



# **PARENT/STUDENT HANDBOOK 2009/2010**

## Welcome to Savannah Primary School!

Savannah Primary School is a school community that works together to provide a challenging, inquiry-based education that encourages all of us be internationally-minded, lifelong learners who positively impact our world. This handbook contains important school information and outlines good practices and procedures that help our school run smoothly and effectively. Please spend some time to review this handbook with your child and keep it as a handy reference throughout the school year. Please sign the inserted form after reading and send it to your child's teacher.

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## **Location and Address**

1659 Shamrock Road  
Savannah

## **Address**

Savannah Primary School  
P.O. Box 435  
Grand Cayman KY1-1502  
CAYMAN ISLANDS

**Telephone:** (345) 947-1344

**Facsimile:** (345) 947-8871

## **THE HISTORY OF SAVANNAH PRIMARY SCHOOL**

The first Savannah School opened its doors to children in September 1940. It was constructed of hard wood posts, daubed and squared with cement and sand. It served the community for 41 years, but was eventually replaced by the spacious and modern building now located just behind it.

It then became a storeroom for furniture and supplies. Finally it was decided that its useful days were over, and after years of neglect, it was scheduled to be demolished. This saddened former students, and the idea of saving the building for future generations was born.

The National Trust and the Savannah District Committee restored the schoolhouse and the result of their labour can be seen today.

# EDUCATIONAL AGREEMENTS

## **SAVANNAH PRIMARY MISSION**

### **STATEMENT**

The mission of Savannah Primary School, in partnership with parents and other stakeholders, is to provide a dynamic multi-cultural learning environment dedicated to developing confident, tolerant and disciplined life-long learners who can attain their full potential and interact effectively in the global community.

### **IBO Mission Statement:**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **SAVANNAH PRIMARY VISION STATEMENT**

- The school helps students develop enquiring minds about the world.
- The school encourages and fosters the development of a healthy attitude towards work and life.
- The school develops in students' sound respect for moral values and tolerance of others.
- The school teaches students to manifest fairness, courtesy, kindness and other Christian values.
- The school nurtures in students civic pride and to prepare them for adult responsibility as a citizen of our country.
- To link school and the world of work.
- The school believes that effective communication between parents and teachers are essential.
- Diverse teaching strategies with emphasis on a more child-centred approach are conducive to the development of the whole child.
- Adequate physical structures and resources along with an aesthetic environment are necessities for optimum learning.
- Self-respect and respect for others promote civic pride.
- Discipline is essential to the well-being of individuals.

## **MOTTO**

**THE BEST ALWAYS**

# PROFILE OF THE EDUCATED CAYMANIAN

(National Consensus on the Future of Education in the Cayman Islands - 2005)

## **THE EDUCATED CAYMANIAN WILL:**

- be enthusiastic and motivated about learning, and will continue to extend his/her knowledge and skills after leaving school.
- be literate, numerate and adept at using information and communication technology.
- be a good communicator.
- be creative and appreciative of the arts.
- have a positive outlook and a high self-esteem.
- be well-rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands.
- have a strong work ethic and willingness to become an honest, reliable and responsible member of the work force.
- be respectful of God, him/herself, others, people from different backgrounds, the environment and property.
- be proud of and knowledgeable about the Caymanian culture, whilst respectful of other cultures and beliefs.
- be a good team player, civic minded and willing to serve.
- have an awareness of global issues affecting aspects of life in the 21<sup>st</sup> century.

# ACADEMICS

Savannah Primary School uses the Cayman Islands National Curriculum. The Cayman Islands curricula are extensive, well balanced, and their objectives are to cover the various needs and to develop the abilities and skills of all our students. This school curriculum provides is geared to the students' physical, academic, spiritual and moral development. In addition, Savannah Primary is a candidate IB World School which uses the Primary Years Programme Framework to deliver the Cayman Islands National Curriculum. These curricular areas include Language Arts including daily Read Aloud; Mathematics; Science, Design and Technology; Social Studies; The Arts – Visual Art; The Arts - Music; The Arts – Drama; Physical Education and Health; Religious Education; and Personal, Social and Moral Learning.

Every student is given the help and encouragement necessary to develop to his/her fullest potential. Programmes exist within the school for the enrichment and development of all students.

## **Introduction to International Baccalaureate**

The International Baccalaureate Organization (IB) is a not-for-profit foundation, motivated by its educational mission, focused on the student. Its core values include: a mission that aims to create a better world through education; partnerships that together achieve common goals by working together; quality – IB has a reputation for high standards; participation of the stakeholders; international mindedness that embraces diversity.

What makes IB unique?

- It offers a continuum of education, consisting of three programmes for students aged 3 to 19.
- It has a reputation for high-quality education sustained for over 35 years.
- It encourages international-mindedness in IB students. To do this, IB believes that students must first develop an understanding of their own cultural and national identity.
- It fosters a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn, and to participate in community service.
- It ensures that the programmes are accessible to students in a wide variety of schools –national, international, public and private.

The Learner Profile is IB's mission statement translated into a set of learning outcomes for the 21<sup>st</sup> century. These are the values that infuse all elements of the three programmes and, therefore, the culture and ethos of all IB World Schools.

- **Inquirers** – Who acquire the skills necessary to conduct purposeful, constructive research
- **Thinkers** – Who exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems
- **Communicators** – Who receive and express ideas and information confidently in more than one language, including the language of mathematical symbols
- **Risk-takers** – Who approach unfamiliar situations without anxiety, have confidence and independence, are courageous and articulate in defending things in which they believe
- **Knowledgeable** – Who have spent time in school exploring themes with global relevance and importance and have acquired a critical mass of significant knowledge
- **Principled** – Who have a sound grasp of the principles of moral reasoning, integrity, honesty and a sense of fairness and justice
- **Caring** – Who show sensitivity towards the needs and feelings of others and have a personal commitment to action and service
- **Open-minded** – Who respect the views, values and traditions of other individuals and cultures and who are accustomed to seeking and considering a range of points of view
- **Balanced** – Who understand the importance of physical and mental balance and personal well-being
- **Reflective** – Who give thoughtful consideration to their own learning and who analyze their personal strengths and weaknesses in a constructive manner

### **Introduction to the Primary Years Programme (PYP)**

A commitment to structured inquiry as the ideal learning vehicle is to be found at the core of the Primary Years Programme of the International Baccalaureate. Students will inquire, make connections, develop conceptual understanding, think critically, work collaboratively, consider multiple perspectives, construct meaning, reflect, and take action.

Six organizing themes help teachers and students explore *knowledge* in the broadest sense of the word. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who We Are:** *An inquiry into: an exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social, and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.*



- **Where In Place And Time:** An inquiry into: an exploration of our orientation in place and time; of our histories; of our homes and journeys; of the discoveries, explorations and migrations of human kind; of the contributions of individuals and civilizations.
- **How We Express Ourselves:** An inquiry into: an exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs, and values through language and the arts.
- **How The World Works:** An inquiry into: an exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.
- **How We Organize Ourselves:** An inquiry into: an exploration of human systems and communities; of the world of work; its nature and its value; of employment and unemployment and their impact on us and the world around us.
- **Sharing The Planet** An inquiry into: an exploration of our rights and responsibilities as we strive to share finite resources with other people and with other living things; of communities and of the relationships within and between them.

