inferring the data. This information helps guide instructional decision making at the classroom and school levels.

We recognize that learning is an individualized experience and that for each student there should be a warm, personal relationship between the teacher and the student. Thus, we try to have each student feel that s/he is respected and cared for. We believe that the child must know that we really care.

Family School Liaison Worker

Crestwood STEM School has an FSLW to support our students' social and emotional needs in an inclusive educational system. It is through nurturing positive and productive relationships that we can support student learning and success through a strengths-based approach. Working together as a team, we can provide a responsive network of support for each student at their own individual level. The Goals of the FSLW are to:

- Facilitate a relationship between school and family
- Connect with parents and identify family needs
- Help to remove barriers to attendance
- Support parents to provide a stable and healthy environment for their families
- Encourage a consistent continuum of service and care
- Connect Families to outside agencies
- Identify barriers to accessing services
- Assistance navigating systems in the community
- Provide One-on-One and Group supports for students
- Being a safe person for students to talk to, visible in the school community

- Supportive counselling to build social, emotional and behavioural capacity and improve self-regulation

“HUG Program”

The HUG program is a Capacity Building in Schools Initiative is an integrated, multidisciplinary team approach in providing promotion, prevention and early intervention addiction and mental health services to children, youth and their families within a school-based setting. Building relationships, positive communications, and innovative programming to aid in the physical and emotional well-being of our families are key goals of HUG. These projects not only focus on at-risk kids but are designed for all students. The project team provides mental health and wellness promotion, and prevention supports designed to build strengths in children, youth and their families.

Crestwood School Assessment Plan

SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

Please check refer to our full Assessment Plan document posted on the website. Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

Reporting Terms:

TERMS	DATES	COMMUNICATION TYPE & DATE
	August 28, 2025	Welcome Email & Meet the Teacher Event (5:30-6:30)
	September 2-5 2025	ELP Family Meetings
	October 8 & 9, 2025	Parent/Student/Teacher Conferences for Grade K-6 • Review Assessment Strengths and Challenges • Goal creation for ISP
	October 17, 2025	Exhibition of Learning #1
	November 28, 2025	Exhibition of Learning #2
Term 1	September 2 2025 – December 1 2025	Report Cards released on December 5, 2025 in Edsby
	January 22, 2026	Exhibition of Learning #3 & Family STEM Night
	February 4 & 5, 2026	Student/Parent/Teacher Conferences Grade K-6 • Reflect on achievement strengths and growth • and set goals for continued improvement

		• Artifacts of achievement will be used to guide the conferences. • ISP will be reviewed with parents/guardians during these conferences for term 2
	March 13, 2026	Exhibition of Learning #4
Term 2	December 2, 2025 - March 23, 2026	Report Cards released on March 27, 2026 in Edsby
	May 1, 2026	Exhibition of Learning #5
	June 12, 2026	Exhibition of Learning #6
Term 3	March 24, 2026 - June 25, 2026	Final Report Card released by June 25, 2026 in Edsby

Ongoing Communication:

It is important that you know what your child is learning about and their achievement along the way. Edsby is an online tool that is used Division wide to support this communication. To support this, our teachers commit to communicating with families through phone calls and the Edsby Platform. At the beginning of the year, information will be sent out regarding the Edsby app that will be used at Crestwood School and in our classrooms. We encourage families to frequently check Edsby communications and to follow up with any questions you may.

Google Classroom is another valuable method of communicating and collaborating with our families. As students' progress into higher grade levels, Google Classroom is used more extensively in our programming. Throughout the school year, learning and instructional resources, assignments, and projects may be posted in Google Classroom. We look forward to working with families to enhance and support student learning. Please contact the school or your child's teacher with questions you might have.

To share evidence of learning and growth with families over time, our teachers will be using Inquiry and Field Studies journals at all grade levels. These journals will capture a progression of learning connected to Alberta Learning outcomes in Language Arts, Mathematics, Social Studies, and Science and will be used as a tool to guide conversations with parents regarding their child's learning. In addition, teachers may post learning through the learning stories feature on the Edsby application. These posts will be connected to curricular outcomes and include a level of performance as assessed by the teacher. All teachers will establish a system to collect and track evidence of learning which is connected to curricular outcomes and including criteria for the proficiency scale. The intent of these tools are to support conversations about learning and growth with families during phone calls and parent/student/teacher interviews.

Throughout the school year, parents will be invited into the learning environment for an Exhibition of Learning. This event will occur at the end of each division 2 rotation and will provide families with an opportunity to experience a demonstration of skills learned during the rotation. Students in grade 4 – will demonstrate learning connected to Art, Music, Second Languages, Foods & Nutrition, Coding & Robotics and Digital Media. Students in grade 1 – 3 will demonstrate learning connected to Coding & Robotics, Arts and Music. Inquiry & Field Studies Journals will be available for parents to review during our open house events.

