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A Short History of the School

In 1908, according to oral report given by Mrs. Cicely Pierson the first Seventh-day Adventist Church School was established in the district of East End on the beautiful island of Grand Cayman. This account would have the school evolving in four phrases.

The second phase according to the report of Mr. Lee Gouldbourne was in 1944, when Miss Gleeda Forbes (a member of the Church) opened her home to seven students. By the end of 1945 the enrollment increased by over five hundred percent to 40 students. By 1948, the school had experienced such phenomenal growth to reach an enrollment of approximately 180 students. During the early fifties to the early 1980's the school changed location many times.

The third phase of the school's history occurred during the late 1950's, when the school administration changed hands from the American leadership to Jamaican. Under the stewardship of the West Indies Union leaders such as the Newmans, particularly, Garfield and Cyril made significant contributions to the school's development. For reasons unknown, differences in the management structures (that of the Union and Miss Forbes) developed resulting in Miss Forbes leaving the school to reestablish her own. The main school had to be closed for a while for restructuring and reorganization of both the academic and physical structure.

The final phase of the school's history commenced, in the 1960's. In 1967 the name was changed to Edmer in honor of Miss Clara Eden (Ed. for Eden) a midwife, and Mr. George Merren (Mer. for Merren), a local elder. It was during the 1960's that Pastor A. Lyle with the aid of some church members erected a new building on the site where the thatched hut stood. It was during this period that the torch of Adventist Education was lit giving the school new meaning, purpose and significance to the Caymanian society. Championing this effort was Mrs. Peace, who took the helm to guide the schools development into a successful path before passing it on to the following Principals: Pastor Carl Henry, Mr. Rolston Rose, Mr. Herbert Shand, Pastor L. V. McMillian, Mr. Vernon Cato, Mrs. Donnalee Tatum, and back again to Mr. Rolston Rose in the early eighties, Mrs. Lynn Smith, succeeded by Pastor Kenneth Adderly and then Mr. George Coke. In 1988 Mrs. Carla Sue McLaughlin, a native of Grand Cayman succeeded Mr. Coke as Principal. Under her leadership, an active Parent/Teachers Association along with an active Alumni Association were organized. The school was expanded with a new wing costing over \$70,000, built to house the Kindergarten division, bathrooms and canteen.

The school experienced another change in leadership, when in 1994 Mr. Winward Hurlston took over the reign of principal. He gave four years of faithful service until he retired in 1998. It was the young energetic Mr. Michael Cobb who was to be the next principal. His stay was very short, lasting from 1998-1999, as he moved on to Northern Caribbean University. His major contribution to the development of the school was the establishment of the Gleeda Forbes Computer Lab. It was at such a time as this that Mrs. Cereta McDonald was called to take up the mantle of managing the school. She served as Acting Principal from 1999 to 2000.

At the beginning of the 2000-2001 school year Mr. Daniel Morgan of Jamaica, who served Brandon Hill Primary and Junior High School, for 18 years became the new principal. He served the school for three years during which time the student enrolment increased from 80 students to 120, with five full time teachers, assisted by three teacher aids. A part-time secretary and music teacher completed the staff complement. He was instrumental in establishing a music program with the help of the George Town Church and a successful fundraising effort. The sleeping Alumni Association was revived under his tenure. Also, the re-roofing of the building and the installation of proper outdoor lighting fixtures was completed. During this period the P.T.A. gave the school a face lift, and a Prefect Body was also established. At the end of the end of the 2002-2003 School Year, Mr. Morgan, went on a one year Sabbatical and did not return. Mr. Darell Randal succeeded Mr. Morgan and served for two terms, being ably assisted by Mrs. Chamayrane Williams, the School Secretary.

On April 19, 2004, Mr. Lambert Forrest took up position of Principal and immediately set to work to reshape the structure and function of Cayman Academy, formerly Edmer School. The Mission and Vision Statements were

reformulated to provide a sense of direction for the task ahead. Over the next four years Mr. Forrest was to preside over a number of changes. Some of these were: one teacher to one class with some having a teacher's aid, the Pre-Kindergarten was relocated from a container to the wing building, the main building was renovated to create individual classrooms, the Computer Lab and Science Lab was established and a Music Department organized as a self-sustaining entity of the school, with over thirty students. New playground equipment was obtained for the Kindergarten Division. It was also during this period that the High School was re-established, the grounds paved and green areas put in. The building on the wing was remodeled to house both, the Kindergarten and Primary Divisions, a state of the art Canteen, a Sick Bay, additional bathrooms, and a Staff Lounge. These are only a few of the things realized. The school enrollment rose from 117 to over 260 while the staff complement moved from nine to twenty-five, including the office staff. In 2007-2008 Cayman Academy solidified its place among high schools in the Cayman Islands by gaining second place in the Sagicor Knowledge Bowl Quiz Competition. The school also had its first taste of the C.X.C examination success, with some of our students gaining passes in English and Mathematics.

Your contribution to the continuous development of our school is now in your hands. Stay with God, work hard, love and respect those who are responsible for shaping your future, and sure you will make Cayman Academy and the Cayman Islands a better place

How the School is Administered

The school has three divisions:

1. Early Childhood – Pre kindergarten and Kindergarten
2. Primary – grades 1 – 6
3. High School: Grades 7 - 12

The Principal is currently assisted by two Vice Principals, and a Senior Management Team. The members of the Senior Management Team are: the Principal, Vice Principals and Heads of Departments. There is also a prefect body in place to assist teachers in the administration of discipline, and class management.

