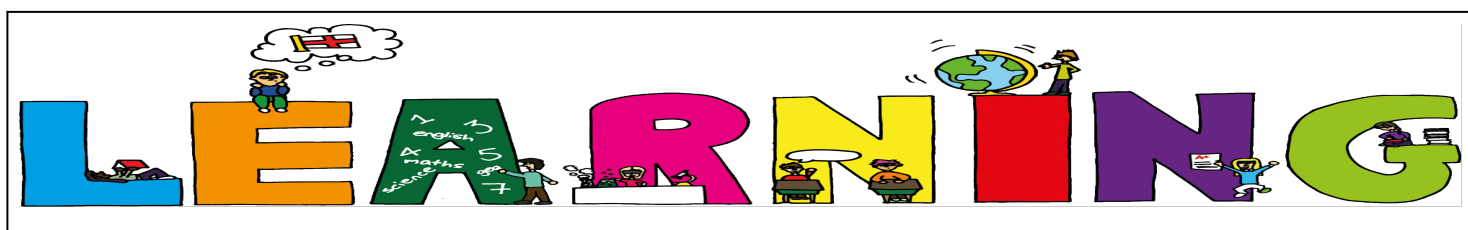


Half Way Tree Primary School

Parent-Student Handbook

“Striving for Excellence”



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Revised Copy @ 2018

Half Way Tree Primary School
34 Burlington Avenue, Kingston 10

Telephone: 876-926-0193
E-mail: hwtprimary@gmail.com

Welcome to Half Way Tree Primary School. This handbook has been created so that there are no misunderstanding of the requirements of the institution and of you the parents/guardians and students. This handbook is very thorough. We have put a lot of thought and effort into creating it so the rules, regulation and polices of the school is effectively outlined. The policies and procedures may change from time to time, but you will always be made aware of these changes before they happen.

We welcome you to our Parent-Student Handbook. It's probably unlike any other school handbook you've read. Then again, Half Way Tree Primary is a unique brand and a unique school. Make a nice cup of coffee or tea and prepare a sandwich, too. Take your time and ponder what you've read. Please feel free to contact us if you have questions or comments.

We are committed to creating a safe, warm, loving environment for children where they can learn and grow physically, emotionally, creatively, intellectually, and socially at their own pace. We want to help your child increase their confidence, and self esteem by treating them as unique individuals, and allowing them to express themselves in a variety of facets. We strive to make your child's time at this school the best experience it can be for them as well as you, the parents.

The Education Regulation, Section 2a (1) of the Education Act of 1980 reads: "A student should obey the rules of the school he or she is attending."

We advise both parent and child to read through the booklet together. All of us-students, parents and teachers-can contribute much to the success of the school and the development of each child by working together. The Board of Management requires students and parents/guardians to sign an official document indicating their acceptance of these rules, regulations, policies and procedures. (See signing of contract at the back of booklet)

Thank you,

Half Way Tree Primary School Family

VISION STATEMENT



Half Way Tree Primary School is a community of students, parents and staff dedicated to the development of every individual's desire to learn and achieve. The school will strive for quality education through innovative and creative methods of service. It is to maintain high academic standards, thus equipping students with the necessary tools to become life-long learners, responsible citizens

MISSION STATEMENT



To maximize the potential of all students in our care; through academic, social, cultural and spiritual development, this will help them to attain their highest potential.

SCHOOL MOTTO

The school's motto **“Striving for Excellence”** speak to our approach in everything that we do; excellence is our aim and strive for nothing less. It's in our walking, talking, eating, teaching, learning, competing and even in our praising.



HISTORY OF HALF WAY TREE PRIMARY

The Half Way Tree Primary School was established in 1924 by the St. Andrew Parish (Anglican) Church. In 1984, it was moved from its home on Hope Road to its present location at 34 Burlington Avenue, Kingston 10.

The school serves the community of Half Way Tree, Eastwood Park Gardens, sections of Hagley Park, Richmond Park and the Molynees areas. The school is well known for its pleasing, clean and well-maintained surroundings.

The students' performance on the national primary examination continues to score above the national and regional average each year. The students consistently do well in the performing arts. Our aim is to move our performance in literacy and numeracy from a rating of good to one of outstanding.

We are a very competitive school. We strive to leave on mark in any competitions or events we enter. The speech and dance groups have won gold medals both at the regional and national levels yearly. Our students-athletes continue to surmount to highest spot of the Primary Championship. We current hold a position in the top ten, number..... respectively.

The school was built to accommodate 1200 children, but due to persistent demand for enrollment, the population now stands at 1257.

MEMBERS OF THE SCHOOL BOARD

The board of management at the Half Way Tree Primary school comprises of the following individuals.