Teachers and students use key questions based on **key concepts** in order to give a structure to the units of inquiry. In the IB-PYP, students ask questions about 8 concepts that we want to understand in each unit of study. We learn much more about the topic than simply its form (what it is) or its function (what it does) because we study the topic from 8 different angles or perspectives. This helps us as learners to get a fuller picture of what we're learning. The eight concepts and related key questions are:

#### **Key Concepts**

*Form: What is it like?*

*Function: How does it work?*

*Causation: Why is it like it is?*

*Change: How is it changing?*

*Connection: How is it connected to other things?*

*Perspective: What are the points of view?*

*Responsibility: What is our responsibility?*

*Reflection: How do we know?*

#### **Related themes:**

*(Features, categories, structure)*

*(Behaviour, operations, system, role)*

*(Consequences, sequence, impact)*

*(Adaptation, cycles)*

*(Relationships, networks)*

*(Fact, opinion, bias, empathy)*

*(Rights, duty, citizenship, justice)*

*(Reason, thinking about our thinking)*

They acquire and apply **transdisciplinary skills**, while they develop an understanding of those important concepts at the same time. Our students practice these life-long skills that help us learn throughout the curriculum. They are:

**Thinking Skills:** *Acquiring knowledge, comprehension, synthesis, evaluation, dialectical thought and meta-cognition.*

**Communication Skills:** *Listening, speaking, reading, writing, and non-verbal communication.*

**Self-Management Skills:** *Gross and fine motor skills, spatial awareness, organization, time management, safety, health, codes of behaviour, and making informed choices.*

**Research Skills:** *Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, and presenting research findings.*

**Social Skills:** *Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, and adopting a variety of group roles.*

Much of our teaching will be done through units of inquiry. Each unit of inquiry we study has a central idea—an idea that we all will know and understand as a result of the unit of inquiry. A **central idea** must meet the following criteria:

- Determines the overall transdisciplinary theme of the unit of inquiry
- Is written as a broad statement
- Is clear and concise
- Is worth knowing

- Is true/valid
- Is not value laden
- Is globally transportable
- Can be studied at any age
- Has a degree of complexity that promotes discovery and inquiry
- Is relevant, challenging, engaging, and significant

A unit on water may include elements of Language, Science, Social Studies, Mathematics and Art. Units are carefully planned to draw on children's interests. When children are interested, they participate more actively and learn more. Children will be encouraged to bring information or resources from home to support the work they are doing in the classroom. Parents will be kept informed of each unit of inquiry.

Whenever possible, cross-curricular links are made to aid children's understanding of the connections between themes. Some subjects, like Mathematics and Language often need to be taught as individual subjects. In these cases, children will be taught a prepared unit of work independent of the current classroom transdisciplinary unit.

The IB/PYP incorporates five essential elements: concepts, skills, attitudes, actions, and knowledge by means of the following:

- A curriculum based on inquiry conducted through a process that encourages students to ask questions and seek answers in the world around them.
- Wide and transdisciplinary topics based on a structure that is the expression and extension of three questions related to one another: What do we wish to learn? Which is the best way to learn? How will we know what we have learned?
- An integration of Science as a means to explore how the world works, Social Studies as a way to examine and understand the manner in which human beings live and interact amongst themselves and in relation to Earth, Physical, Social and Personal Education to enable the consideration of our own welfare and that of others.
- A new integration of Mathematics, Language and the Arts to reinforce concepts and help students to carry out further connections.

## **HOMEWORK**

Homework will include varied activities that reinforce the basic skills or extend and enrich concepts being taught. The assignments will be given according to individual student's needs and abilities. Homework helps establish good study habits that are essential to students as they progress in school. Homework is most effective when parents are supportive of the task and teacher's intentions. Parents should see that the child has a suitable atmosphere in which to study. Parents may help the child, but are warned against giving too much help and

thus destroying the spirit of independence which is so necessary in the child's learning.

**Objectives of Homework:**

1. To broaden and enrich individual interest.
2. Extend and enrich school experiences through related home activities.
3. Encourage the child's initiative, responsibility, and self-direction.
4. To reinforce school learning.
5. Provide purposeful problems that deal with the student's environment and daily life.
6. Provide problem solving, creative, and/or open-ended experiences.

Parents are encouraged to initial / sign the homework book and /or reading logs.

**No homework** will be assigned when there is a special event taking place at the school such as:

- **Back-To-School Night**
- **PTA Meeting**
- **Reporting Session**

## **ASSESSMENT**

Assessment is integral to all teaching and learning. The purpose of assessment is to promote student learning (assessment for learning) and to provide information about student learning (assessment of learning). Teachers and students use a variety of assessment tools. The main type of assessment that we report on is "leveling." The purpose of leveling at Savannah Primary School is to provide students and parents with an accurate assessment of student progress in academics and quality of life, and to help students and parents determine how well the standards established by the Cayman Islands National Curriculum have been mastered for all subject areas. In addition, teachers administer the Developmental Reading Assessment (DRA), Mathematics Assessment for Learning and Teaching (MALT) and the Terra Nova.

### **PORTFOLIO ASSESSMENT – THE GOLDEN BOOK**

Portfolios are collections of student work that are designed to demonstrate successes, growth, creativity, areas that need improvement, and reflection. The portfolio is a celebration and an opportunity for students, parents, and teachers to share and discuss learning accomplishments and to set goals. It is also a chance to observe an overall picture of the students learning and share what has been worked on.

### **How is The Golden Book prepared?**

Students and teachers select items for the portfolio from work students have done during every semester. Teacher's selections are based on collecting evidence of learning. The children's selections are based on the criteria such as: A piece of work they are proud of; an assignment they need to work on further or improve; a task they enjoyed learning about; a piece of work that shows improvement.

After selecting items, students will reflect on what they have chosen. This may be done in writing or through a discussion with peers and the teacher.

Parents may check out the portfolio periodically through the year to take home and spend more time reflecting with their child. **However, the portfolio needs to be returned to school complete with all its contents for the true value of the portfolio to be maintained.** Portfolios are sent home at the end of Year 6 or when the student is leaving the school.

### **HOW WE REPORT IN STUDENTS' PROGRESS?**

We report students' progress to their families through on-going communication (notes from teachers), mid-term progress reports, student-led conferences and report cards. Together, these provide an in-depth, continuous, comprehensive evaluation of each individual student's growth. Our assessment includes both objective measures and professional judgments about academic performance and individual growth.

# VISITORS and VOLUNTEERING

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We encourage and welcome parents and community members to visit and volunteer. ALL VISITORS & VOLUNTEERS MUST report to the school office AND SIGN IN AT THE OFFICE. Visitors and volunteers will be given a Savannah Primary School badge after they check in at the front desk. Each visitor should sign out and return visitor's badge before leaving the campus. Anyone who is in the building without this badge will be asked by any staff member to go to the office to sign in properly. Students are not allowed to bring other school-age visitors to school without prior approval from the principal.

Volunteers expand and enrich activities for students and staff by assisting in the classrooms, going on field trips or helping where they are needed. To volunteer, you may contact the school or the school may contact you. Names of volunteers are submitted to the office and forwarded to the Department of Educational Services.

## **NON-CUSTODIAL PARENT RIGHTS & VISITATIONS**

Savannah Primary School is required to allow non-custodial parents (those who do not have legal custody of their children) access to all records concerning their children unless there is a court order denying them access to such records or, in rare cases, where the school believes the child could be in danger. **The only way the school can withhold the information is if there is a court order that says a non-custodial parent is not entitled to such records. If there is no court order on file with the school, the school will assume that none exists.** In order to best serve the interests of the children at Savannah Primary School, the following procedures will be followed when a non-custodial parent asks to see a child during school hours, provided there is no court order forbidding visitation. If a non-custodial parent wants a visitation, they will contact the school. A school-initiated contact will be made with the custodial parent. Non-custodial parents are urged to make the visitation during a recess or lunch period to reduce the loss of educational time for the child. The visit will take place in an accessible place within the school building. Unless the custodial parent has consented verbally to the principal or designee, the child will not be allowed to leave the school with the non-custodial parent. If there is any question about the visit being in the best interest of the child, or about the legal custodial rights of either parent, the school reserves the right, under its responsibility to serve in loco parentis (in place of a parent), to deny the parent access to the child.

# ENROLLMENT

## **REGISTRATION**

Students may be admitted to Year 1 providing they are at least 4 years and 9 months old, in the September of the academic year that they are to enter school. Students must live in the area East of Spotts/Newlands Road to Beach Bay Road in Pedro.

When registering, the following documents must accompany the registration form:

1. The child's birth certificate
2. A copy of the immunization record
3. Non-Caymanian students must bring a signed RS101 form.

Additional documents such as marriage certificate, lease agreement etc. may be required.