The school day is

8:30 to 3:10 Monday to Thursday

8:30 to 12:00 Friday

Aftercare services are provided at a cost of \$6.00 per day

3:30 – 5:30 Mondays to Thursdays

12:15 – 3:30 Fridays

Contact Information

Address

Cayman Academy

211 Walkers Road

P O Box 515, Grand Cayman

KY1 – 1106, Cayman Islands

Telephone: 345 - 949 - 7190

Fax: 345 - 945 – 5909

Email address: principal@caymanacademy.ORG/ secretary@caymanacademy.org

School's Website: www.caymanacademy.org

Principal's Telephone number: 345 - 326 -3892

Acting Principal – Nelda Dracket

Cayman Academy's Vision Statement

To provide the necessary physical, economical and academic structures to sustain the continued development of Cayman Academy so as to provide the best quality human resources to satisfy the various needs of the Cayman Islands and the wider Caribbean.

Cayman Academy's Mission Statement

1. To provided the environment necessary for the delivery of the highest standard of social, spiritual, physical and mental training to all students.
2. To provide teachers with the necessary resources required to achieve the highest quality Christian education.
3. To ensure that all teachers, students, parents and guardians receive maximum satisfaction from their contribution.
4. To provide the Cayman Islands economy with the vest quality human resources needed for the continued development of the society.

Cayman Academy's School Song

Cayman Academy School of progress
We love thee more than all the rest
For truth and honesty we praise thee

And pledge our loyalty to thee
We ever lift aloft thy standard with Christ our visionary guide
Be ever near us Lord, today
As on we strive for thee each day.

Cayman Academy halls of learning
Fill all, our needs, and all our yearnings
We learn to read and write and spell
And do our lessons very well
We are prepared, by thee for this life
Prepare us for our earthly strife
And for the life which is to come
To live in God's eternal home

Committed teachers at Cayman Academy
Are prepared to do their loyal part
To train the students hand and head
And pray that Jesus take the heart
Of them who willingly will yield it
To Thine eternal care and trust
And in Thy kingdom reign forever
The home of all the true and just.

Cayman Islands' National Song

Beloved Isle Cayman as composed by Leila Ross-Shier, June, 1930.

1. O land of soft, fresh breezes,
Of verdant trees so fair
With the Creator's glory reflected ev'rywhere.
O sea of palest em'rald,
Merging to darkest blue,
When 'ere my thoughts fly Godward,
I always think of you.

Chorus

Dear, verdant island, set
In blue Caribbean sea,
I'm coming, coming very soon,
O beauteous isle, to thee.
Although I've wandered far,
My heart enshrines thee yet.
Homeland! Fair Cayman Isle'
I cannot thee forget

2. Away from noise of cities,
Their fret and carking care,
With moonbeams' soft caresses,
Unchecked by garish glare,
Thy fruit and rarest juices,
Abundant, rich and free,
When sweet church bells are chiming,
My fond heart yearns for thee.

3. When tired of all excitement,
And glam'rous worldly care,
How sweet thy shores to reach,
And find a welcome there,
And when comes on the season,
Of peace, good will to man,
Tis then I love thee best of all,
Beloved Isle, Cayman!

Cayman Academy and the National Curriculum

Cayman Academy is committed to meet the aims of the National Curriculum and ensure that students meet the desired outcomes. We also embrace one of the sayings of the Education Ministry: “**All children can learn.**”

“The aim of the national curriculum is to provide, in partnership with all stakeholders, a broad, relevant, balanced, and integrated learning framework that promotes students’ physical, emotional, intellectual, social, spiritual, cultural, creative and moral development. It aims to enable them to become critical thinkers, problem solvers, lifelong learners and productive citizens in an ever changing global society.”

“An **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 21st century.”

Desired Outcomes as outlined in the National Curriculum

Intellectual outcomes

By the time they leave our schools, students should:

- ✓ Be literate, numerate, and adept at using information and communication technology (ICT)
- ✓ Have an awareness of global issues affecting aspects of life in the 21st century
- ✓ Be able to use their local dialect and standard English to think, learn, and communicate effectively in a variety of contexts
- ✓ Be able to apply mathematical reasoning skills and knowledge to solve problems and make sense of statistical and other information
- ✓ Be able to use scientific methods to solve problems and to apply scientific perspectives to gain a better understanding of their world and to help make responsible decisions
- ✓ Be able to evaluate and use a wide variety of resources, including technologies, to improve their performance in school and work-related areas and generally enhance the quality of life
- ✓ Demonstrate an understanding of how history, geography, and cultural forces have shaped the past and the present
- ✓ Have had the opportunity to acquire some technical and vocational skills, which give them more opportunities and options to be successful in the workplace
- ✓ Have studied another modern foreign language

Cultural outcomes

By the time they leave our schools, students should:

- ✓ Be proud of and knowledgeable about their heritage. Celebrate Caymanian culture, whilst being respectful of and knowledgeable about other cultures and beliefs
- ✓ Be creative in, and appreciative of the arts (dance, drama, visual art and music)
- ✓ Be able to apply their appreciation of the arts to many facets of life and work

Attitudinal outcomes

By the time they leave our schools, students should:

- ✓ Have a positive outlook and a high self-esteem
- ✓ Be enthusiastic and motivated about learning, and willing to continue to extend their knowledge and skills after leaving school
- ✓ Have a strong work ethic and willingness to become an honest, reliable, and responsible member of the work force
- ✓ Be respectful of God, themselves, others, people of all ethnic and religious backgrounds, the environment and property
- ✓ Be a good team player, civic-minded, and willing to serve
- ✓ Be able to interact and work effectively with others, showing empathy, compassion and respect towards their needs and feelings
- ✓ Demonstrate respect for human rights, and fulfill the responsibilities of citizens in a democratic society
- ✓ Value work and learning of all types, not only for their practical benefits, but also for the sense of purpose and satisfaction that they can bring
- ✓ Be able to develop relevant, well-prepared plans for entering the world of work or continuing their education
- ✓ Be open-minded and willing to listen to the views, values and perspectives of others
- ✓ Appreciate the importance of keeping fit and participating in team and individual sporting activities

Behavioural outcomes

By the time they leave our schools, students should:

- ✓ Be well-rounded, efficient problem solvers, flexible and adaptable to changing circumstances and demands
- ✓ Be able to reflect on their own learning and experiences, and to assess and understand their own strengths and limitations
- ✓ Be able to demonstrate a commitment to peace, social justice, tolerance, and the protection of the environment and apply a global perspective in their attitudes and behaviour
- ✓ Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

Enrolment Information

Documents Needed for Admission

The following must be submitted along with your **completed application form**:

PROOF OF IDENTITY:

Please provide:

1. A notarised copy of your child's birth certificate and one passport size photo
2. A copy of your child's immunization records
3. A copy of your child's last school report (if transferring from another school) and a reference letter from the school.

