



First Impressions
Primary School

STUDENT HANDBOOK

(September 2012)

FOREWORD

The purpose of this handbook is to familiarize students and parents with the regulations and organization of First Impressions' Primary School. We hope that this handbook will contribute to a better understanding and appreciation of our educational programme. To ensure that the handbook has reached home and the parent is familiar with its content, there is a form at the end of this book to be signed and returned to the student's teacher to be kept on file.

Dear Parents and Students,

Welcome to First Impressions' Primary School (FIPS). It is our privilege to be able to offer you many fine educational opportunities. We trust you will take advantage of these opportunities and find the time spent at FIPS worthwhile and fulfilling. The faculty and administration are willing to assist you in any way possible.

It is our desire to see you become a part of our learning community by getting involved in the many activities and events that occur throughout the year. Your support and participation are a crucial part of what we do. As we work together, we make FIPS the kind of school you can be proud of and a school that your child can be proud to attend.

This handbook lists school policies and procedures as well as general information. Knowledge of the information in the handbook will assist you throughout the school year. Please refer to it whenever a question arises.

May this be a great year!

We, the administration and staff, are delighted to have you with us.

Dorothea E. Atterbury
Principal

Theresa M. Shirley-Frett (Mrs.)
Director

It is better to build a child than repair adult.

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FIRST IMPRESSIONS'

Primary School

PHILOSOPHY

We, the Management and Staff of First Impressions School firmly believe:

- ❖ All children can learn
- ❖ Children learn best in a safe, caring environment
- ❖ Families and community are instrumental to children's success
- ❖ All stakeholders can contribute to the overall development of children
- ❖ All children can become contributing members of their community

ADMISSIONS POLICY

Students are accepted for admission based on an evaluation of previous grades and behavior, a qualifying score on the FIPS' entrance exam, and a pre-enrollment interview. Parents are asked to sign an agreement in support of the FIPS' Core Values.

First Impressions Primary School accepts five-year olds into the Kindergarten Programme primarily on the basis of age by September 1. Children who do not meet the age cut-off will be considered for enrollment if their parents: 1) provide documentation supporting their child's academic achievement, 2) provide a recommendation from a previous teacher, and 3) submit a completed readiness checklist that is satisfactory. In addition, the children must undergo an informal assessment of readiness and academic skills.

All new students are admitted under a Performance Plan by which their academic progress and their behavior are evaluated during their first quarter of attendance.

FIPS is not fully equipped to facilitate special needs students. However, students who have special learning needs, and who need special support to participate in the school's programme are considered with referrals. Children with individual needs are placed in regular class and are expected to follow the school's academic and social curriculum. Support is based on the students' individual needs, and may consist of support within the classroom, or support through small group instruction. Students may be withdrawn from their classroom for small group instruction, but the majority of their time at FIPS is spent with their peers in the regular class.

Statement of Nondiscrimination

First Impressions' Primary School does not discriminate on the basis of class, colour, gender or nationality, in its admission policies or educational policies.

MISSION STATEMENT

The mission of First Impressions' Primary School is to provide and support students through appropriate developmental practices to achieve their highest academic, social and emotional potential; hence, providing, with parental help, the necessary foundation to provide our community with well rounded citizens.

VISION

To link traditional and cutting edge methodologies delivering quality education to all children at First Impressions Primary School. It is our intention that every FIPS student be a successful reader, writer and communicator. We believe literacy to be the most critical area of learning at the primary level. Although literacy is a referent for many skills therefore reading and writing are foremost to our educational endeavours.

SCHOOL MOTTO

It is better to build a child than repair an adult. - Anonymous

GOALS AND OBJECTIVES

1. To instill an internal moral code of behavior in each student based on God's Word that will guide him/her in the decisions of life.
2. To maintain high academic standards with an educational program that will prepare a student to reach his/her fullest potential.
3. To train the whole individual:
 - A. **Spiritually:** to create spiritual awareness.
 - B. **Mentally:** to discover and develop individual aptitudes; to cultivate critical thinking skills.
 - C. **Socially:** to understand and practice interpersonal relationships including conflict resolution.
 - D. **Emotionally:** to enable each child to adjust to life's circumstances in a respectful manner; to develop self-discipline.
 - E. **Physically:** to teach intelligent care of the body through physical exercise and sound nutritional choices.