Members	Position
Ms. D. Turner	Chair of Board
Mr. R. Grant	Vice-Chairman
Mrs. C. O'Connor-Clarke	Principal
Ms. S. Robinson	Community Representative
Mrs. L. Lynch	P. T. A. Representative
Miss T. Gilzene	Teacher Representative

Administrative Team

- Principal: Mrs. C. O'Connor-Clarke
- Vice- Principal: Ms. S. Lee
- Vice- Principal: Mrs. S. Haseley

Academic Staff

<u>GRADE ONE</u>

<u>GRADE TWO</u>

<u>GRADE THREE</u>

<u>GRADE FOUR</u>

<u>GRADE FIVE</u>

<u>GRADE SIX</u>

Subject Teachers

<u>PHYSICAL EDUCATION</u>

<u>LIBRARIAN</u>

<u>SPANISH</u>

READING COACHES

GUIDANCE AND COUNSELLING

Ancillary Staff

-
-

Parent-Teacher Association Executive

-
-

ADMISSION POLICY

General Admission

New students are admitted according to the Ministry of Education (MOE) regulations. A child entering Grade One (1) must be **age six** during the year of entry (*January 1st to December 31st of the year specified*). Priority is given to children living in close proximity to the school. Applications for registration are accepted the **first week of May** each year. Each application must be accompanied by a *proof of address and the original copy of the applicant's birth certificate*.

Other Admission

PARENT-TEACHER ASSOCIATION (P.T.A)

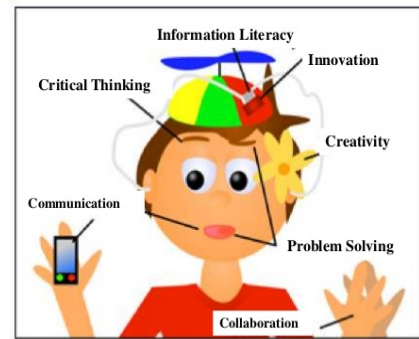
An active and supportive P.T.A. Association exists at this school. All parents of Half Way Tree Primary School are members of the P.T.A. General Membership Meetings are held *bi-monthly every first Thursdays beginning at 5 p.m.* Parent participation and volunteers greatly enhance the P.T.A.'s success. We encourage all parents and guardians to support the P.T.A.'s fund-raising efforts, to volunteer to assist with clubs and to contribute time toward school functions, eg. socials, athletics/sports, Labour Day, Primary School Champs.



Executive Team: The executive arm of the P.T.A. initiates and supports many school-wide and classroom programmes. Monthly meetings are held to discuss and make decisions about P.T.A. matters, examine and advise on school policies. Your active involvement in the school's affairs increases your child's/children's chances for success in school.

Please note: Only parents who display behaviour consistent with the values of the school will be allowed to serve on the P.T.A. executive body.





Melinda Kolk, March 30, 2011
<http://web.tech4learning.com/blog>

Half Way Tree Primary School is carefully following the **National Standards Curriculum (NSC)** Document developed by the Ministry of Education. The NSC aims to enhance the quality of education offered to learners and improve the general academic performance, attitude and behaviour of students, which will redound to the positive shaping of the national, social and economic fabric. Under the new system, emphasis is being placed on project-based and problem-solving learning, which is embedded in the acronyms **STEM (science, technology, engineering and mathematics)** and **STEAM (Science, technology, engineering, arts and mathematics)** integrated at all levels. The curriculum, which is learner-centered and emphasises problem-solving skills, will help to realise the mantra of the Ministry of Education, Youth and Culture that ‘every child can learn... every child must learn’.

Grades 1-3 are taught using an **Integrated Approach** while in Grades 4-6, except for Language Arts that is partially integrated, the format changes to **Discrete Disciplines**. –

The Half Way Tree Primary Family in fully support and endorse the ministry of education goal in creating and developing 21st Century Learners. The staff is fully empowered and equipped to meet the **PROFILE OF THE 21ST CENTURY LEARNERS** who are:

- Communicators
- Collaborators
- Critical Thinkers
- Creative Thinkers

Hence, learning and facilitating is done through the eyes of the 5 E's, we:

- Engage
- Expand
- Evaluate
- Elaborate
-

The facilitators' will focus is on the learner, the learning context, the learning process, the learning outcomes while our young future leaders (students) process owner, initiator, self monitor, meaning maker, inventor etc.

Lower School Subjects Areas – Grades 1-3

- Mathematics
- Language Arts
- Integrated Studies (combination of different subjects eg. Music, visual arts, religious education, social studies etc... which is dependent on the topic being explored)
- Home and Family Life Education (H.F.L.E)
- Civics
- Spanish
- Library
- Physical Education
- Guidance and Counselling

Upper School Subjects Areas – Grades 4-6

- Civics
- Music
- Drama
- Science
- Library
- Spanish
- Visual Arts
- Mathematics
- Social Studies
- Language Arts
- Resource Technology
- Religious Education
- Guidance and Counselling
- Home and Family Life Education (H.F.L.E)

Timetables

Students' Assessment

Students' assessment is a fundamental and essential of brand Half Way Tree Primary; through assessment we seek to:

- Determine whether intended results have been achieved both the product/performance that is judged based on the Ministry of Education goals and standards
- Ensure that assessments become a learning activity with a developmental focus

Summative Assessment

An important policy challenge is the design of student summative assessment which seeks to provide a summary statement of student. The summative assessment, at HWTP has a strong impact on the learning process itself. The teaching strategies influence students' motivation, effort, learning styles and perceptions of self-efficacy as well as teacher-student relationships. Summative assessment will be administered as follows:

- Is to evaluate student learning at the end of an instructional unit
- Mid-Term
- End of Each Term