## **SCHOOL FEES**

When completing the registration form, please ensure that all documentation required is attached, as this will determine whether you pay book fees or school fees. Parents of students who are Caymanian must pay a book rental fee. All parents of students, who are Non-Caymanian or do not have Caymanian Status must pay school fees. For further details of requirements and fees, contact the Department of Education Services.

All fees must be paid at the DEPARTMENT OF EDUCATION SERVICES and must be paid before the first day of school. Book fee receipts/school fee receipts must be presented on orientation day.

Each student will receive a basic school supply list for the class he/she is to enter.

# ATTENDANCE POLICIES

## THE SCHOOL DAY

8:15	BELL	Students are escorted from the hall
8:25	BELL	Warning that the day is beginning
8:30	BELL	Registration, Devotion & Classes Begin
10:00	BELL	Break
10:20	BELL	End of break
12:00	BELL	LUNCH FOR INFANTS
12:25	BELL	END OF LUNCH FOR INFANTS
		LUNCH FOR JUNIORS
		BEGINNING OF PLAYTIME FOR INFANTS
12:50	BELL	END OF PLAYTIME FOR INFANTS
		BEGINNING OF PLAY FOR JUNIORS
1:20	BELL	END OF PLAYTIME FOR JUNIORS
3:00	BELL	School Ends

## SCHOOL HOURS

The school hours are from 8:30 a.m. to 3:00 p.m. All students are expected to be in their class before the 8:30 a.m. bell. **IF THEY ARE NOT IN THEIR CLASS AT 8:30 A.M. THEY ARE CONSIDERED LATE.** Students, who are not in a school-sponsored activity, should be collected promptly at 3.00 p.m.

## ATTENDANCE GOALS AT SAVANNAH PRIMARY

Punctuality and good attendance are encouraged. Students are expected to attend school every day. All absences hurt your child, slow down the teaching/learning process, and increase work for your child. Please help your child to be punctual. Lateness disrupts the learning process and places the other students, as well as your child, at a disadvantage.

Attendance and late arrivals are monitored by Registration, Attendance and Truancy Officers through the Department of Education Services electronic database and frequent absences or late arrivals will be noted and dealt with by the Department of Education Services.

### **ARRIVING LATE OR LEAVING EARLY**

Students who arrive after the 8:30 a.m. bell must first collect a late pass at the office before entering the classroom. The student should then proceed to class. Students leaving school before 3:00 p.m should be signed out in the office.

### **ARRIVING EARLY**

All students who arrive between 7:15 a.m. and 8:15 a.m., Mondays to Fridays, should report to the hall where they will be supervised. Class teachers collect their students by 8:15 a.m. for a prompt start to the school day at 8:30 a.m. On Assembly days, teachers collect students at 8:00 a.m. for assembly in the hall at 8:30 a.m.

### **LATE PICK-UPS**

Teaching hours are from 8:15 a.m. to 3:00 p.m. Staff members are, however, usually in school until at least 5pm. Bus duties, meetings and after-school clubs take up some of this time. Parents wishing to meet with teachers are asked to make appointments by calling the office number 947-1344 between the hours of 8:30 a.m. to 4:30 p.m.

Faculty members supervise students who are waiting for a ride after school from 3:00 p.m. to 4:15 p.m. It is very important that all students be picked up no later than 4:15 p.m. **There is no adult supervision after 4:15 p.m.**

Repeated late offenders will be reported to the Department of Children and Family Services.

### **REPORTING AN ABSENCE**

In reporting an absence, parents are asked to notify the school office as soon as possible on any day their child will be absent. Parents/Guardians are required to furnish written excuses for student absenteeism except in cases where parental contact is made with the school via telephone or in person. The note must include dates of the absences as well as the specific reason for the student's absence. If a child is absent for three consecutive days because of illness, a doctor's certificate must be submitted to the class teacher or office.

Perfect attendance is awarded at the end of the school year to the student who is never absent or late.

### **MAKE UP WORK FOR ABSENCES**

If you are planning a vacation that does not coincide with the school calendar, we ask that you notify the school/teacher well in advance. It may or may not be appropriate to take work depending on the situation. Please check with the



teacher regarding make-up work. All students are expected to make up work missed due to absenteeism if given work to do. Students with excused absences shall be granted full credit for make-up work, provided the work is completed within the required time frame.

### **FIELD TRIPS**

Field trips are undertaken in order to enrich the learning experience of students. Off Campus Release Forms (permission slips) must be signed by the parent/guardian prior to trips. **VERBAL PERMISSION WILL NOT BE ACCEPTED.**

In the instructional program, valuable field trips are planned for students during the school year. We recognize the positive impact of using our local community environment to supplement UNITS OF INQUIRY as well as STAND-ALONE studies. A field trip is defined as any planned activity that necessitates the students leaving the school grounds before, during, or after school. Prior to each trip, after principal approval, a letter giving detailed plans and arrangements for the trip is sent home at least **1 week** before local trips. In the case of overseas trips, students and parents will be informed at least **3 months** before the departure date.

To ensure safety of students, they must leave and return to campus with their teacher and class on the school bus. Field trip supervision is provided by teachers and volunteer parents, and students are often assigned to parents for small group activities. All students should wear the assigned uniform as stated by the teacher. The ratio of adults to accompany students on a field trip should be 1 adult for every 5 students.

If the child is not wearing the correct uniform as requested, he/she will not be able to participate.

Students are expected to have the same standard of behavior on a field trip as they do at school. Teachers take first aid materials and asthma medications on field trips.

The PTA helps to fund overseas trips through on-going fundraisers so the costs incurred to families are decreased.

# HEALTH and EMERGENCY PROCEDURES

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## **ILLNESSES**

When students become ill at school, every effort will be made to notify the parent/guardian or contact persons. Head injuries of any sort are always reported. If the school is unable to reach a child's parents, we will contact the people listed on the emergency information card. If emergency support services are needed and the child requires medical attention, 911 will be called. **IT IS IMPERATIVE THAT THE SCHOOL HAVE CURRENT TELEPHONE NUMBERS WHERE PARENTS MAY BE REACHED AT ANY TIME DURING THE DAY**

If your child is not feeling well before he/she leaves for school, it is probably advantageous to keep him/her home. If your child improves during the day, bring him/her to school. **Students need to stay home if they are vomiting, have pink or itchy eyes, have a fever, or have frequent diarrhea. Students need to be fever-free for 24 hours before returning to school.** Students with symptoms indicating the possible presence of a communicable disease will be isolated from other students. The parent/guardian will be contacted and asked to take the student home.

As a general rule, if your child is too ill to participate in recess, he/she should be kept at home. All children who are healthy enough to attend school will go out to play during lunch recess and any other recess that is arranged by the individual teacher or grade level. Students must have a note from their parents for a one or two day excuse from PE class for health reasons. A longer period of time requires a written note from a doctor.

## **DISPENSING OF MEDICATION**

**Note: Whenever possible, the medication schedule should be arranged so all medication is given at home.**

Authorized school personnel will assist students in the administration of prescriptive medication when the following conditions have been met:

1. A parental authorisation form must be completed each time a student needs medication. These are available from the handbook or from the school secretary. No medications will be given unless an authorisation form has been filled out.
2. Medication should, preferably, be delivered to school by the parents and must be in the container in which it was purchased or dispensed.
3. The label must indicate the student's name, name of medication, physician's name, dosage (amount), time (frequency). Please make note

- if medication needs refrigeration and supply a cool pack for transportation to and from school.
4. If the medication requires equipment for administration (cup, spoon, dropper) the parent is responsible for supplying the articles, labelled with the student's name.
  5. When medication is discontinued, any remaining medication not taken home by the parent will be discarded.
  6. It is recommended that students with asthma have a reliever inhaler at the school.
  7. It is expected that parents of children with chronic health conditions such as asthma or diabetes will make an appointment to speak with the secretary and the child's teacher at the beginning of the school year to discuss the child's particular situation and needs.