DISCIPLINE POLICIES AND PROCEDURES

Behavior Expectations

As educators, we have made it our business to study the needs of young people as well as curriculum and instruction. An important part of growing up is for children to learn to accept responsibility for their actions and to accept basic rules. For children to learn requires being able to hear, recite, share and concentrate without interference. Two of the goals of this school are to protect each student's right to an education and to provide each student with a safe and orderly school environment. Students who interfere with these goals require disciplinary intervention. Consequences will be tailored to the child and the situation so that each child can learn a better way based on his or her actions and needs. Consequences will increase with additional violations in proportion to their severity.

Rules will be fairly and consistently enforced. Children must be shown and taught the difference between being fair and treating everyone exactly the same. Equality means all people are born of equal value but, as no two people are identical, it is not logical to think that everyone should be treated exactly the same. Students being disciplined will always be treated with dignity; it is the misbehaviour that is offensive, not the child.

Students are expected to exercise good citizenship at all times. This includes respect for the rights of others and regard for personal and school property. Students should strive to contribute to the climate of the school by being courteous and well mannered. **I-pods, mp3's, electronic games, expensive toys, balls, skates and cellular phones should not be brought to school.**

Classroom Discipline

It is expected that FIPS' students conduct themselves in such a manner as to contribute to a positive learning environment.

Attentiveness, diligence, and respect are expected in the classroom. When a student exhibits exemplary behavior above and beyond what is expected, he/she may earn recognition from the teacher. Students may be commended for:

- Classroom conduct
- Classroom participation
- Orderly desk/notebook

Teachers may also reward individual students or the entire class through the use of other recognition or reward systems. Our objective is to focus on the positive. The following "How I Act" tally system is used in the classroom to enable the teacher to maintain a respectful, non-disruptive environment for learning by addressing inappropriate behavior.

Hullabaloo (intentionally causing a disruption)

Out of order (doing other than the task at hand)

Work not in (failure to do homework or seatwork)

Intentional disobedience (serious, willful rebellion/defiance)

Attitude lacking (displaying in word or action and an unwillingness to submit)

Courtesy lacking (intentional rudeness, teasing, disrespect to others)

Talking (talking during a time when talking is not permitted)

If a student persists in violating one of the categories above, he/she is given a tally in that category which is recorded by the teacher on a form supplied to the teacher. A tally may also result in a consequence such as a 5-minute time-out during recess. "Work not in" tallies may be handled by requiring the student to complete the missing work during a break or lunch time, rather than giving a 5-minute time-out. For each tally given, the teacher will discuss the violation with the student privately to assure that he/she understands his/her offense and has the opportunity to acknowledge it. Parents will be notified of tallies that a student receives.

Intentional Disobedience tallies are given for serious expressions of willful rebellion or defiance. Intentional disobedience is considered a serious behavioral offense (See **Behavioral Offenses** below), and is addressed as such. When it occurs, this behavior will be documented on a Choices Form and the student will be taken to the administrator. The teacher or administrator will contact the parents to explain the incident and to discuss the disciplinary action required. Three tallies in one day for the same offense, is considered equivalent to "Intentional Disobedience" and the same procedure will be followed. More than three behavioral tallies in one week are considered to be too many. If a student receives more than three tallies, the parent will be contacted by the teacher.

If a student continues to receive tallies for a second week, the parent will be contacted to schedule a conference with the teacher. A third week of excessive tallies will require a meeting of the parents with the administrator and may result in the student being placed on a Behavioral Performance Plan.

Students who continue to demonstrate an inability or unwillingness to comply with FIPS behavioral standards, either by continuing to earn too many tallies or by repeated behavioral offenses, will be asked to withdraw or will not be accepted for re-enrollment.

Behavioral Offenses

Unfortunately, at times students commit offenses of a more serious nature. The offenses listed below may result in suspension from FIPS.