Formative Assessment

Formative assessment at HWTP is achieved through ensuring that teacher evaluation and school evaluation respectively assess teachers' ability to engage in student formative assessment and schools' approaches to formative assessment. The Teachers commit themselves to helping all students to meet important centrally defined standards and fulfill goals within the National Standard Curriculum. Meeting student learning outcomes is fundamental to assessing the effectiveness of teachers

Overall Compilation of Students Grades

The students' final grade for the different graded subject areas are done based on the following breakdown and rating scales:

- **Individual Written Test: 50%**
- **Projects 50%**

National Primary Assessment

Half Way Primary is government owned and operated school, hence, our preparation of the national primary examination below:

- **Grade 1 Individual Learning Profile**
- **Grade 2 Diagnostic Test (Formerly Grade 3)**
- **Grade 4 Literacy Test**
- **Primary Exiting Profile (P.E.P)**
 - Performance Task (Teacher administered)
 - Curriculum-based Assessment –Higher Order Thinking Skills (HOT)
 - Ability Test (Not curriculum-based)

Teachers/Parental Feedback Assessments

At Half Way Tree Primary we strongly support the view **feedback is an important part of the assessment process. It has a significant effect on student learning and has been described as “the most powerful single moderator that enhances achievement” as was said by Hattie, 1999.** The steps are used to provide feedback to the different stakeholders but are not limited to:

- ◆ **Parent Conference:** One Parent Conference is scheduled in February of the second week. Interviews are approximately 5 minutes long. If more time is required, both parties can arrange a mutually convenient time.
- ◆ **Other reporting methods** include telephone conversations, emails (in cases of under or non-performance)
- ◆ **Regular staff meetings** are held to discuss learners’ progress and recommendations for additional assistance; referrals to the Guidance Counselor or other support systems are put into place.

Homework

Homework is defined as tasks assigned to students by teachers that are meant to be carried out during non-school hours. It is intended to be a meaningful experience that prepares students for lessons, practices basic skills and reinforces concepts taught in class. Homework assignments are created based upon the intended purpose of the teacher. Homework will increase gradually in amount, variety, and frequency as students' progress from grade to grade.



Homework is an important part of the child's learning and is therefore required of all students. It may be a written review of the day's lessons or sometimes an oral assignment. Parents can assist the process in the following ways:

- ❖ By providing the child with the right environment for studying
- ❖ Assisting the child by providing clarification or by just giving encouragement.
- ❖ Seeing to it that television and other distractions are barred during the homework period
- ❖ Encourage children to have an organized approach to homework by providing all needed materials.
- ❖ If a problem arises over homework time, difficulty or incompleteness due to extenuating circumstances, contact the child's teacher.
- ❖ Assist children in setting up a regularly scheduled homework time at a reasonable hour each day. See that he/she meets that daily commitment. Allow sufficient time for homework even though children may be involved in family and community activities (sports, scouts, dance, arts, etc.)
- ❖ Check the assignment notebook daily and encourage completion of all homework. Please remember the homework is the child's responsibility. **Parents should not do the work for the children but should encourage accountability and monitor student efforts to show support.** This applies to daily and long-range assignments and projects.

Home assignments offer the opportunity for self-directed activity which is the basis of all true education and includes pre-reading, post-reading, reading over and preparation of notes, study, practice, review, self-evaluation as well as any homework set by teacher.

TIPS ON HOW TO STUDY

Studying is an all-out effort at learning, and it is only successful when you learn.

BEGIN STUDY

- Start with a prayer.
- Concentrate

KEEP YOURSELF IN GOOD PHYSICAL CONDITION

- Snack on brain food
- Get 6-8 hours sleep every night
- No more than one hour of T.V. electronic/online games etc. during weekdays

TIME FOR STUDY

- Plan your exam day
- **Have a fixed time to study**
- **Prepare study timetable and stick to it.**
- Use flow charts and diagrams
- Take five minutes break for a period of relaxation after 30 minutes of study each day.

PLACE FOR STUDY

- **Find a place to study away from distractions**
- **Have your tools ready to do your work (eg. paper, pen, pencils, books, dictionary etc.)**

INDEPENDENCE

- **Strive for excellence**
- **Try to do your work yourself.**



SCHOOL POLICIES



Attendance

Regular and punctual school attendance is important. Students need to attend school regularly if they are to take full advantage of the educational opportunities available to them by law. Half Way Tree Primary School fully recognises and endorses its responsibilities to ensure students are in school and on time, therefore having access to learning for the maximum number of days and hours.

Our policy applies to all children registered at this school to attend school regularly unless they are ill or must be kept out of school for some other reason. Students must be on time for school. Please note the following carefully:

- The first bell is rung at **7:40 a.m.** on a Monday to prepare for General Assembly Devotion which begins at 7:45 a.m.
- Tuesday to Friday the bell is rung at **7:45 a.m.** for the starting of the day
- **Teaching and Learning Contact Period** begins at **8:00 a.m.** and ends at **2:30 p.m.**
- On Fridays, dismissal is at **1:45 p.m.** This is to facilitate teachers' planning meetings (common planning time).



Children are to be picked up promptly after school and after any other extra-curricular activities. The lack of unsupervised students on the school's compound **WILL NOT BE TOLERATED.**

Absences

If your child will be absent from school, inform the teacher. In case of unexpected absences, parents should send a note to the teacher when the child returns to school. If your child/ward is absent for **three (3) days or more**, it is required by the Ministry of Education for a ***Sick Leave Certificate by a physician***, to be presented upon your child's/ward's return to school.