### **INCLEMENT WEATHER**

If severe weather conditions or other circumstances force the school day to be terminated early or cancelled, Government Information Services will announce this on Radio Cayman.

### **NATURAL DISASTERS**

In the event of a natural disaster during the school semester, parents are asked to listen to **Radio Cayman** for the closing and reopening of school. In the case of an emergency which interrupts the procedure for the day, parents would be notified by telephone, Radio Cayman or other media to collect students from school. The school buses will transport students who normally ride the buses home.

### **PRACTICE DRILLS**

Periodically, throughout the year, practice drills take place to familiarize students and staff with the procedures for fire drills and earthquake drills. These drills are a necessity and are not treated lightly. These drills will be held at irregular and unannounced intervals.

### **FIRE DRILLS**

Upon hearing the fire alarm:

- ✓ Everyone immediately stops what he/she is doing.
- ✓ Students form single file by the exit door and quietly exit with class teacher to the playing field where they are assigned class gathering areas.
- ✓ Students outside the classroom proceed straight to the playing field to their assigned area at the far end of the field.
- ✓ A head count is conducted on the field.

### **A FIRE DRILL IS CONDUCTED MONTHLY!**

### **EARTHQUAKE DRILL**

As there is a possibility of earthquakes at any time – and in particular after a hurricane – the school will conduct an earthquake drill annually.

# GETTING TO and FROM SCHOOL SAFELY

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## **DROP OFF/PICK UP AREAS**

The driveway in front of the school is designed to flow one way—please follow the one-way only signs. The left lane will be used for student drop off and pick up. Please drop off your child in a single file fashion and pull away as quickly as safely possible to allow others behind you to continue in the right lane. **If you are getting out of your car, park in the parking lot.** Younger children are not to be left unattended in vehicles for any reason. **DO NOT USE THE PARKING LOT AS A DROP OFF ZONE—it puts students in harm's way.**

### **Do not block or use the following areas:**

- The bus loop (entrance or exit). **Parents are not permitted to use this as a pick up or drop off location unless it is raining.**
- The right lane. It is for through traffic.

### **Please observe signs very carefully and only park in the parking lot.**

\* Parents SHOULD NOT enter the emergency vehicle access area. Staff ONLY may enter and park there.

## **BUS TRANSPORTATION**

The Cayman Islands Government provides two buses to transport students within the school catchment area. The bus drivers are the safe authorities on the buses and are assisted by bus wardens.

### **RULES**

- Obey the bus warden and driver
- Behave in such a manner that the bus driver can concentrate on his driving to provide safe transport for all students.
- Pushing, shoving, cursing, fighting, eating or drinking is not allowed.
- Sit quietly in your seat until you reach your destination.

Refusal to follow the rules of the bus will result in 2 verbal warnings by the bus driver or bus warden, followed by a written warning given to the Principal or Deputy Principal. The parents of any child who receives a warning will be notified. If these are not effective, i.e. if three of these is received, a student will be unable to ride the bus for a period of time as determined by the Principal or Deputy Principal. If the behaviour is considered serious, he/she will be immediately withdrawn from the bus for a period of time as stated by the Principal or Deputy Principal.

**The bus service is free of cost and is privilege. All the students are expected to follow the set guidelines.**

**WALKING/BIKING TO AND FROM SCHOOL**

Students are not permitted to leave the school premises on their own. However, should an adult meet the child at school, the child will be permitted to walk or bike with that adult.

**DAY CARE TRANSPORTATION**

Parents are responsible for coordinating their child's transportation needs with the child-care centre. Parents also need to be sure to coordinate with the child-care centre about transportation on early dismissal days.



# STUDENT SERVICES

## **ENGLISH AS A SECOND LANGUAGE LEARNER SERVICES**

We strive to provide students with a quality academic program with all instruction in English, ensuring that students speak, read, listen, and write with fluency in English. English is the language of instruction and the social language of the school. The school has an inclusion philosophy. Students are included in regular classrooms where English is the language of instruction. When students need support in learning English, English as a Second Language (ESL) services will be provided as a supplemental support service for students in years 1-6. ESL students will attend special small group sessions with the ESL tutor weekly. Students identified as ESL will also take the Terra Nova and other school and national assessments.

## **SCHOL BASED SUPPORT TEAM**

Savannah Primary School has a general education process for addressing teacher or parent concerns, called the School Based Support Team (SBST). This team can include of the educational psychologist, learning behaviour difficulty specialist, speech therapist, occupational therapist, school counselor, special needs coordinator, principal and deputy principal as required. The SBST provides an opportunity for teachers and administrators to gather to discuss the strengths and challenges facing an individual child who is not obtaining the full benefit from the current instruction. In addition, individual educational plans (IEP) are discussed. These challenges may represent physical, social, emotional, or academic issues. During these meetings, we will discuss:

- Identifying information
- Physical, medical, and developmental history
- Social history
- Educational and academic history
- Strengths, needs, and academic performance--both past and current
- Modifications
- Interventions
- Follow up items

The purpose of the team is to consider alternative strategies or support required to allow the child to increase their personal success and to provide a supportive “think tank” to assist a regular classroom teacher in solving a problem that is preventing a student from achieving to his/her potential. SBST is a professionals discussion, any IEP action resulting from these meeting will be shared with parents..

## **GIFTED/TALENTED - ENRICHMENT**

Savannah Primary School students are screened using the Raven Coloured Progressive Matrices. Students assessed as needing enrichment are withdrawn weekly to work with a teacher of the gifted. We believe gifted students must also

be served in the regular education classroom, through differentiation strategies. Our programming occurs on a continuum, based on student need, and meeting the needs of the gifted student is the responsibility of the entire school community. Strategies within our school include: cluster grouping, flexible grouping, differentiation, guided independent study, compacting the curriculum, content-area acceleration, counseling, mentoring, contests and competitions, and pull-out.

### **SPECIAL NEEDS SERVICES**

Savannah Primary School will provide to each student, without discrimination or cost to the student or family, those related supplementary support services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school programme to the maximum extent appropriate to the person's abilities, in accordance with the Special Needs Code of Practice. Services which will possibly be provided for students include occupational therapy, speech therapy, vision therapy, learning and behaviour difficulty services, counseling and English as a Second Language services.

### **LIBRARY and INSTRUCTIONAL MEDIA CENTRE SERVICES**

Each class will have a weekly scheduled library time during the week. Students in Years 1-3 may check out one book or magazine at a time. Year 1 may check one book out in terms two and three. Students in Years 2 and 3 may check one item at a time in all three terms. Students in years 4 through 6 may check out two items at a time. Library books will only be issued to students whose parents have signed and returned the library contract. Library contracts are issued to parents at the start of each academic year by the school librarian. Students may check out additional items for a project or report at the request of a teacher. It is the responsibility of the student to return books on time and in good condition. Parents may receive notices from the library/media centre if books are overdue. There is a \$.10 fine per school day for overdue books. Checkout privileges for checking out books will be revoked if overdue books are not returned or are returned damaged. If books are lost or returned damaged, students/parents are expected to replace or pay for them at a cost of \$25.00. Report cards and further check out privileges can be revoked if the lost books are not replaced or paid. Students can access Destiny at <http://spsdestiny.edu.ky> to reserve books or view possible choices.

### **TECHNOLOGY SERVICES**

Use of technology in schools has changed the way schools can access information and communicate with others. The outside sources of information and communication will be used to support our national curriculum and enrich classroom assignments. The staff will take reasonable precautions and use reasonable procedures to assure that the information, communication, and material a student is exposed is appropriate. Students who deliberately seek exposure to inappropriate information or material, or use electronic technologies inappropriately or illegally, will be subject to school disciplinary actions.

The computer lab contains 30 computers, a teacher workstation, multiple printers, and an interactive white board. Classrooms contain between 1 and 4 student computers.