- Willful rebellion/defiance
- Destruction of property
- Profanity
- Lying
- Cheating
- Stealing
- Forging a parent's signature
- Teasing/bullying
- Gossiping
- Threatening (possible expulsion)
- Harassment (incl. sexual) (possible expulsion)
- Fighting
- Leaving school grounds
- Inappropriate relationships (There is to be no physical contact or public displays of affection.)
- Offenses via the Internet including, but not limited to, gossip, slander, threatening, teasing, bullying, profanity, crude communication, lying, and harassment, whether perpetrated on school property or from another location.

This list of potential behavioral offenses is not exhaustive. The administration reserves the right to use its discretion in determining whether other behavior is serious enough to warrant suspension or expulsion. In addition, it should be noted that engaging in illegal or immoral behavior at any time, including when off the school campus, is grounds for suspension or expulsion

If a behavioral offense occurs, the parent will be contacted by the teacher who witnessed the offense or by an administrator. A Choices behavioral referral form will be completed and a copy will be sent to the parent to document the offense and to indicate the consequence.

A meeting may be scheduled with the administrator at the parent's request. If a second behavioral offense occurs, a conference with the parent, student, and administrator will be scheduled. The administrator may place the student on a Behavioral Performance Plan.

Detention

The administrator may issue lunch or after-school detention as a consequence for misbehavior rather than suspension. Detention consists of the student remaining in an isolated, but monitored location where he/she completes a written assignment regarding his/her misbehavior. The detention period is approximately one hour. Students, who are to be detained after school, will ordinarily be given 24 hours written notice if the parent cannot be contacted by phone immediately.

Suspension

If a behavioral offense requiring suspension occurs, the parent will be contacted by an administrator the day the offense is discovered. A Choices Behavioral Referral Form will be completed and a copy will be sent to the parent to document the offense and the disciplinary action to be taken. A meeting may be scheduled with the administrator at the parent's request. The suspension period will begin the day following discovery of the offense and will continue for a minimum of one school day.

In the event that a student commits a second behavioral offense requiring suspension, the parent will be contacted to schedule a meeting for the parents and the student with the administrators. Prior to beginning the second suspension period, the requirements for ending the suspension will be agreed upon in writing. After two suspensions, the student will be placed on behavioral probation for the remainder of the school year. Any additional behavioral offenses that occur during the course of one academic year will result in the student being expelled or asked to withdraw. Students who have been suspended more than once during the course of one academic year will be allowed to re-enroll only under a Re-enrollment Performance Plan.

In-School Suspension

In-school suspensions are served at the school from 8:30 a.m. to 3:00 p.m. The student will be kept in an isolated, but monitored location working on written assignments related to the student's offense.

The administrator will release the student from suspension when there is evidence in writing that the student understands his/her offense and has a plan for avoiding a repetition. If the suspension needs to be extended beyond one day, a meeting with the parent will be required. For longer term suspension periods, clear requirements for the student's reinstatement will be provided to the parent(s) in writing. During in-school suspensions, the student will be given any

class assignments that can be done independently. They may be done during the day after the suspension assignments are completed or at home that evening. Students will be expected to take any tests or quizzes given that day. **However, the student will receive a zero for any in-class activity or assignment that requires his/her presence in the classroom.**

Out-of School Suspensions

Out-of-school suspensions may be necessary in instances in which it is deemed in the best interest of the student body to have the student completely removed from the school environment for a period.

Clear requirements for the student's reinstatement will be provided to the parent(s) in writing. Students who receive out-of-school suspension will not be permitted to make up class work, quizzes, or tests that are missed. The student will receive zeroes.

Expulsion

If a student has been unresponsive to correction during the suspension process and/or there is no significant behavioral change over the time period determined by the administration, the student will be expelled or asked to withdraw from FIPS. The administrators reserve the right to expel for any one-time offense deemed of a serious enough nature.

Corporal Punishment

Corporal punishment is not administered by the FIPS administration or staff. School employees are allowed, however, to physically restrain a student when this is necessary to prevent him/her from harming him/herself or any other person, or to keep him/her from damaging property.

Dress Code

Hairstyles

Boys' hair length should not extend below the collar. Fad/unconventional hairstyles are not permitted. This includes, but is not limited to, hair dye and unconventional cuts or styling as determined by the administration. All students are expected to keep their hair clean, well kept, and out of their eyes.

Cosmetics

Students are not permitted to wear make-up.