Tardiness/ Lateness

Children who are persistently late loses out on a significant amount of learning, often the most important aspect, as the beginning of the day is where the teacher explains the learning goals and what each child is expected to achieve. It is important that children come to school on time. **In accordance to the Ministry of Education Schools Security and Safety Standards and Guidelines-Part 2- (2.5.2)** – “students arriving outside of the General Entry Period are considered late. However, students arriving late will be allowed access to the school”.

Each day the **main gate** will be closed at **8:00 a.m.** Only students will be allowed access after this time. Please note carefully:

- ❖ Parents, who wish to speak to their child's teacher, must make an appointment with the class teacher.
- ❖ Late students will be logged. Students who are habitually tardy will be referred to the guidance counsellor for counselling and follow-up.
- ❖ Where there have been persistent incidents of lateness parents/guardians will receive a letter advising them of the concerns and the school will provide opportunities for parents/guardians to seek support and advice to address these issues.

When students arrive late they miss valuable information and are at a disadvantage. It is also a part of our mandate as educators to develop and facilitate life skills in our students. Hence, we believe that the good work ethics and habits are developed while children are in school and it will remain a part of them as they enter the '*real world*' of work. **We need your support in curtailing excessive absences and lateness.**

Code Of Conduct

Students are expected to display appropriate behaviour while at school or on field trips. **ALL STUDENTS are expected to:**

- ✓ be courteous
- ✓ attend school regularly
- ✓ always strive to do their best
- ✓ not fight or engage in violent acts towards anyone
- ✓ be honest in actions and relationships with others
- ✓ show respect for and protect the school's property
- ✓ show respect to teachers, parents, schoolmates and other staff members



GROOMING REGULATIONS FOR THE SCHOOL UNIFORM

The first impression people have of you is your appearance. Good grooming is your outward expression of pride and self-respect. Your uniform, a symbol of your school, worn neatly, portrays respect for the standards of the school. The following uniform should be observed at all times :

(get picture of Boy and girl in the uniform)

- ✓ wear full school uniform including the appropriate *tie and socks, black shoes, navy blue socks, school tie showing the school's motto and emblem, white socks and white sneakers* with P.E. gears for Physical Education classes
- ✓ **BOYS** - black belt
- ✓ **GIRLS** - navy blue hair accessories (No beads or hair extensions), knob earrings

Sanctions

Some consequences for misbehaviour in school and during school-related events include, **but are not limited to:**

- Warning orally and written
- Lines
- Time out
- Parent conference
- In-school suspension
- Out-of-school suspension
- Community service
- Exemption from School Leaving Exercises (Grade 6)

Emergency/ Illness

If your child becomes ill or is injured in school, first aid care will be provided. If a student is unable to remain in class, parents will be contacted and they will be responsible for taking their child or children home, or to the doctor. If you are unable to come in person, please inform the school as to who will come so that the safety of your child is constantly assured. In case of medical emergencies, (where students need urgent medical attention) the school will contact the parents but will also act to seek medical attention, if necessary.

Please note: Sick children cannot go home unaccompanied. It is important to list alternate contacts on the information document in case parents cannot be reached. It is unwise to send a sick child to school, since no one is available to supervise or cater to their needs. Refrain from sending a sick child to school especially one who has had a persistent fever or cough, skin fungus/fungi. This precaution will help preserve the health of other children.

Canteen

The school's canteen prepares lunches daily. The school's lunch programme is designed to provide children with nourishing meals at a minimum cost and your support is essential. In addition, breakfast is served between 7:00 a.m. and 7:30 a.m. each morning. Children who do not eat at home in the mornings can purchase breakfast at a very minimal rate.



Note however, that students from needy homes are provided **free** lunches or breakfast upon approval. Parents who need this kind of assistance must speak to the guidance counsellor or the principal or vice principals.

Clubs

Club activities are a requirement of the Ministry of Education. The allotted time frame stipulated by the MOE is a minimum of 30 minutes or more per session. Every child should be assigned to a club. A register and log of activities are kept; hence, it is imperative that club sessions are held. There are several clubs operating at the school. Club meetings are held on Thursdays of each week. These clubs are managed by members of staff. The schedule time for club sessions are **2:15 p.m. to 3:00 p.m. each Thursday afternoon.**

Every child is assigned to a club where he/she not only gets to learn leadership skills but also engages in fun activities and competitions. Some of the clubs in operation (clubs interest are subject to change based on the needs/interest of the students): *Drama, Red Cross, Brownie, Environmental, Good News, Cub Scout, Builders, Dance, Mathematics, Science, Football, Spelling, Visual Arts, Spanish/Recorder, Netball and Literary.*

Our Competitive Attractions

Each year the school participates in several different events, activities and competitions. Some of these are:

- ❖ *JCDC Festival of Arts*
- ❖ *Opti-Spell*
- ❖ *Debating*
- ❖ *School's Challenge Quiz (Quest For Quiz)*
- ❖ *Mathematics Competition*
- ❖ *Science Fair*
- ❖ *Inter-house Quiz Competitions*
- ❖ *Sporting Activities*
 - *Primary Champs*
 - *Cricket*
 - *Football*



GENERAL SCHOOL RULES

Leaving School Grounds: Students are not permitted to leave the school grounds during the school day without a permission note or an adult to accompany him/her. Classroom teachers cannot authorize the release of students to go off campus during school hours. The following procedures will be used:

- ❖ *Due to illness:* Students will report to the teacher. The office will call the parents and make arrangements with parents should a child need to be sent home.
- ❖ *Other Appointments:* Students will report to their classes with a written request stating the time the child is to be released and reason. This request will be processed by the office.
Verbal requests by the child or over the telephone will not be acceptable.
- ❖ *Cellular phones-* students are not allowed to take cellular phones to school.