**AFTER SCHOOL CLUBS**

After School Clubs play a vital part in the lives of students at Savannah Primary School. Students are actively engaged in a variety of enriching activities. Teachers and trained personnel in the community volunteer many hours each week to make this a reality. Students are given the opportunity to express their creativity in various forms. Some activities include:

<ul style="list-style-type: none"> <li>○ LITERATURE CLUB</li> <li>○ SPANISH</li> <li>○ SCRAPBOOK</li> <li>○ GOOD NEWS</li> <li>○ AEROBICS</li> <li>○ CRICKET</li> <li>○ NETBALL</li> </ul>	<ul style="list-style-type: none"> <li>○ ARTS AND CRAFTS</li> <li>○ GAMES</li> <li>○ BOOK COOKS</li> <li>○ SPELLING CLUB</li> <li>○ DRAMA</li> <li>○ CUB SCOUTS</li> <li>○ MATHEMATICS</li> </ul>
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Each club costs \$5.00 per term. Additional information is sent home a month before the clubs begin.

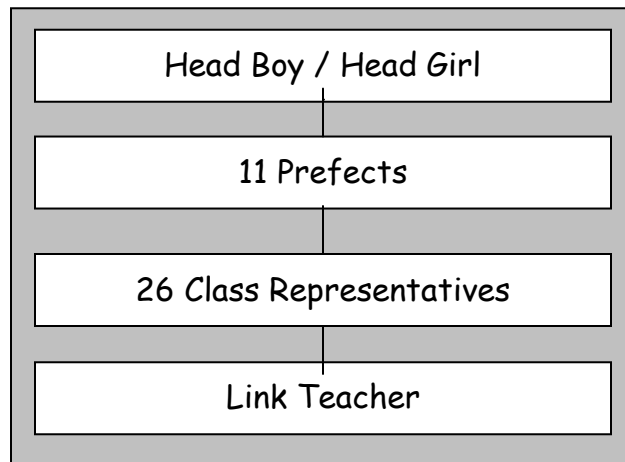
**STUDENT COUNCIL**

**The mission of Savannah Primary Student Council is to ensure that the students’ issues and concerns are raised and addressed. It is a productive, co-operative committee that is run and organized by the students, for the students. It’s aim is to improve communication between students and major stake holders and build school spirit. The council provides a safe and supportive environment where all students develop respect for self and others while learning the life-long skill necessary to participate responsibly in a changing world.**

The Student Council is comprised of prefects and two representatives from each class. One student is voted on by their class peers, whilst the other is selected by the class teacher. Student Council officers or class representatives are elected by their class to serve for a period of one year. The Student Council is the forum through which students can voice their suggestions and ideas. In addition, it provides leadership training.

A link teacher acts as mentor to the Student Council which meets once a month beginning in January. After each meeting the Head Boy and Head Girl meet with the Principal and Deputy Principal to discuss the issues raised. This meeting is reported to the Student Council at the next meeting. Agendas and minutes are written for each meeting by the Head Boy and Head Girl in rotation. Class representatives report back to their class about each meeting.





## **PREFECTS**

Prefects play an integral part in the students' behaviour management at the school, although all students are encouraged to play some role in maintaining discipline. Those who will hold the position of prefect are selected for a probationary period during the second semester of Year 5. A Head Boy and Head Girl are selected from the prefect body by teachers and the prefects in the first semester of Year 6. Selection criteria for prefects include deportment, behaviour, attitude, level of maturity, and sense of responsibility. Each prefect is contracted to the responsibilities and undergoes training throughout the year. The teachers select prefects.

## **DUTIES OF A PREFECT**

1. Each prefect will be assigned to one class.
2. Each prefect will check their assigned teacher's cubby hole in the staffroom at 12:50 p.m. to see if there are any notices etc. to be taken to their assigned class/room.
3. Each prefect will sit with their assigned class during assembly so he/she can assist the teacher in keeping order.
4. Each prefect will attend all council meetings and all prefect meetings.
5. Each prefect will remind students of school rules, upcoming events etc. at assembly on Wednesdays.

## **CRITERIA FOR SELECTING PREFECTS**

1. Wears correct uniform
2. Shows initiative
3. Is helpful
4. Follows school rules
5. Is respected by pupils and staff
6. Shows positive school spirit
7. Displays acceptable behaviour
8. All written assignments must be completed.

### **DUTIES OF HEAD BOY/GIRL**

1. Will perform all duties of a prefect
2. Meet with the principal at least once per month to discuss issues raised at Student Council meetings
3. Lead council meetings on a rotating basis
4. Prepare an agenda for council meetings
5. Take minutes of council meetings (on a rotating basis)

### **CRITERIA FOR DISMISSAL OF HEAD BOY/HEAD GIRL OR PREFECT**

1. Poor conduct – fighting, obscene language, gestures, writing, drawing and any other serious inappropriate behaviour
2. Behaviour that does not reflect the school approved standard

# PERSONAL BELONGINGS AND LOST AND FOUND

## **WHAT NOT TO BRING**

Students at Savannah Primary are not allowed to bring the following items to school:

- Toys which do not have a purpose for being at school (project or sharing)
- Radios, walk-mans, iPods, tape-player, etc.
- Balls from home—i.e. hard ones (they can cause brain injury if a student takes a blow to the head)
- Trading cards (Pokeman) or playing cards
- Small electronic devices such as PSP's, beepers, Digimon, Tamagotchi or similar items
- Marbles
- Cellular phones
- Other items not related to the curriculum or purposes of school

If these items are brought to school, the teacher will confiscate the items until the end of the school day. If these items are continually brought to school, the items may be confiscated, given to the principal, until the end of the school year or until the parent can make an appointment to meet with the principal and retrieve the items.

**As students enter school, they are coming to LEARN.**

We need students to focus on the learning that is taking place in each classroom without the distractions of items from home, which do not have an instructional purpose here at school. There can also be problems with personal items being lost or broken. Students have a hard time staying focused on their work when they are overly focused on items that should be left at home.

## **MONEY AT SCHOOL and LUNCH TOKENS**

Students are cautioned to bring only as much money or tokens as they need each day and students should keep their money in a safe place (pocket, small purse, etc.). Students are advised to take their tokens home on the day they receive them. **The school cannot take responsibility for misplaced money or lost tokens.**

## **LIABILITY WITH PERSONAL BELONGINGS**

Students who bring personal property to school are responsible for that property. The school is NOT responsible for lost, stolen, or damaged personal property and belongings.

## **LOST & FOUND**

It is helpful for parents to label all personal belongings of the child brought to school, such as hats, jackets, sweaters, and various pieces of their uniform. This will help us return found articles. Many mix-ups occur during the year and clothing is lost and unclaimed. Children should check the LOST & FOUND BOX on a regular basis for their missing items. It is located in a box on the blue benches outside the office. At the end of each semester unclaimed items will be donated to the Cayman Islands Red Cross or other charitable causes.

# GENERAL STUDENT CONDUCT

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## **IN GENERAL**

Children can and will make good choices at times and poor choices at times just like adults do. It is important for us at school to set limits for student behaviour so that we can maximize learning for all students in a safe/orderly environment. In life there are consequences for decisions and choices that we make. Some consequences are positive and some are not. At Savannah Primary School we firmly believe that 100% of our students are great young people but understand that 100% of their choices will not be. Our school has high expectations for appropriate behaviour. Good discipline is the prerequisite for good education. Savannah Primary School believes strongly in discipline being enforced from within the child. It attempts to provide the environment for students to learn and interact in an orderly manner. When students choose not to respond positively to the established order this will lead to consequences. Savannah Primary expects its students to conduct themselves honourably, courteously, and respectfully, and thereby be a credit to themselves, their parents, and their school.

## **PRIMARY YEARS PROGRAMME PROFILES & ATTITUDES**

In conjunction with our school's mission statement, students, staff, and teachers use the IB-PYP Learner Profile and IB-PYP Attitudes to discuss behavior, issues, problem solving, and so on with students. Teachers and staff talk with students about what these Learner Profiles and Attitudes mean at developmentally appropriate levels. It is used to talk with students about their actions and behaviours, and it is also integrated into the curriculum, units of inquiry, book studies, reflections, and so on.