For Non-Caymanian Applicants required documents 1 – 3 must also be included with the following:

4. Medical record
5. Immigration Clearance

FEES:

When you submit your application you will be required to pay a non-refundable administrative application fee of CI \$ 40.00. If your application is approved, you will be required to pay a registration fee of CI \$ 20.00.

Tuition

Grade	Tuition Per Year	Tuition Per Term	Tuition Per Month
Pre-K – Grade 6	\$ 2,700.00	\$ 900.00	\$ 300.00
Grade 7	\$ 3,435.00	\$ 1,145.00	\$ 382.00
Grade 8 -11	\$ 4,800.00	\$ 1,600.00	\$ 534.00

Book Fee

Grade	Amount
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Kindergarten Division	CI \$ 125.00
Primary Division	CI \$ 150.00

NB: High school students are to purchase books from The Resource Centre. A book list will be provided by the school.

ENTRANCE EXAM:

To determine the grade placement of your child, he/she is required to sit an entrance examination.

School, Parent Contract

This is a contract between the School and parents. In order for your child/ward to succeed we will work together as follows: -

Parents

We will support our children, encourage them to do their best and support the School by observing all the relevant School policies:

By making sure that my child/children attend as regularly as possible and do not arrive unavoidably late. We will not arrange holidays outside of normal School breaks. We will collect our children promptly after School has finished.

By making sure our children are smartly turned out in the correct uniform.

By providing suitable conditions at home for doing homework, by checking it is done and by signing the appropriate records when requested.

By working with the School to maintain good standards of work and behavior, especially, by discussing School reports with children and, attending all parents' meetings.

By supporting the School in explaining to my child/children the importance of abiding by the School Rules, Pupil Contract, and Behavior Code.

Supporting the School by ensuring that my child's/children's behavior is worthy of a place at Cayman Academy at all times both in and out of uniform.

By quickly informing the School of any problems or difficulties concerning my child/children.

By immediately informing the School of any change of address or circumstances which may affect the smooth administration of the School.

By ensuring that fees are paid on time.

Being good neighbors by taking note of the School's policy on parking outside the School.

Students' Dress Code

School Uniform

Girls: Polo shirt purchased from school (middle school) or a white blouse worn under the tunic (elementary division). Tunics or skirts are to fall at the middle of the knee or below the knee. Black shoes with white socks reaching three inches above the ankle are to be worn.

Boys: Polo shirt purchased from school (middle school) or a white oxford style (short sleeved dress) shirt worn inside khaki pants. Pants are to fit at the natural waistline and a low crotch should not be worn. Black shoes with white socks reaching three inches above the ankle are to be worn.

There is a relationship between the way one dresses and the way one behaves. Students are expected to dress in good taste as Christian young people for school-sponsored activities both on and off campus.

- ✦ Tops: Button-front polo style shirts, oxford style shirts, and turtlenecks. Only solid colors are to be worn. Colors may be white, black or any shade of red, blue, pink, or yellow. Sleeveless clothing is not acceptable. Midriffs are not to be exposed even with arms stretched overhead.
- ✦ Sweatshirts and sweaters: Must be solid dress code 'tops' colors and without logos, whether worn indoors or outdoors.
- ✦ Bottoms: Long pants, Capri pants, cargo pants, skorts, skirts, jumpers, shorts, or cargo shorts. Shorts and skorts must have an inseam of at least five inches. Skirt and jumper hemlines must be at the middle of or below the knee. Only solid colors are to be worn. Colors may be navy, khaki or black. No leggings, denim, or sweatpants. No sports shorts. Pants are to fit at the natural waistline. A low crotch should not be worn.
- ✦ All clothing (except footwear and overcoats) is to be without logos.
- ✦ Appropriate footwear should be worn on all occasions, and all footwear is to have a heel strap.
- ✦ Overly baggy or tight-fitting clothing should not be worn.
- ✦ Frayed or ragged clothing should not be worn.
- ✦ Cosmetics that attract attention or give an artificial look should not be worn.
- ✦ Jewellery should not be worn.
- ✦ Tattoos of any kind should not be worn.
- ✦ Gang-related attire should not be worn, including chains of any kind.
- ✦ School shirt is required for all field trips.

The adults of our community serve as role models to our young people.

Attendance Policy

SCHOOL HOURS

Times for the school day are as established by the Board of Governors. The first bell rings at 8:25 am. Students must be in their home rooms for registration by 8:30 pm. School finishes at 3:00 pm.

ATTENDANCE AT CLASS

Students must attend and participate in all classes and activities designated, including Religious Education, morning assembly and Physical Education.

Students are expected to be in school until the **last day of each term** and to participate actively in all sessions including the annual graduation / prize giving ceremony.

ABSENCE

Students must attend school during school hours. Notice of absence shall be given in writing by a parent or guardian to the teacher before hand if possible, or on return to school. This is a requirement of the Education department.

If a student has a notifiable contagious disease, we ask that the school office be informed immediately. A medical certificate stating that he or she is ready to return to school must be given to the school office.

Any excuse for absence not covered in writing will be recorded as an unauthorized absence.