Respecting Different School Zones: Playing and shouting in the classroom, on the corridors or around the classroom buildings, is forbidden. Students are expected to observe the designated out-of-bound and quiet areas.

Cheating On Homework And Tests: Copying assignment or cheating in tests constitutes academic dishonesty. The penalty for this type of dishonesty, is a mark of zero.

Respect Property of Others: Students should respect the property of others and on no account should a student deprive others of what is rightfully theirs. Stealing therefore is a very serious offence. Students who damage or cause to be damaged the property of another individual, are liable for its repair or replacement.

Care of School Property: Students are expected to care the school property. Students should not be placed on chairs or desks, nor names scratched on them. Walls should not be scribbled on. The destruction of any equipment, books or other materials is considered vandalism. If students deface or destroy school property they will either have pay for its repair or for its replacement.

Courtesy, Self-Control and Speech: Students are expected to be courteous to each other, exercise self-control, and refrain from using threatening or indecent Language. Fighting on the school grounds or publicly in school uniform is strictly forbidden.

LITTERING: Students must keep their classrooms and school premises clean. Bottles can, papers, and other rubbish must be disposed of in the proper receptacles. Littering degrades the school environment and is therefore an offence.

SAFETY Policy

SAFETY Drill Procedures



EARTHQUAKE DRILL PROCEDURES



FIRE DRILL PROCEDURES



SCHOOL PROCEDURES/PROTOCOL

Parent Concerns

From time to time, misunderstandings may arise between parents and a teacher. There is an avenue for resolution of such conflicts. As a parent, you should:

1. Meet with the teacher as soon as possible.
2. If the problem is not resolved, meet with the principal.
3. If the problem is still not resolved, meet with the education officer.

Parents should always consult in-school authorities before taking issues to outside agencies.

Visitors/Parents

We welcome parents/guardians visiting our classrooms and meeting with teachers, as needed. In an effort to minimize classroom and instructional disruptions, we will not allow visitors to classrooms, during the school's contact hours. **We asked that ALL PARENTS should leave the grounds by 8:00 a.m.** and not to visit during the contact period. Be sure to make prior arrangements with the classroom teacher before coming to see him/her. **All visitors need to be approved and sign a register at the gate, prior to visiting classrooms.**

Parental support is needed in the effective operation of the school; so we hereby seek your compliance in adhering to the following:

- ❖ Parents are not allowed to be in classrooms while classes are in session, except by special permission from the principal or vice-principals.
- ❖ Avoid meeting in groups to have discussions near classrooms or office areas.

Dress Code

At Half Way Tree Primary School we seek to **“strive for excellence”** in everything that we do and so we ask that all our stakeholders embody the same vision. We ask that stakeholders/**visitors do not wear** anything that distracts/disrupts the learning environment or educational process. Examples of clothing that are distracting are (but are not limited to):

- *obscene or profane T-shirts*
- *too short skirts or shorts*
- *cropped tops or low jeans (with waist area of the body showing)*
- *too tight or revealing clothing(ladies breasts should be adequately covered)*
- *merino alone; strapless or altar top blouses*
- *excessively baggy or low pants or underwear showing*

Teacher/ Parent Conference

Parent-teacher conferences are usually two scheduled meetings during the school year. In the first term, teachers and parents will meet at Grade level. The main focus of parent-teacher conferences is about learning, as well as to discuss important factors that can affect learning, such as students' behavioral and social development.

During the first term *Parent-Teacher conferences* will be scheduled. At that time each parent will be given feedback of his/ her child's progress. We expect all parents to make arrangements to be in attendance, so that the following can be achieved:

- share academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments
- learn from you the parents or guardians so that we can be better informed about students' strengths, needs, behaviors, and learning styles
- discuss enrichment or intervention strategies to support students' learning
- discuss issues that may be interfering with students' learning and growth

Discipline is a shared responsibility of students, teachers, parents, and the community. If you have questions about how your child is disciplined at school and how you can help support positive school behaviour at home, contact the teacher, guidance counsellor, vice-principals or principal.

Telephone

- *Calls to Teachers:* Only in cases of emergency will classes be interrupted for telephone calls from parents to teachers. In other cases, messages from incoming calls will be relayed to teachers.
- *Cell Phones:* Students will **not be allowed to bring cell phones to school**. The office telephones are used for **emergency** calls, but only with permission. **Cell phones will be taken from students and returned to parents two weeks later.** If this should happen a second time the phone will not be returned before the ending of the school term.

Student Information

In medical emergencies, accuracy is essential. Therefore, it is important that your child's information records be accurate and update. Please take the time to complete a personal information document for each child in the family attending our school.

Change of address and/or telephone numbers: The school's office must always have current information concerning where parents or guardians can be reached. If your home address, home or work telephone numbers or place of employment should change, the school should be informed promptly.