EMERGENCY PROTOCOLS

INFORMATION FOR FAMILIES



LOCK DOWN

- There is an immediate **THREAT OF VIOLENCE** to students and staff **INSIDE** the school building. Examples can include: an active shooter, armed intruder or hostile incident inside the building.
- The main objective of a Lock Down is to keep the maximum number of people safe by getting them behind locked doors.
- In a Lock Down, doors/windows are secured and lights are turned off, phones are silenced; everyone remains quiet and out of sight.
- No one is allowed in or out of the school or their secured area.
- A Lock Down remains in effect until the **ALL CLEAR** is issued **AND** doors are unlocked by the incident commander and/or police.

*In the event of a Lock Down it may not be possible to communicate with families until after the incident has ended, to ensure effective police response. Families will be notified as soon as it is safe to do so, through School Messenger (phone, text, email), school websites and social media with timely updates and detailed instructions on how to proceed. Once the **ALL CLEAR** has been issued students and staff will be transported to a reunification centre and released to their parent or an authorized adult through a controlled Student Release process (see below).*



HOLD AND SECURE

- There is a **THREAT** or **POTENTIAL THREAT OF VIOLENCE** in close proximity to, or in the general vicinity of the school. Examples can include: a crime in progress, police pursuit or search in the same neighbourhood as the school.
- As a precaution all exterior doors to the school are locked and a notification strobe is activated on the outside of the building.
- The school operates as normal, inside the building. Any outdoor activities, field trips, etc. are cancelled.
- As the incident is occurring outside, access to and from the school is restricted and carefully monitored until the incident commander issues the **ALL CLEAR**.

Once the protocol has been initiated, families will be notified as soon as it is safe to do so. Emergency information will be sent out through School Messenger (phone, text, email), school websites and social media; timely updates will be provided. If an emergency situation persists past dismissal time the incident commander may choose to do a controlled Student Release (see below).



SHELTER IN PLACE

- When it is safer to be **INSIDE** the school than outside and there is no threat of violence. Examples can include: dangerous goods spill, wildlife on the playground, tornado, etc.
- When this occurs, students/staff will be moved to safer spaces; students may remain in a classroom or move to another space.
- Access to and from the school may be restricted depending on the nature of the emergency.
- The protocol will continue until the incident commander issues the **ALL CLEAR**.

Once the protocol has been initiated, families will be notified as soon as it is safe to do so. Emergency information will be sent out through School Messenger (phone, text, email), school websites and social media; timely updates will be provided. If the emergency situation persists past dismissal time the incident commander may choose to do a controlled Student Release (see below).



EVACUATION

- There is possible danger **INSIDE** the school. Examples can include: fire, gas leak, building damage, etc.
- Students will be escorted by staff to a safe location outside.
- No one will re-enter the school until the incident commander issues the **ALL CLEAR**.
- As needed, students/staff may be relocated to an off-site evacuation centre.

Once the protocol has been initiated, families will be notified as soon as it is safe to do so. Information on where the evacuation centre is located, and the process for picking up students will be sent out through School Messenger (phone, text, email), school websites and on social media; timely updates will be provided. If the emergency situation persists past dismissal time the incident commander may choose to do controlled Student Release (see below).

STUDENT RELEASE

A controlled student release team will be in place, as needed, to coordinate and direct the safe reunification of students with their parents or an authorized adult. In the event of a controlled student release, parents will be permitted to sign their child out from the school or evacuation centre after showing photo identification. Parents must follow due process to ensure the safety of all students and staff. Students that are 18yrs old and over can sign themselves out.

FAMILIES DO & DO NOT

DO KEEP CALM AND ONLY ACCESS EMERGENCY INFORMATION FROM YOUR SCHOOL, EMERGENCY OFFICIALS, AND SCHOOL/MHPSD BASED SOCIAL MEDIA PAGES. REST ASSURED THAT SCHOOL AND EMERGENCY OFFICIALS ARE DOING EVERYTHING TO ENSURE CHILD AND STAFF SAFETY.

DO WATCH FOR LIVE UPDATES VIA SCHOOL MESSENGER (PHONE/TEXT/EMAIL), SCHOOL WEBSITES AND SOCIAL MEDIA.

DO NOT CALL OR TEXT YOUR CHILD DURING AN EMERGENCY SITUATION. CALLS AND TEXTS DURING AN EMERGENCY CAN BE DISRUPTIVE, CAUSE PANIC, AND PUT PEOPLE AT A HIGHER RISK BY DISCLOSING THEIR LOCATION OR DRAWING ATTENTION TO THEM.

DO NOT CALL THE SCHOOL AS PHONE LINES NEED TO STAY OPEN FOR EMERGENCY COMMUNICATIONS.

DO NOT COME TO THE SCHOOL. PUBLIC INTERFERENCE MAKES IT DIFFICULT FOR EMERGENCY OFFICIALS TO RESPOND TO THE SITUATION AND CREATES ADDITIONAL RISKS FOR EVERYONE INVOLVED.

EMERGENCY DRILLS

- Schools are required to conduct practice drills several times throughout the school year.
- Practice drills can occur at any time.
- There will be no official information provided regarding these drills from the division level.
- Schools are not required to communicate about drills, but may choose to do so at their discretion.



Medicine Hat Public School Division
mhpsd.ca 403.528.6700

Families are asked to Opt in for
School Messenger texts by texting
YES to 978338