LEAVING THE SCHOOL PREMISES DURING SCHOOL HOURS

When a student has to leave the school premises for any reason a request should be made before hand, and given to the class teacher (or homeroom tutor). If this is for a medical reason, (either a doctor's or dentist appointment) the appointment form will be sufficient. In addition, **parent's only of students** below year twelve must sign out, and sign in again on their return. There is a sign out book of this purpose in the office. **For the safety and security of your child, under no circumstances will a student be allowed out of school with any other person than a parent, unless permission is given in writing.**

The school strongly discourages school time appointments and urges you to confine these to after school.

THE SCHOOL IS NOT OBLIGED TO SET WORK FOR STUDENTS WHO ARE AWAY DURING SCHOOL TIME.

BEFORE SCHOOL SUPERVISION

A staff member is on duty from 7:30 a.m. every morning. Parents are asked to ensure that students do not arrive prior to this time as the school cannot hold itself responsible for the safety of students left outside of the supervised time frame.

LATENESS

All students are required to be present for the morning and afternoon session for the designated times, otherwise they will be marked late. A reason in writing will be required to excuse lateness. Any student arriving late must first report to the office to be registered, and then proceed to the classroom or directly to the hall if there is an assembly. Punctuality is a habit which we would like to develop in our students and we encourage parents to support us in this.

AFTERSCHOOL PICK-UP

All students are required to leave the school premises within thirty minutes following the end of school, except where special arrangements have been made, or the students participating in an extra curricular sporting activity or club. A staff member will be on duty outside until 3:30 pm. After that time the school will not accept any responsibility for any student that is not picked up on time.

Students are not allowed to leave the premises or walk to Wendy's, ESSO On the Run, or any other retail establishment, and return to school.

We enforce this for the safety and security of the students, and encourage any students who has any extra-curricular activities whether on the school compound or elsewhere to bring extra snacks form home.

IN THE EVENT OF BAD WEATHER

If the Government of the Cayman Islands makes a decision to close all the schools, this will be announced on Radio Cayman, (the official government radio station.) If it is a situation when we are not closing, we will contact the Radio Station and an advisory will be issued on behalf of the school.

ATTENDANCE AND PUNCTUALITY

Graduation requires a least 90% attendance (Years 10&11)

A note of explanation must be brought from a parent or guardian each time a student is absent.

If a student has to leave the school premises for any reason during school hours, a parent must sign the student out and sign in on return. There is a book in the school office for this purpose.

A student is considered late if her/she arrives at the classroom after 8:30 am.

Discipline Policy

When students make wrong choices and break rules, they are held accountable for their actions and corrective measures are taken by the staff. A working relationship between parents and teachers is essential to bring about a positive change to the student.

Through discipline, the school staff is looking for:

- ✦ a change in attitude and behaviour
- ✦ a sense of remorse for what was done
- ✦ a resolution with the one(s) offended

The type of corrective measure may vary, from a simple counselling session to suspension, depending upon the severity of the offense, the attitude of the student, and whether it is a first, second, or third offense. If necessary, expulsion is dealt with by the Discipline Committee. Confidentiality is of prime importance. When a student breaks a rule, the staff do their very best to deal with **only** the ones involved.

In order for this school to operate efficiently and harmoniously, the students are expected to demonstrate standards of conduct that will enhance their self-esteem, uplift the school's standing in the community and be in keeping with the philosophy of the school.

While at school each student is expected to participate to the best of his/her ability in every aspect of the school program.

Orderly conduct is expected at all times, including traveling to and from school.

Students are encouraged to develop attitudes which build self-control, cooperation and respect for others.

Cayman Academy's highest priority is to be a safe Christ-centred school. Most of its students are well behaved and care about learning. However, if students have problems at school with other students, they should not get involved in a talking battle or a physical fight. They should walk away quickly and seek the nearest adult for assistance.

Cayman Academy uses mediation to resolve conflicts. Fighting or any types of physical confrontation are to be avoided to prevent serious discipline.

Conduct Guidelines

1. Children are expected to be honest, loyal and supportive of each other.
2. Bad language is not accepted.
3. Aggressive behaviour and fighting are not acceptable.
4. Eating and drinking are not permitted while travelling on the school buses or public transport or while in class.
5. Children are not permitted to leave the school ground or to go into out-of-bound areas without the permission of a teacher.
6. Children are required to walk inside buildings and under the covered areas.
7. Our insurance company insists that children don't climb, except over soft-fall material, and that they don't use skates, roller blades or skate boards at school.
8. Possessions of toy guns, knives or other lethal weapons, questionable literature, playing cards, fireworks, matches, radios, CD and cassette players is forbidden at school. The chewing of gum is likewise prohibited.
9. We don't encourage trading of goods by any student.
10. Property damage...the policy of the school in this area is simple. If the damage occurs when the child plays within the rules of the school, the school accepts responsibility for the cost of the repairs. If a child damages property because he plays in a forbidden area or manner, he/she accepts responsibility for the damage.
11. It is recommended children don't bring valuables, such as expensive toys, to school. Property brought to school is at the owner's risk.
12. Cell phones are **not** allowed on the school compound. All cell phones found will be confiscated until the end of the term and will only be released to a parent.

Classroom Discipline

Teachers deal with routine classroom discipline problems. Disciplinary measures set out by the Discipline Committee and any other measure seen reasonable by the teacher will be administered to students who break classroom rules or interfere with the learning privileges of other students. An attempt will be made to match the discipline with the misbehaviour. The following are approved disciplinary actions:

1. Counselling with students;
2. Taking away privileges (when students are kept from recess an attempt will be made to give exercise of a different form);
3. Time-out/isolation;
4. Special writing assignments (sentences, dictionary work, reports, etc.);
5. Extra cleaning or maintenance of school facilities;
6. Detention: A student may be detained at lunch time to complete a task given or after school without the privilege of socializing;
7. Conferences with parents;
8. Other measures as appropriate.