SCHOOL DEVELOPMENT FUND and MEDICAL INSURANCE

Parents are required to contribute **annually** towards the school's development fund which is used to offset general repairs. Only children who pay their insurance will be allowed to participate in sporting activities such as, netball, cricket, football and athletics or to be included on excursions. For your child to benefit **fully** from the insurance the full amount must be paid early in the first term.

Parental Involvement

The Role of Parents/Ward

Parental encouragement and support for learning activities at home combined with parental involvement in schooling is critical to children's education. A growing body of research shows that building effective partnerships between parents, families and schools to support children's learning leads to improved learning outcomes. Parents are the first and continuing educators of their children. We are very conscious of the importance of having strong links with parents and good communication between home and school. Parents have a vital role to play in their children's education. As Muller (2009) states: *'Family-school and community partnerships are re-defining the boundaries and functions of education. They enlarge parental and community capacity; they create conditions in which children learn more effectively. In these ways they take education beyond the school gates'*. Research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including:

- Higher grades and test scores
- Enrolment in higher level programs and advanced classes
- Lower drop-out rates
- Higher graduation rates
- A greater likelihood of commencing tertiary education.

Beyond educational achievement, parental engagement is associated with various indicators of student development. These include:

- Better social skills
- Improved behaviour
- Better adaptation to school
- Increased social capital
- A greater sense of personal competence and efficacy for learning
- Greater engagement in school work
- A stronger belief in the importance of education.

Requirements of Parent(s)/Guardian(s)

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the principal or class teacher. Your obligations as a parent/ward will include:

- Ensuring that your child/children do a medical examination. If a child is absent from school, upon his/her return, a letter must be sent by the parent or guardian.
- Paying fees stipulated by the school (Insurance, School Development and P.T.A Fund)
- Providing lunch for your child.
- Supplying uniforms, books and all other necessary learning tools.
- Actively supporting all the school events.
- Attending PTA/Grade/Consultation meetings.
- Collecting your child from the compound at the appropriate time. Your child should be **picked up by 3:45 p.m. each day**. Students who are registered in Extra Curricular activities should be **picked up by 5:00 p.m.** Persons collecting children after school **must come inside the quadrangle.**
- Remembering that you are a stakeholder in the business of education.

DISCIPLINE POLICY

Half Way Tree Primary School under the governance of the Ministry of Education is charged with the awesome responsibility of contributing to the development of disciplined, productive and socially responsible citizens. The Ministry of Education is committed to creating an education system that uses positive discipline to mold students who are academically sound, technically competent and are of a sound, moral and ethical character. (Holness. A , 2011) As such, The Student Intervention Team (S.I.T) of Half Way Tree Primary is likewise committed to an education system that uses positive discipline to promote the following:

- Respect for self, others, self-space and property.
- Sound moral and ethical character, resulting in good citizens.

The Board has endorsed this policy and, with the principal, will review its effectiveness periodically. They will ensure that the policy is administered fairly and consistently.

Definition of Key Terms

Discipline

- **A process that enables children to become social, productive and responsible adults.**

Punishment

- **Imposing external controls by force on students to change their behaviours.**

Positive Discipline

- **An approach to discipline, in which all efforts at managing behaviours contribute positively to a child's development.**

S.I.T

- **Student Intervention Team, which comprises the Principal, coordinator of the committee, a teacher from each grade and one Guidance Counsellor. A member of the P.T.A. Executive, the head boy and head girl will be invited to attend special meetings.**

Disciplinary Ladder

- **An hierarchy for behaviour modification, involving dialogue, motivation by way of incentives and other tangibles.**

How does the Student Intervention Team (S.I.T) Operate?

The Education Regulations of 1980, Sections 29 and 30 stipulate the following:

- *A student shall obey the rules of the school he is attending. Section 30 stipulates, “.....where a student breaches the rules of a school and if, after normal disciplinary actions and counselling have been taken, his behaviour continues to be disruptive and wasteful of time and resources, the matter may be referred by the Principal to the student council for their study and recommendation.*
- A teacher-representative will be selected from each grade to collect any report (prepared by any teacher in the grade, regarding infractions. This will be done on a weekly basis.
- Reports will be photocopied and given to each member on the committee.
- A compiled report of offences will be submitted to the Principal and the Guidance Department Personnel, which will be later stored in a filing cabinet in the Guidance Room.
- S.I.T will meet once weekly, or otherwise, as deemed necessary, to examine reports and make written recommendations, but will be signed off by the Principal.
- The parent/guardian of the offender will be informed of the offence and the intervention measure.
- The team will engage in ongoing monitoring of the child and the level of responsiveness to the intervention.
- Maintaining dialogue with parent and child on the status of behaviour is a critical element of the intervention. *“Managing discipline is a core function of teaching and learning. Through a positive disciplinary approach, teachers view ‘misbehaviours’ as opportunities to further aid the development of the child” (Fuderich, R.2011)*

DISCIPLINE IS DEVELOPMENTAL

Discipline in school life is very important for students. We can't be well educated without discipline. Without learning and following discipline in school life can cost students later in their career. In school education, discipline is a set of rules & regulations that remind us of the proper code of behaviour. Discipline is not only important for school students, it's for all stakeholders. Discipline is self-improvement practice. It is what helps us all to achieve our goals in life. In light of this, we ask that all stakeholders uphold the following:

- ❖ Teaches self control, by explaining reason
- ❖ Preserves mutual respect of feelings and dignity
- ❖ Focuses on restitution and natural outcome of events
- ❖ Be provide conflict resolution options/suggestions at all time
- ❖ Model the appropriate behaviour to followed in a learning institution
- ❖ Raises self-esteem, leaves students feeling satisfied about themselves
- ❖ Promotes growth in the five areas of development (*physical, intellectual, social, emotional and moral*)

KEY FEATURES OF A DISCIPLINE-ORIENTED SCHOOL ENVIRONMENT

As we work together in partnership, it is our goal to create a discipline-oriented school environment in which the following is maintained:

- ❖ Confident teachers and students
- ❖ Effective communication, collaboration, creativity and connection
- ❖ Child-centered teaching and learning practices
- ❖ Safe environment that stimulates learning
- ❖ Effective management of student behaviours

Strictly Positive: a Resource Guide on Positive Disciplinary Practices 2011.

Rights and Responsibilities of Key Stakeholders

Stakeholders	Rights	Responsibilities
Students	<i>To education of the highest quality To a safe and enabling environment.</i>	<i>To respect the rights of others and all applicable laws. To demonstrate honesty and integrity. To attend school on time and be ready to learn.</i>
School Personnel <ul style="list-style-type: none"> • <i>Administrative</i> • <i>Academic</i> • <i>Ancillary</i> 	<i>To be able to carry out their professional responsibilities. To safety at school. To be treated with respect.</i>	<i>To respect others and all applicable laws. To ensure all actions are in the best interest of the child.</i>
Parents	<i>To participate in school activities and decision making processes, To be treated with respect.</i>	<i>To respect the rights of others. To respect all applicable laws. To demonstrate honesty and integrity. To foster the development of positive values and attitudes in children.</i>
Community	<i>To participate in school processes. To be treated with respect To contribute to the protection and development of children.</i>	<i>To support school initiatives and reinforce character building efforts. To contribute to the protection and development of children.</i>

Levels of Misbehaviour Indicators

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Spitting • Disrupting class • Distracting others • Disregard for authority • Insolence • Unpunctuality • Disregard for the school's dress code • Destruction of school property 	<ul style="list-style-type: none"> • Physical abuse such as: kicking, strangling and pushing aggressively. • Missile throwing • Bullying/threatening 	<ul style="list-style-type: none"> • Sexual harassment • Pornography • Weapon use/wounding • Extortion/theft • Truancy

INTERVENTION MEASURES

- Conducting a professional assessment of the child, through parental consent.
- Scheduling forums to educate parents, students about acceptable behaviours.
- Empowering the prefect body, through training.
- Values and Attitudes Training for parents and other stakeholders.
- Publishing newsletters about discipline and behaviour modification initiatives.
- Organizing orientation sessions for all grades, in order to engage stakeholders in discussion about the school's disciplinary policy.
- Mandatory '***Pull-Out Programme***.
- Establishing a ***Disciplinary Ladder***, for the purposes of educating stakeholders about the disciplinary policy, rewards /merits and systems of demerits.
- Inclusion of the school's policy document and handbook in Inter-House Sports Competitions.
- Modelling the appropriate/desirable behaviours.
- Internal counselling: Individual and group.
- Termly awards session
- Evening of Excellence to recognize students with improved behaviours.
- Delegating Positions of Responsibility.
- Publishing names in the school's magazine/newsletter/children's Own/Grade board.
- Using field trips as a means of reward for improved behaviours.
- Student of the Week
- Pin of Pride, given at devotions.

Merits/Demerits System work

In order to help students make positive choices and to create a positive climate for learning, the school will use a merit and demerit system to address behaviour. The system below will provide rewards for positive behaviors and consequences for negative behaviors. This system is intended to assist students in making good choices thus producing well behaved students. Our ultimate goal is to develop students who are self- disciplined and good citizens. The merit/demerit system is a school-wide discipline plan that should be focused on behaviour and is not connected to academics. Merit or demerit can be given via any staff member and parents through logical reasoning. Ten (10) demerits and over excludes child from some school activities.

MERIT AWARD STIPULATION

Students who demonstrate the following POSITIVE BEHAVIORS can earn MERITS:

- **Demonstrating Trustworthiness** (honesty, returning lost items)
- **Demonstrating Respect** (value other's opinions & property, listen to peers & superiors alike)
- **Demonstrating Responsibility** (returning important documents, reporting incidents)
- **Demonstrating Fairness** (be accountable, cooperate, be willing to do what is best for everyone)
- **Demonstrating Citizenship** (pride in school)
- **Demonstrating Caring** (holding the door, saying please and thank you, assisting a classmate)
- **Random Merits** (school spirit, fire drill and assembly behavior)
- **Demonstrating Healthy Choice** (A week's' worth of recognized healthy eating as laid out by our Ministry of Health initiative)

Every student has an opportunity to earn merits over time. To earn merits, students must exhibit positive behaviors on a CONSISTENT BASIS.