**The attitudes contained in the IB Primary Years Programme, follow the school's expectations for appropriate behavior.**

### **IB Attitudes:**

- Appreciation—Seeing and being thankful for the wonder and beauty of our world.
- Commitment—Being responsible for my learning, showing self-discipline, & sticking with a difficult task until it is completed.
- Confidence—Knowing I can do it! Having courage to take risks, using what I have learned, and making good choices.
- Cooperation—Working with others and being willing to lead or follow as needed.
- Creativity—Using my imagination while thinking and doing things.
- Curiosity—Being eager to learn and ask questions about our world and its people.
- Empathy—Being able to put myself in someone else's place in order to

understand her or him.

- Enthusiasm—Being excited about learning and life.
- Independence—Thinking and acting on my own, including following directions and staying on task on my own.
- Integrity—Being fair and honest
- Respect—Showing that I care for others, property, our world, and myself
- Tolerance—Understanding, appreciating, and celebrating differences in each other

We practice IB attitudes, which help us understand ourselves, people, places, and things in our world. These attitudes help us to define day-to-day expectations by activities, experiences, and environments throughout our school.

For example:

### IB Students in the Restroom

<b>ATTITUDES</b>	<b>LOOKS LIKE...</b>	<b>SOUNDS LIKE...</b>
<b>Appreciation</b>	We leave the restroom and wash area in nice condition when we are finished.	"I threw my towel in the trash." "I'm going to wipe up the extra water on the counter top."
<b>Commitment</b>	We use the restroom and then get back to class so we don't miss too much learning.	"I think I need to get back to class—I don't want to miss the science experiment."
<b>Confidence</b>	We use the restroom when we need to; we know the process for checking in and out.	"Can I use the restroom?" "I need to use the restroom."
<b>Cooperation</b>	We wash our hands so that we don't spread germs to one another.	"I understand why it's important to all of us that I wash my hands."
<b>Creativity</b>	If we see a problem in the restroom, we think about how to approach the problem or dilemma	"How can I solve this problem?"
<b>Empathy</b>	We are sensitive to one another's feelings, learning, and work	"Thanks for waiting for me to finish." "I wouldn't want someone else to have to clean up my mess."
<b>Independence</b>	We think and act responsibly. We make good choices about how we behave.	"We need to lower our voices so we're not so loud."
<b>Integrity</b>	We act the same way when we're alone as when there are other people around.	"I acted in such a way that I made myself proud." "I know I did the right thing." "I reported what I saw to my teacher."
<b>Respect</b>	We make good decisions in the bathroom.	"I care for my school, myself, and others."

The basic SCHOOL ESSENTIAL AGREEMENTS are:

1. We will use time wisely
2. We will respect ourselves, others and the environment
3. We will walk safely and quietly
4. We will follow directions
5. We will be prepared to learn and wear the correct uniform

Positive behaviour/conduct is constantly rewarded. There are many ways in which students are recognised and praised for choosing the right behaviour and staff will always catch a child being good, as far as possible.

There will, however, be times when children choose the wrong behaviour and therefore the resulting consequence which will help the student to make appropriate choices in the future.

Savannah Primary School will not tolerate the following behaviours (this list is indicative, not exhaustive).

<ol style="list-style-type: none"> <li>1. Physical abuse of others</li> <li>2. Bullying or intimidating others</li> <li>3. Verbal abuse/use of profanity</li> <li>4. Throwing objects and /or use of objects as weapons</li> <li>5. Running or playing in undesignated areas</li> <li>6. Bringing unauthorised or dangerous articles to school</li> <li>7. Littering, vandalising school property</li> <li>8. Chewing gum on the school campus</li> <li>9. Keeping medication on their person or ingesting it without permission</li> </ol>	<ol style="list-style-type: none"> <li>10. Stealing, cheating or extortion</li> <li>11. Leaving campus without permission</li> <li>12. False fire alarms</li> <li>13. A continuous pattern of disruptive behaviour</li> <li>14. The illegal or improper use of tobacco, drugs, alcohol, or narcotics</li> <li>15. Refusal to obey directions of administrators, teachers and other school personnel.</li> </ol>
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The following are consequences used to discipline the students. This list is neither exhaustive nor sequential.

<ul style="list-style-type: none"> <li>• Assigned school duties other than class tasks/work detail</li> <li>• Verbal warning</li> <li>• Time out</li> <li>• Discipline note</li> <li>• Counselling</li> <li>• Parent-teacher conference</li> <li>• Confiscation of unauthorised item</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline letter (becomes a part of the child's permanent file)</li> <li>• Suspension*</li> <li>• Writing an essay, an apology</li> <li>• Restitution</li> <li>• Detention</li> <li>• Discovery Room</li> </ul>
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\*Suspension is the temporary removal, by the principal, of student/s from the regular school environment. A student who serves out-of-school suspension will not be permitted on the campus for the duration of the suspension. A student serving out-of-school suspension will be required to complete and return assigned work due during the

suspension period. In addition, during periods of out-of-school suspensions, no participation in any school-sponsored activities will be allowed.

### **THE DISCOVERY ROOM**

The Discovery Room is a structured, supervised, systemic resource where students are sent when behavior is an issue. The Discovery Room's primary mission is to assist in providing the school with a safe environment by de-escalating, processing and redirecting students whose behavior choices challenge classroom capacity and/or break school community standards. Its secondary mission is to keep teachers teaching rather than stopping to address severe behavior issues.

### **What kinds of behaviors would warrant a referral to the Discovery Room?**

Savannah Primary School has articulated typical school behaviors as Level I (e.g. making silly comments or note-passing), Level II (e.g. name-calling or refusing to comply with directions) or Level III (e.g. using profanity directed at a student or teacher or stealing). Level I behaviors will continue to be addressed in the classroom. Students who exhibit Level III behaviors (or **repeated** Level II behaviors) will be referred to the Discovery Room.

- The SBST member will help the student process the behavior incident.

Examples of processing questions include: *What school rules did you break? What is your plan for the next time you are in this situation? What can you do now to rectify the situation?* The process usually takes approximately ten minutes unless the student needs to de-escalate first.

- The student will usually return to the classroom or assigned area. The staff member in charge at the time of the incident will assign the consequence, and inform the teacher. Students who exhibit Level III behaviors are typically escorted directly to the office or will remain in the Discovery Room for a lengthy period of time.

### **Who runs the Discovery Room?**

The Discovery Room will be supervised by a member of the school based support team.

### **Will I always get a phone call if my child visits the Discovery Room?**

No. If after gathering more information about the incident and processing with the student, it turns out that the behavior was less significant than first thought, a phone call will not be made (just as contact is not typically made for level 1 incidents that occur in the classroom). You will be contacted if your child has behaved in a way that would warrant a lengthy withdrawal from class.

# SCHOOL UNIFORM

- All students at Savannah Primary are required to wear a uniform. Shirts or blouses must be tucked into trousers or skorts with the waistband clearly showing at all times.
- All polo shirts/blouses should have the last 2 buttons fastened.

## BOYS

- The boys' daily uniform consists of a blue polo shirt with the school logo embroidered on the left, khaki shorts or trousers, solid black whole shoes (no boots), a black or brown belt and white ankle length socks.
- The white socks must be plain (no designs or colours) and must reach above the ankle.
- All boys are required to purchase a blue Oxford button down shirt (dress) to be worn on formal occasions. If the trousers have loops, a black or brown belt must be worn.

## GIRLS

- The girls' daily uniform consists of a blue polo shirt with the school logo embroidered on the left, a khaki skort (not more than two inches above the knee), solid black whole shoes (no boots), and white ankle length socks.
- The white socks must be plain (no designs or colours) and must reach above the ankle.
- All girls are required to purchase a blue Peter Pan blouse (light blue) to be worn on formal occasions. All buttons must be fastened.

When class/school field trips are organized, students must wear the correct uniform as detailed in the information sent home at least one week prior to the trip. For example, star T-shirt, polo shirts etc., or they will not be able to participate in the field trip.

Uniforms are available from the Uniform Shop which is operated by the PTA. Parents should send a written note of explanation if the incorrect uniform is worn to school.