The principal gets involved when the above-listed measures prove unsuccessful or when the teacher and/or principal determine the need for additional support.

DISCIPLINARY ACTION

The infraction of any of the foregoing policies may result in disciplinary action in accordance with the following procedure as recommended by the Discipline Committee:

STEP 1: The teacher should use proper disciplinary action to maintain order in the classroom or at other school activities.

STEP 2: If unacceptable behavior continues, the teacher should request a conference with the parents and solicit their help.

STEP 3: The teacher should take the student in question to the discipline committee and explain the problem. It should be discussed and a solution be sought.

STEP 4: If the problem persists, the teacher should take the student to the principal. At this time the principal should discuss the problem with the student. (The student could be dismissed. If the parent is not at home, the student is to stay in school.) A time to meet for a parent-teacher-principal meeting will be arranged to discuss the problem before the student can be re-admitted.

STEP 5: If the problem continues and the student is dismissed again, the student and parent will be asked to meet with the principal, school board chairman, and pastor.

STEP 6: If the student continues to be a problem, the teacher should take the student to the principal and explain any further developments. The principal shall call the parents and inform them that the student is suspended. They must contact the school board chairman to set up a special meeting at which time the parents must meet with the board.

The school board chairman should be notified of all third and fourth step disciplinary problems.

Disciplinary problems of an extreme nature will be left to the discretion of the principal as to what steps are necessary.

Causes for Dismissal / Expulsion

- ✦ Violation of any of the standards of the Seventh-day Adventist Church.
- ✦ Three (3) suspensions within a school year.
- ✦ Spreading of atheistic views or undermining the religious ideas of the school.

- ✦ Rude or improper conduct towards persons of the opposite gender.
- ✦ Using profane language, indulging in vulgar or suggestive conduct, possessing or displaying naughty or obscene pictures or literature.

- ✦ Using alcohol, tobacco or un-prescribed drugs of any kind, possessing them at school or furnishing to others.

- ✦ Habitual dishonesty, stealing, lying or cheating.
- ✦ Injuring, degrading or disgracing a fellow student or faculty member.
- ✦ Possessing or distribution of weapons such as knives, firearms, fireworks, or dangerous materials.

Demerit System

(Middle and High School)

For Students in the Middle and High School Program the Demerit System will be used along with the Detention System.

Students who break the school rules will be disciplined using the Demerit System.

Students will receive a warning which will warrant a Demerit.

A Demerit slip indicates the nature of the offense, the date, and the number of demerits. The student must have this notice of demerits signed by one of his parents/guardian and return it to the Teacher who issued the Slip. The slip will be given in to the Discipline Committee and will be put on file.

Detention System Guide

Detention will be given for the following and the consequences are as follows but are not limited to:

Talking out of turn in Class	1 st Infraction..... Verbal warning 2 nd Infraction..... Write 50 lines 3 rd Infraction..... Garbage Duty Lunch Time 4 th Infraction..... After-school Detention
Chewing Gum	1 st Infraction..... Verbal warning 2 nd Infraction..... Write 50 lines 3 rd Infraction..... Garbage Duty Lunch Time 4 th Infraction..... After-school Detention
Disruptive in classroom	1 st Infraction..... Verbal warning 2 nd Infraction..... Write 50 lines 3 rd Infraction..... Garbage Duty Lunch Time 4 th Infraction..... After-school Detention
Incomplete, unacceptable	1 st Infraction..... Home work to be handed in at lunch time and missing Home Work 2 nd Infraction..... Write 50 lines 3 rd Infraction..... Garbage Duty Lunch Time 4 th Infraction..... After-school Detention
Writing on books/ walls/	1 st Infraction..... Student will clean area & write 150 lines 2 nd Infraction..... Garbage Duty Lunch Time 3 rd Infraction..... 2 day garbage duty and Parent notified 4 th Infraction..... After-school Detention
Going in off limit areas	1 st Infraction..... Verbal warning 2 nd Infraction..... Write 300 lines with 2 days garbage duty 3 rd Infraction..... After-school Detention 4 th Infraction..... Parents informed & 1 day suspension
Lack of respect for other peoples' property	1 st Infraction..... Verbal warning & write 50 lines 2 nd Infraction..... 3 day Garbage duty lunch time 3 rd Infraction..... After-school Detention 4 th Infraction..... Parents called and 2 day Bathroom duty 5 th Infraction..... Day Suspension
Improper Uniform	1 st Infraction..... Parents called to collect child to change into required attire and return to school with an half hour grace period. 2 nd Infraction..... After-school Detention 3 rd Infraction..... 1 Week Garbage Duty lunch time 4 th Infraction..... 2 Day Bathroom Duty

Conflict Resolution

1. We encourage conflicts to be worked out between the offender and the offended.
2. If this does not prove to be successful, the offended should share the complaint with the principal.
3. If this still does not prove to be successful, the offended should share the complaint with the Discipline Committee.

Gossip only hurts. Students, parents, and teachers deserve to be talked to individually first, should a problem arise. Conflicts must be resolved between parents, staff, and students in order for all to maintain successful Christian relationships.

Especially for Parents

How to Discipline Effectively

Encourage positive behaviour through these basic steps:

1. **Be Prompt** - Act as soon as possible, so that your child will associate the misbehaviour with the consequence.
2. **State the reason** - Make sure that your child understands why he or she is being disciplined.
3. **Set limits** - Tell your child how long the consequences will last (for example, how long privileges will be withdrawn.) Enforce limits firmly and fairly.
4. **Control your emotions** - This is sometimes difficult when you are angry, but it is worth the effort. You will be setting a good example for your children to follow.
5. **Communicate your love** - Tell your child you love him or her unconditionally. Whenever you want a positive behaviour to be repeated, use encouragement and praise.