DEMERIT AWARD STIPULATION

The demerits are designed to document and track repeated minor discipline infractions. Accumulation of demerits by students who consistently disrupt the learning environment will eventually result in S.I.T discipline. Students who demonstrate the following NEGATIVE BEHAVIORS CONSISTENTLY will earn DEMERITS:

Violations Value and Consequences

Level One Offenses	1-3 Demerits	Level Two Offenses	4-5 Demerits
<p><u>1 DEMERIT</u></p> <ul style="list-style-type: none"> • Dress code violation • Late to class • In unauthorized area • Other minor offenses <p><u>2 DEMERITS</u></p> <ul style="list-style-type: none"> • Misuse of hall pass or privilege • Inappropriate public displays of affection • Horseplay in common areas or classroom • Unprepared for class • Malicious remarks • Misrepresenting facts <p><u>3 DEMERITS</u></p> <ul style="list-style-type: none"> • Forgery • Inappropriate conduct/horseplay • Vulgar literature / Drawings / Items • Profanity / Vulgarity / Obscene gestures • Arguing / Rudeness • Class disruption • Failure to report to office when told or requested 		<p><u>4 DEMERITS</u></p> <ul style="list-style-type: none"> • Leaving class without permission • Misuse of school technology (inappropriate searches, password sharing, pornography) <p><u>5 DEMERITS</u></p> <ul style="list-style-type: none"> • Vandalism/Minor damages to school property/misuse of school equipment and supplies • Disrespect for authority • Cutting class 	
		Level Four Offenses	9-10 Demerits
		<p><u>9 DEMERITS</u></p> <ul style="list-style-type: none"> • Peer harassment (physical) - also includes suspension • Intentional entrance without consent from the principal into restricted non-educational area(s) such as electrical rooms/maintenance rooms, ceiling, roof, and storage areas 	
Level Three Offenses	6-10 Demerits	10 DEMERITS	
<p><u>6 DEMERITS</u></p> <ul style="list-style-type: none"> • Leaving school building or property without permission • Truancy (class cut = 5 demerits) • Refusing to leave area when instructed to do so • Reckless Horseplay <p><u>8 DEMERITS</u></p> <ul style="list-style-type: none"> • Open defiance and contempt for authority • Disruptive behavior which causes an interruption or disruption to the school and education environment and process • Peer harassment (verbal) • Reckless horseplay 		<p><u>10 DEMERITS</u></p> <ul style="list-style-type: none"> • Willful destruction of school property (extreme cases may lead directly to expulsion) 	
		Level Five Offenses	15 Demerits
		<ul style="list-style-type: none"> • Deliberate physical attack on school personnel • Fighting – two (2) or more individuals engaged in harmful and/or offensive contact • Assault and Battery – the application of force to another resulting in harmful or offensive contact • Carrying of Weapons • Use of Drugs or alcohol • Sexual Harassment 	

Guidelines for Behaviour and Procedures for Service at the Canteen

- Prefects as well as classroom teachers to monitor lines.
- Students are encouraged to pre-order cooked lunches in their classroom, in order to alleviate the long lines at the canteen.
- Students are expected to **OBSERVE** courtesies, such as '*Please*', '*Excuse Me*' and '*Thank you*', while being served at the canteen.
- Canteen attendants are expected to observe courtesies, while serving students and others.

Guidelines on Punctuality and Discipline

- If the child is perceived as a habitual late comer, having no apparent reason for lateness, the parent/guardian will be notified, for a **MEETING** with the **PRINCIPAL**, by way of a letter, a phone call or through the school messaging service (SMS).
- If unpunctuality is not addressed, a meeting will be convened with the parent.
- The Attendance Register will be marked at 12:00 p.m. for the afternoon session after lunch. Students are required to respond to the bell, as they will be recorded '**LATE**'.
- Early work is **MANDATORY**. As such, students should be present, by 7:30 a.m. for this engagement.
- The record of unpunctuality will be **INCLUDED** on the child's report card.

Guidelines for Movement along the Corridors

- Students are expected to observe and understand the sign '**SILENT ZONE**'. Such a sign will be mounted at specific areas, such as Principal's office, Staffroom, Guidance room and Library and the Reading Room
- Students are expected to use stairways, (where applicable), that are closest to their classrooms.
- Students **WILL** walk along the corridors, when going to the following classes-: Library, Guidance and Counselling, Reading and Physical Education. Running along the corridors is **NOT** allowed at **ANY GIVEN** time.

Guidelines for Discipline and Involvement in Extra-Curricular Activities

Students who are in breach of Levels 2- 3 offences, will be exempted from representing the school, during the period of intervention.

Competitions and Events Representation Policy

Appendix

School School

STANDARD EVENTS

School's Layout

SCHOOL CONTRACT

This page must be signed and returned to the class teacher.

I/We the undersigned have carefully read and understood the School Policy of Half Way Tree Primary and acknowledge receipt of a copy of the school's handbook.

It is further understood and agreed that I/we will abide by the governance policy of Half Way Tree Primary School.

I/We are aware that the signing of this contract means that I/we will abide by the rules and regulations stated in this Handbook and other terms and conditions stipulated by the Half Way Tree Primary School.

Name of Parent(s)/Guardian(s):

Name of Child/Children:

Grade

Class

Signed _____ day of _____, 20 _____
day month year

HALF WAY TREE PRIMARY SCHOOL PERSONNEL

Handed in by: _____
name signature date

Received by: _____
name signature date