## PHYSICAL EDUCATION UNIFORM

PE uniforms may be worn to school by students on PE days. Sneakers should be worn with PE uniform. Sandals are not allowed. In addition, students may be required to wear a star t-shirt on additional P.E days or on specified field trips.



**Uniforms are only available for purchase at the school from the Savannah Primary School Uniform Shop.**

**HAIR**

- Any hair accessories for girls should be **black, white, brown or blue.**
- Female students with long hair are not allowed to wear their hair loose.
- **Beads or coloured elastic bands are not permitted. Braiding must be kept close to the head and tied back.**
- **Hair weaves or extensions may not be worn.**
- Boys' hair must be neatly trimmed short with no artistic designs or ponytails.
- Boys' hair must be tidy, low cut and not extreme in hairstyle.

**NAILS**

Nail varnish, false nails or makeup of any kind **is not allowed.**

**TATTOOS**

***Tattoos are not allowed.***

**JEWELLERY**

The only jewellery that is allowed is as follows:

1. A watch
2. Gold or silver tiny knobs worn by girls only (**No coloured stones are allowed.**)
3. Earrings on boys are prohibited.

# CANTEEN SERVICES

## **BREAKFAST**

The price of breakfast is \$1.00, and varies between cereal, granola bars and porridge. Breakfast is detailed on the lunch menu. Parents should purchase breakfast tokens in advance using the drop box. Breakfast tokens will be distributed as lunch tokens are – on Mondays.

## **SNACKS**

Your child's class will have a snack break during the day. Snacks should be brought from home and should be of nutritional value. Fruits, vegetables, cheese, and crackers, etc. are examples of snacks that we encourage. Examples of snacks that are not permitted include sweets, chips, soda, etc. Snack time is between 10:00am and 10:25 am.

## **LUNCH**

The price of a school lunch for students is \$4.00, which includes a drink and dessert. A lunch menu is provided by the PTA and students should bring a token to school on the days which they are eating lunch from the canteen. Students who are not getting lunch from the canteen should bring a packed lunch in addition to their snack. Students are not allowed to use cash to purchase lunches daily. Parents should purchase tokens from the PTA using the drop-box. Parents should purchase enough tokens to last until their next order. Please list your child's name and year group on the envelope before dropping it into the box. Tokens will be distributed on Mondays to students.

Parents needing assistance with the cost of lunches should apply to the **DEPARTMENT OF CHILDREN & FAMILY SERVICES** as soon as possible (Telephone No: 949-7900). Re-application is required during the school year.

## **COMING TO EAT LUNCH WITH OUR STUDENTS**

Parents are welcome to eat lunch with their child/ren. If a parent wants to purchase a lunch, contact the school at the start of the school day in order to be included in the lunch count. This will allow the canteen staff to prepare enough food and to be sure all students who require lunch receive a lunch.

## **RULES FOR USING THE CANTEEN**

### **HOW TO ENTER THE CANTEEN**

1. Infant classes will be taken to and from the hall by their teachers.
2. Junior classes are brought to the hall by their teachers.
3. Prefects have a special line and are allowed to enter the hall first.

### **WHERE TO SIT IN THE HALL**

Each class will be assigned a table (or part of a table) in the hall. Infant and Junior teachers will sit and have lunch with their classes. The prefects will sit at a special table reserved for them.

### **LUNCHROOM ETIQUETTE**

1. Students are expected to eat quietly without disturbing others.
2. Students must remain seated while eating.
3. Going to the bathroom is allowed after permission is given by teacher. Students indicate by putting up their hand.

### **DISMISSAL**

1. Infant Classes will be sent to the playfield at 12:25 p.m.
2. Junior Classes will be dismissed when they have finished eating and should put their garbage in the garbage can before proceeding to the restrooms/classrooms. The THANK YOU prayer will be said in class at the start of the afternoon session.

# CELEBRATIONS & RECOGNITION

**BIRTHDAYS** We recognize students' birthdays weekly at assembly because we realize that recognition of a child's birthday is important to him/her and builds a good self-concept. Due to the fact that we have the curriculum to cover, we cannot have birthday parties for students. However, cake, snacks etc. can be shared during break or at a time that is specified by the teacher. Please discuss birthday plans in advance with the teacher. Treats should be of a simple nature that can be easily distributed. **Teachers and/or students are not permitted to pass out party invitations at school unless all students in the class are receiving the invitation.** Deliveries for students on special occasions will remain in the office until 3:00 P.M. at which time the student will be called down to pick up their item.

**CLASSROOM CELEBRATIONS**—Student achievement and growth are celebrated in creative ways throughout the school year. In addition, classrooms are encouraged to celebrate events typical to our community. Parents who do not wish for their children to participate in classroom celebrations should notify the classroom teacher and office.

# HOME SCHOOL COMMUNICATIONS

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## **GENERAL COMMUNICATION**

Regular communications between the school and parents/guardians are important to ensure that parents/guardians are kept informed about school activities.

In order to facilitate good communication between home and school, students will bring notes, notices etc. in a blue and white envelope. Parents should remove the contents, then sign and date the envelope. A weekly newsletter is sent home from the principal and teachers send home class newsletters on a regular basis. It is the responsibility of the student to bring the envelope back to school. Lost envelopes must be replaced at the parent's expense. Envelopes are available from the School Office at a cost of CI\$2.00.

Information about the school can also be found at

[www.savannahprimaryschool.blogspot.com](http://www.savannahprimaryschool.blogspot.com)

## **CHANNELS OF COMMUNICATION**

Direct communication is the best and only way, to obtain clear and correct information. If parents and/or students are confused or worried about something, they are encouraged to consult with the teacher first. We all come from a wide variety of previous school experiences and may find this unfamiliar. It is the duty of school personnel to be informed and we are always happy to answer questions. This avoids misinformation, rumors, and disquiet that can arise when parents communicate with people not closest to decisions, information, and the like. This can cause parents to worry, especially when a child recounts how they perceive a difficulty. However, it is wise to consider the perceptions and perspectives of others before arriving at conclusions. Whenever possible, we aim to help children solve problems on the spot, when and where they happen. We encourage the following sequence of action:

- 1. Call, email, or write a note to your child's teacher request a time to talk with the them.*
- 2. If the matter is extremely urgent and simply can't wait, contact the office at the school and ask to arrange a time to speak with your child's teacher.*
- 3. Staff members are happy to speak with you in an effort to meet children's needs. They do need to allocate time to hear from you in a situation conducive to effective communication. "Dropping in" on a busy classroom, where the teacher is working with students, is not a suitable way to go about meeting the needs of all involved persons.*

*4. Most issues can be settled with the teacher. If you have met with the classroom teacher, and the matter remains unresolved, then a further appointment with the deputy principal or principal may be needed. This can be scheduled by contacting the school.*

### **What can I expect from my child's teachers?**

- The teacher is expected to know your child as a learner and use that knowledge to match the child and the learning experience within the IB-PYP curriculum.
- The teacher will be trained and well versed in the IB philosophy and methodology through participating in on-going school and regional trainings.
- The teacher is expected to support your child's all round development to nurture the overall development of the child.
- The teacher is expected to get to know your child as a person, and to strive to develop a trusting relationship that will support academic, social and emotional growth.
- The teacher is expected to carry out regular assessment of your child's learning, both academic and behavioural, and record this in such a way that it may be shared with you and your child, and used to develop future goals for your child.
- Outstanding achievements and growth, and likewise patterns of learning or behaviour that give cause for concern, are to be communicated to parents as soon as possible.

### **What do teachers need from parents?**

- Parents should be active partners in their children's education. Children always achieve most success when teachers and parents are united in supporting their learning.
- Teachers need your help to ensure children attend school regularly on all scheduled school days--on time.
- Teachers need parents and students to have a pre-arranged plan for what happens when the school day ends.
- Teachers need parents to attend twice a year conferences.
- Teachers need parents to communicate with them if they have a concern about learning, emotional, social, or behavioural matters.
- Teachers need parents to seek verification from the teacher if they are concerned by information their child gives them about school, as children may not be in possession of all relevant information.
- Teachers would also like to be informed if there are circumstances at home that may be affecting your child.
- Teachers need parents to inform themselves about activities that are taking place in the school by reading all school newsletters, and other communications that are sent home.
- Teachers encourage parents to take opportunities to inform themselves about the nature of the curriculum by attending events such as Back to School Night and IB-PYP Information sessions.
- Teachers need parents to take an interest in the work their child brings home, either as homework, or to show pride in their achievements.