THE DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE

PUNISHMENT	DISCIPLINE
Over-controlling and harsh	Balanced – kind and firm
Belief: “The more you suffer, the more you learn.” The focus is on suffering, which distracts the child from learning.	Belief: “The more you learn, the less you suffer.” The focus is on learning from mistakes.
Misbehaviour is a crime and children are bad.	Misbehaviour is a poor behaviour choice, which even good children can make.
Uses condescending lectures and blame.	Is respectful and focuses on solutions.
Uses warnings and threats: “If you do, I’ll”	Uses choices: “If you choose (<u>behaviour</u>), I’ll know you have chosen (<u>discipline</u>).”
Respects only the parents’ rights.	Respects parents’ and child’s rights.
Is arbitrary, based on parents’ whims and anger.	Is logically related to misbehaviour.
Is unusually unreasonable. Parents add on extra suffering or time.	Is reasonable, suffering is self-imposed and time ends when the child is ready to try again.
Is reactive and revengeful.	Is proactive.
Reminds child of past mistakes and previous warnings or advice: “I told you so.”	Allows a quick return to the normal routine.
Decreases self-esteem.	Maintains self-esteem.
Children develop defensive “I don’t care” attitude. The severity of punishment must increase.	Children about behaving well and correcting their mistakes. The need to discipline decreases
Builds resentment and rebellion.	Builds respect, responsibility, self-control, and self-discipline.

Assignment Policy

Academic Expectations

- Students are expected to complete all assignment by the due date given.
- Students should be studying math notes and assignments EVERY NIGHT.
- Late assignments will be accepted for half credit if turned by the next class period after the original due date.
- All assignments will have a full heading, including name, date, period and assignment details.
- It is the student's responsibility to find out what work was missed in the event of an absence AND turn in the work within a one-to-one time frame. After the due date, missed work due to absence will not be accepted.

Frequency and duration of homework

Students are expected to spend the following amount of time completing homework:

Year 5 and Year 6 30 minutes a day

(The Y5 homework project will need to approximate to an equivalent amount of time)

Year 7 and Year 9 45 minutes – 1 hour a day

Year 10-12 1 hour a day – 3 hours a day

Homework for core subjects will be more frequently than for others. **Frequency and amount will be agreed with the Head teacher.**

Types of homework:

Homework should be:

- appropriate to the student's skill level and age
- interesting, challenging and, where appropriate, open ended
- purposeful, meaningful and relevant to the curriculum
- assessed by teachers with feedback and support provided.

Types of homework that meet these requirements include:

- **Practice exercises** - providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:
 - completing consolidation exercises
 - practising for mastery
 - practising words or phrases learnt in a Language Other Than English
 - reading for pleasure
 - writing essays and other creative tasks
 - practising and playing musical instruments
 - practising physical education skills or training for GPS competition
 - writing up practical work or process diaries
- **Preparatory homework** - providing opportunities for students to gain background information so they are better prepared for future lessons, such as:
 - reading background material for History
 - reading English texts for class discussion
 - researching topics for class work
 - collecting newspaper articles
 - revising information about a current topic.

- **Extension assignments** - encouraging students to pursue knowledge individually and imaginatively, such as:
 - writing something eg. a book review
 - making or designing something eg. an art work
 - completing Science investigation exercises
 - researching local news
 - finding material on the Internet - information and retrieval skills
 - monitoring advertising in a newspaper.
 - multimedia projects
 - interdisciplinary explorations based on an important social/ historical/moral theme

Examination Policy

Preparation of Exam

1. **Exam Setting** – All examinations irrespective of the number of examinees should take place in a formal setting.
2. **Curriculum, Syllabus** - Each exam should be based on the curriculum and material covered in the syllabus only. It should reflect/test the objectives taught.
3. **Setting Exam Papers** – Exams should be structured to meet the level of the student’s ability and knowledge, not too difficult and not too easy. The level of knowledge identified by Bloom’s Taxonomy (knowledge, comprehension, application, synthesis, analysis, evaluation) depending on the subject area.
4. **Exam Instruction** – There should be a standard format for the presentation of all exams in each subject area. Eg. Similar front cover bearing the name of the school, the subject, date, clear instructions, name of teacher, name of the student, and exam period (eg. Easter Term 2007). There should be enough material and task to reasonably match the duration of the exam, including time to review and answer.
5. **Exam Revision** - Classroom/Subject teachers should provide opportunities leading up to the exam period for revision, practice tests and planning of responses. Students should be provided with an examination outline of topics they will be tested on.
6. **Reviewing/Proof Reading of Exam Question Papers** – All exam question papers should be reviewed or proof-read by the Principal, Vice Principal or Head of Department before the final draft is printed and the exam is administered. All such exam papers should be submitted to the, afore mentioned persons, or office two (2) weeks before the administering of the exams. Exam papers should be submitted not less than one week (5 school days). Late exam papers submitted after this deadline will not be administered. The final draft should be read no later than three (3) school days before the examination.

7. **Marking Exam Questions** – Exam papers (answer sheets) should be marked as soon as possible after the exam is completed. Consideration should be given for attempting the question, giving a factual solution to the problem, knowledge of the subject area, English grammar, and not only for correct answers.
8. **Storage of Exam Papers** - After marking and recording the grade, exam papers are to be carefully packaged and submitted to the office for storage. For the Primary Division all Mathematics, Science, English and Social Studies exam papers are to be retained. All exam papers are to be retained for the High School Division. Exam papers are to be stored for a minimum of three years.
9. **Grading System** – Grades given should reasonably reflect the correctness of the answer based on the rubric system. It should be void of partiality. It is better to err to the students’ advantage. All scores should be properly and carefully recorded on the answer sheet as well as in a mark book provided.

Primary Division Mark Scheme

A = 90-100 B = 75-89 C = 60-74 D = 50-59 E = 0-49

High School Division Mark Scheme

A = 80-100 B = 79-60 C = 65-50 D = 49-31 E = 1-30

If a student fails to attend an examination (without acceptable reason) then the assessment should be based on the term’s work.

10. **Invigilation of Exams** – The administration of all exams must be carefully and properly supervised, so as to provide no undue advantage or disadvantage to students. Invigilators should ensure that all instructions are clearly understood by all examinees. Student’s who purposefully disturb the exam process, cheat or violate exam rules should be removed from the exam and the exam paper confiscated.
11. **Submission of Exam Papers** – All exam papers should be submitted to the classroom teacher/subject teacher or the office by the invigilator, if different from subject/classroom teacher.
12. **Student Absence** – If a student is unable to attend the exam because of illness, or other extreme circumstances beyond human control, then the exam may be rescheduled for that student. Exams may only be rescheduled for a time during the exam period.
 - A separate question paper must be set for that student if the examiner reasonably believes that undue advantage, condition or circumstance could be in the students favor. Reasonable evidence for absences must be submitted, Eg. Medical report.

- Students should attend all exams in accordance with the school's dress code policy, and be furnished with all equipment and materials necessary and required for examination.
 - All exams should begin promptly at the time stated and likewise end at the designated time.
 - Students should be punctual for all exams and be seated in the seat designated to them by the invigilator/supervisor.
13. **Business Office Clearance** – Students should have a zero balance at the office prior to the examination week in order to sit the examinations. Students with outstanding balance will not be permitted to sit exams. Students with financial balance will be denied reports or transcripts from the school until the outstanding balance is clear.
14. **Late Arrival to Examination** - Students arriving 10-15 minutes late with a valid excuse should be allowed to take the exam. Students arriving for an examination 30 minutes late or more with a valid excuse should have the opportunity to sit the exam at a later date.
15. **Exam Time Tables** – Student should be provided with the examination timetable at least two weeks prior to the commencement of the examination.
16. **Students with Learning Difficulties** – If a student has a known learning disability special provision should be made if necessary.

General Rules

1. A student who leaves the exam room on the grounds that he or she has completed the exam prior to the ending of the exam but later wishes to reenter should not be permitted to do so.
2. Only exam related material such as scrap paper, questionnaires, writing utensils are permitted at the desk during an examination. All other belongings must be placed at the front of the exam room.
3. NO FOOD, DRINK, PHONES, or PDAs- Eating, Drinking, cell phones and PDAs are all prohibited in the exam room.
4. Students may not begin writing or reviewing the exam questions until instructed to do so.
5. Students may not talk to or share written materials with another student during an examination.

6. If a student becomes ill during an exam and cannot continue, he or she must report immediately to the invigilator. The teacher of the subject must be notified in order that other arrangements for testing can be made.
7. Students who leave the exam room during an exam must leave their exam questions, answers, and all personal items in the exam room.
8. A student who leaves the exam room on the grounds that he / she is finished before the exam period is completed and later wishes to return should not be permitted to do so.

How to pass every test you take

Adapted from **The Success Student Planner**

by Reinford Trail

Before the exam:

1. Study your notes daily and set aside time to do your homework and other class assignments properly. Teachers regularly use similar questions given in assignments and in regular class work on the test to see if you understand what was taught.
2. Know for sure what type of test your teacher will be giving (multiple choice, short answer, essay type) and if the test will include maps, drawings for you to label etc.
3. Become a part of a serious study group to discuss sample questions and quiz each other on various class material.
4. Seek help from your teacher if you do not understand something that was taught. Do not wait until the day before a test or the day of the test to declare that you did not understand something. It may be too late!
5. Make up fun ways to remember various materials using a jingle, acronym, or even a song. Ask your teachers for suggestions; they sometimes have clever ways of helping you remember various aspects of a subject or topic.
6. Keep a reminder of your exam schedule where you see it every day.
7. Get a good night's sleep (at least eight hours for some people) before the exam and have a healthy breakfast also.
8. Have all the materials needed for the exam including at least two pens, pencils, and other instruments you may need.

During the exam:

1. First ask God for direction and His Holy Spirit to bring back to your remembrance what you have studied.
2. Look over the entire exam before you begin. Note the amount of time you have to complete the exam and estimate how much time you will have for each question.
3. Read each question thoroughly before answering. If a question seems difficult, move on to another question and then come back to answer that later on. Remember to return to any incomplete item.
4. For essay questions, take a few minutes to create a rough outline of the major ideas you are going to cover. Make sure you begin with an appealing introduction. Build on each of your ideas (you should have at least three) in the body of your essay, and summarize them in your conclusion.
5. For multiple choice questions, read each possible answer before making a choice. First, rule out those you are absolutely sure do not apply. Pay careful attention to words such as **only**, **except**, **always** and **never**. Stick with your first choice unless you are convinced that the answer you had before is incorrect.
6. Attempt all questions that are compulsory. Remember, every single point counts.
7. Give yourself time to review what you have done. Do not worry about students who may finish before you do. Concentrate on the task that you have to do. Do not rush, take your time and answer each question carefully.

Canteen Rules

1. No food is to be taken out of the canteen. All food should be eaten inside the canteen.
2. Put all wrappers, uneaten food and empty food and drink containers in the garbage bins. Tables should be left clean and free from any form of food.
3. Clean up any spills.
4. Enter the canteen in an orderly manner
5. Students who bring lunch to school or have lunch delivered should eat this in the canteen.
6. Behave in an appropriate and respectful manner at all times.
7. Students are not allowed into the kitchen area.
8. Students are not to be in the canteen during class time unless a class is being conducted there.
9. Please leave the canteen clean and free of litter at all times
10. DO NOT EXIT through the rear door of the canteen.

Success Lessons for Students

Adapted from *The Success Student Planner* by Reinford Trail

Becoming a successful student and achieving high grades in school is not as hard as you may think. However, many students may not know where to start and how to go about making a difference in their academic lives. The following are some suggestions that can help to make the difference between success and failure.