**Meet Your Teacher/Open House**

Before school starts each year, an open house is held for students to meet their teacher, see who is in their class, drop off supplies, and get oriented to the school.

**Curriculum Night**

Early in the school year, a curriculum-oriented information night is organized in one evening to give parents the opportunity to better understand the IB-PYP curriculum and whole-school issues as well as to understand the grade level in which their children are enrolled.

**Telephone Use**

The school telephone is a business phone. Therefore, student use is limited to business matters and only with teacher permission. We cannot accommodate large numbers of students calling home at any time for instructions or last minute play dates, impromptu requests, to bring lunch, or to call for homework. Students need to make prior arrangements with parents for after school activities. Students and staff members will not be called out of class to receive phone calls. Teachers check their voice mailboxes each day and return phone calls as soon as possible.

# P.T.A

Savannah Primary School is known for its vibrant P.T.A which works in partnership with the school. The P.T.A supervises the **CANTEEN, UNIFORM SHOP** and all **FUNDRAISING ACTIVITIES**. The P.T.A provides funds for educational trips and needed supplies to enhance teaching and learning. They also take time to thank the staff for doing a great job. This may include providing a special lunch for the staff, a staff dinner or flowers.

Meetings are held on the last Monday of each month from 6:30 p.m. to 7:30 p.m. However, this may change occasionally due to the mid-term vacation or public holidays. Election of officers takes place annually on the last Monday of September.

## **OFFICERS (2009-2010)**

President

Hon. Mr. Mark Scotland

Vice President

Mr. Jeff Pouchie

Secretary

Mrs. Marjane Ebanks-Fellows

Assistant Secretary

Miss Yvette McLaughlin

Treasurer

Mrs. Cindy Scotland

Assistant Treasurer

Mrs. Juana Robinson



# FACILITIES AND BUILDINGS

The present building is located immediately behind the old school. The school has grown in size over the years and now consists of:

<ul style="list-style-type: none"><li>▪ 13 AIR-CONDITIONED CLASSROOMS</li><li>▪ AN AIR-CONDITIONED MULTI-PURPOSE HALL</li><li>▪ A MEDIA RESOURCE CENTRE (LIBRARY)</li><li>▪ A COMPUTER ROOM WITH 30 IBM DESKTOPS COMPUTERS</li><li>▪ A LITERACY ROOM</li><li>▪ A MUSIC ROOM</li></ul>	<ul style="list-style-type: none"><li>▪ A PE STOREROOM</li><li>▪ A VISUAL ARTS &amp; MOVEMENT ROOM</li><li>▪ A COUNSELOR'S ROOM</li><li>▪ A SPECIAL NEEDS ROOM</li><li>▪ STAFFROOM</li><li>▪ PRINCIPAL'S OFFICE</li><li>▪ SECRETARY'S OFFICE</li><li>▪ SICK BAY</li><li>▪ UNIFORM SHOP</li></ul>
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## **PERSONNEL**

The school has:

- 1 PRINCIPAL
- 1 DEPUTY PRINCIPAL/PYP COORDINATOR
- 4 SENIOR TEACHERS
- 2 HEADS OF DEPARTMENT
- 13 CLASSROOM TEACHERS
- 1 SEN COORDINATOR
- 1 TEACHER/LIBRARIAN
- 6 SUPPORT ASSISTANTS

Support staff, also on site, see to the clerical work, canteen, transporting of students, cleaning, security and maintenance of the grounds.

### **PERIPATETIC STAFF INCLUDES:**

- TEACHERS OF MUSIC; PE and ICT
- COUNSELOR
- TEACHER OF ENGLISH AS A SECOND LANGUAGE
- SPEECH & LANGUAGE THERAPIST
- TEACHER OF THE VISUALLY IMPAIRED
- LEARNING AND BEHAVIOURAL DIFFICULTY SPECIALIST
- EDUCATIONAL PSYCHOLOGIST
- OCCUPATIONAL THERAPIST
- ICT TECHNICIAN
- SCHOOL NURSE

# **2009/2010**

## **FACULTY and STAFF**

Principal  
 Deputy Principal (Acting) PYP Coordinator  
 Head of Junior Department / Year 6 Teacher  
 Teacher/Librarian  
 Special Needs Coordinator  
 Year 6 Teacher  
 Year 5 Teacher  
 Year 5 Teacher  
 Year 4 Teacher  
 Year 4 Teacher  
 Year 3 Teacher  
 Year 3 Teacher  
 Year 2 Teacher  
 Year 2 Teacher  
 Year 1 Teacher  
 Year 1 Teacher

Mrs. Margaret Rattray  
 Miss Kiva Powell  
 Mrs. Dorinda Wilson  
 Miss Carol Ann Peart  
 Mrs. Josephine Ebanks  
 Miss Gillian Dasent  
 Miss Carol Gopaul  
 Mr. Selvon McCall  
 Mr. Easton Clarke  
 Mrs. Julia Ebanks  
 Miss Nicola Borrough  
 Mrs. Victoria Nelson  
 Mrs. Linelva Waysome  
 Miss Sophia Simpsons  
 Mrs. Carolett Kinghorn  
 Mrs. Beverley Haye  
 Mrs. Davilynn O'Neill

Margaret.rattray@gov.ky  
 kpowell@sps.edu.ky  
 dwilson@sps.edu.ky  
 cpeart@sps.edu.ky  
 jdebanks@sps.edu.ky  
 gdasent@sps.edu.ky  
 cgopaul@sps.edu.ky  
 smccall@sps.edu.ky  
 eclarke@sps.edu.ky  
 jaebanks@sps.edu.ky  
 nborough@sps.edu.ky  
 vnelson@sps.edu.ky  
 lwaysome@sps.edu.ky  
 simpson@sps.edu.ky  
 ckinghorn@sps.edu.ky  
 bhaye@sps.edu.ky  
 doneill@sps.edu.ky

### **Support Assistants**

Mrs. Jessie Ebanks  
 Mrs. Sendella Taylor-Bendless  
 Mrs. Delva Hurlston-Watler  
 Miss Theresa Seymour  
 Mrs. Anne-Michelle Christian  
 Miss Samantha Fredericks

### **Peripatetic Staff**

Learning Behaviour Difficulty Specialist  
 Physical Education  
 Music  
 Information and Communication Technology  
 Speech and Language Pathologist  
 Counsellor  
 English as a Second Language  
 Visually Impaired  
 Occupational Therapist  
 Educational Psychologist  
 School Nurse

Mr. Paul Rowden  
 Mrs. Marjorie Scott  
 Miss Joyce Fell  
 Mrs. Rachel Klein  
 Mr. Conrad Duncan  
 Mr. Conway King  
 Mrs. Watler-Bryan  
 Ms. Gloria Powery  
 TBA (Ms. Kim Voaden, Consultant)  
 Mrs. Dianne Schultz  
 Ms. Catherine DeVisser

prowdan@cayman.edu.ky

cking@cayman.edu.ky

dshultz@cayman.edu.ky

### **Secretary**

Mrs. Tricia Skyers-Palacio

tricia.skyers-palacio@gov.ky

Bus Drivers  
 Bus Wardens

Mr. Derrick Stewart & Mr. Glen Wright  
 Ms. Betty Seymour & Ms. Jane Wood

### **Canteen Staff**

Mr. Derrick Stewart  
 Ms. Minette Wallace  
 Ms. Eutalen Miller

### **Grounds Men**

Mr. Melson Stephens  
 Mr. Carlo Forbes

### **Cleaning Company**

A1 Janitorial Services

Handbook prepared by Kiva Powell  
 Last updated May 2010

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