First – Remember that nothing is impossible with God and you can do all things through Christ who strengthens you.

Have clear academic goals

Getting an excellent grade in any subject begins with planning and establishing goals. Planning, sticking to and working to achieve your plan will assist you in achieving your goals. Goals help you to determine the steps that you must take and the amount of time you must spend in order to accomplish your aim.

3 Easy Steps for Making Goals

1. **Be specific:** State exactly what you want to do and when you want to achieve that goal. Your goals must be clear; get to the point and do not be vague.
2. **Add Action to words:** Remember that words without actions spell failure. It is important that you know exactly what you are going to do to achieve the goal that you make and DO IT. Try to do as much as you can to achieve your goal in keeping with the time frame that you had set to achieve it.
3. **Set a time period for each action:** For each action, state when you will do it and for how long.

You will not have success just by making goals and setting time limits. You must take actions to make your dream come true. Evaluate yourself and assess how successful you have been or what prevent you from achieving your goals. Do not give up if are not successful on the first try. Keep trying. Do not be discouraged. Remember, Rome was not built in a day. Take it one day at a time!

Preparation for Class and School

Preparation can make the difference between success and failure.

Here are some steps that can help you to be successful:

Before Class

- Write down and study your timetable
- Have all your school supplies – textbooks, subject note books, homework and related materials packed and ready for school the night before each school day.
- Do all your homework and review your notes from the previous class before the next day of school. If possible, look ahead to the next lesson.

During Class

- Have out your textbooks, notebook and other related materials before the class session begins.
- Be an active listener. Ask relevant questions to clarify what the teacher teaches. If you do not understand what is being taught do not be afraid to ask the teacher to explain and clarify.
- Write down all the important points given by the teacher, in an organized and clear manner.
- Listen to and record details of all assignments given including due date.

After Class

- Review your notes.
- Begin your assignments. If possible, do not wait until the night before they are due to begin.
- Find other books and materials relating to what you are learning and read them.
- Practise what you are learning especially if it is a foreign language, mathematics or a practical subject.
- Help a friend to understand the material or seek help if you do not understand something before the other class session.

HOME STUDY TIME TABLE BASICS

- ❖ Put in at least two hours for homework each evening.
- ❖ Try to be consistent. Do homework or study at the same time each evening. Sitting at the same spot can also help as the brain becomes conditioned to work each time you assume the study position in the study place.
- ❖ Divide your days for subject study about 2 subjects per evening – 1 hour per subject.
- ❖ Allocate time for other important activities such as household chores, play time and work time, if you have a part-time job.
- ❖ Share your timetable with other family members so they can help you or refrain from disturbing you during study or homework time.
- ❖ Put your timetable where you can easily see it and can be reminded of what you have to do.

IMPROVING INTERACTION WITH PEERS

It is very important as a student that you get along well with your peers. This will assist you in learning to be a good social and friendly citizen. If, as a student, you do not get along well with your peers, this can cause stress and anxiety that may interfere with your performance in school and limit your success.

Here are some tips to help you get along with your peers:

- ✓ Respect each person's rights and property.**
- ✓ Treat everyone as you would like to be treated.**
- ✓ Speak to each other in a friendly, respectful and calm manner.**
- ✓ Never laugh when someone makes a mistake.**
- ✓ Never call each other names.**
- ✓ Always seek help from a responsible adult in settling your unresolved disputes.**
- ✓ Always be willing to forgive.**

IMPROVING INTERACTION WITH TEACHERS

It is very important that good student teacher relationships are fostered because if they are not, it could affect the level of success that the students attain.

HERE ARE SOME TIPS TO HELP YOU GET ALONG WITH YOUR TEACHERS:

- Know their names.
- Speak to teachers in a respectful and calm manner.
- Do not be afraid to ask questions if you do not understand something that is being taught. If in class, raise your hand and wait to be identified. After class make an appointment with the teacher to meet with him or her at a time when he/she will be free to give you individual attention.
- Each teacher has different ways that they like the assignments and class work given to be done.
- It never hurts to show appreciation for the hard work your teacher does daily.

Extracurricular activities

Students are encouraged to become involved in extracurricular activities to help develop their social, academic and leadership skills.

The following are the extracurricular activities available at the school:

- | | |
|--------------------------------|-------------------|
| ✓ Information Technology | ✓ Pathfinder Club |
| ✓ Spelling bee | ✓ Drama |
| ✓ Choir | ✓ Debating Club |
| ✓ Writing Club | ✓ Math Club |
| ✓ English as a second language | ✓ Spanish Club |
| ✓ Reading Club | ✓ Sports Club |
| ✓ Food and Nutrition | |

Guidelines for Visitors

- All persons visiting the school or members of staff must first report to the office.
- All parents visiting the school, desiring to see a staff member, must first report to the office.
- Parents desiring to see a child's teacher should make an appointment with the office or teacher before coming to the school.
- Teachers will not accommodate visiting parents or relatives during class time.
- Visitors should be appropriately dressed when coming to the school for an appointment or to do business with the school.
- Visitors should conduct themselves in a disciplined, organized manner when they are on the school compound.
- PLEASE NOTE: No patron of the school has the right to come to the school for the purpose of verbally attacking or haranguing (that is berate, lecture, criticize, rant or scold) the teacher either before the pupils or otherwise. If there is a problem, the patron should first discuss the matter privately with the teacher involved. If there is need for further discussion the patron should discuss it with the principal and then if necessary with the Discipline Committee. The committee will be willing to hear legitimate complaints from a patron concerning the school or teacher, provided an earnest effort has been made previously by the patron and teacher to clear up the matter. When a parent does become disruptive at the school, the School Board (via the principal) will suspend their children and schedule a meeting with the board before the children can return.