Nail Polish

Students are not allowed to wear nail polish. A student who comes to school with polish will be required to remove it.

Jewelry/Decorative Items

The only jewelry girls may wear is one single small stud earring in each ear. All other jewelry/decorative items should remain home. Boys may not wear earrings or other jewelry. Simple Wrist watches can be worn.

Undershirts

When an undershirt is necessary, a plain white shirt must be worn. T-shirts with any emblem, decal, or artwork are not permitted.

Undershirts should fit so as not to extend beyond the outer shirt.

Dress for Extended Care

Students who remain at school for afternoon Extended Care are to remain in their school uniform unless participating in a FIPS sponsored activity that requires other attire (e.g., FIPS sports, dance instruction)

Identification of Clothing

Since the students wear uniforms, it is necessary that all items of clothing be marked with the student's name. FIPS cannot be held responsible for the loss of a student's clothing (including shoes).

Change of Clothes

Each student must have a complete change of clothes which consists of uniform pants and shirt, socks, and underwear. Please label all items and place in a gallon-sized Ziploc bag.

Uniform

***These items can be purchased from J & C Trading Company.**

Students are expected to be in their proper school uniform every day. Clothes should always look clean and well kept (ironed, with replaced buttons and fixed hems as necessary). Boys are required to keep shirts buttoned and tucked in. If a student is not dressed appropriately in uniform, the parent will receive a Uniform Violation notice. After three Uniform Violation notices, the parent will be asked to meet with the Principal.

Girls' Uniform

Kindergarten and Grade One

- *Yellow Check Dress
- *Yellow socks

Grades Two-Four

- *Orange Check Dress
- *Orange socks

Grades Five – Six

- *FIPS logo blouse
- *Khaki skirt
- *Orange socks

Brown or Black shoes with heel not to exceed one inch

Boys' Uniform

- * FIPS logo plaid shirt
- * khaki uniform pants long or short pants)
- Plain black belt
- Black or beige socks to match pants
- Black shoes

P.E. Uniform

- FIPS gold logoed t-shirt
- *Khaki logoed shorts boys/girls
- *Khaki logoed skorts girls
- White crew socks
- white Sneakers
- Cap and Sun Shades

Clothing Items Not Permitted

- Boots
- Long-sleeved shirts under short-sleeved uniform shirts

ACADEMIC ISSUES & AWARDS**Curriculum**

FIPS uses a variety of curricula including Scotts-Foresman, Houghton Mifflin, Harcourt and McGraw Hill .

We are guided by the National Curriculum of the Virgin Islands as our core curriculum but are not limited by it.

Computer Lab

Grades 1 through 4 have computer class weekly where they learn keyboarding and software applications. Teachers may also use the computer lab to provide Internet resources to support instruction or for students to complete projects requiring computer use. The computer lab may be used after school hours if a student is working directly with a teacher on a school-related assignment.

Technology Policy

Students have access to school computers for the purpose of research and/or producing school-related assignments. To safeguard the computer equipment and ensure the safety of FIPS students, the following restrictions regarding computer use apply:

- Students may not use school computers without the supervision of FIPS staff or faculty.
- Computers may be used only for school-related assignments.
- No food or drink may be consumed in the library/computer lab.
- No applications or games may be installed on school computers by a student or faculty member without express authorization from the administration.
- Established procedures for storing data will be used at all times.

Internet Use

The Internet is an excellent resource to further students' studies; as such FIPS has provided each student with the capability to gain limited Internet access in the media center. When accessing the Internet, the following rules must be followed:

- Students will only use the Internet for approved course work. Other use is strictly prohibited.
- No personal information (e.g., pictures, addresses, telephone numbers, and parents' names) will be posted on the Internet.
- Students who encounter inappropriate materials must immediately report the occurrence to the principal.
- Students may view published web pages and cite information obtained from them appropriately. Caution must be taken to avoid plagiarism.
- Students will not vandalize, damage, or disable the work of another individual or organization.
- Students will not access, manipulate, alter or attempt to damage, disable or destroy technology or computer files.
- Students will not access, create or distribute harassing, pornographic, obscene, racist, sexually explicit, or threatening material, imagery or language.
- Students will not use school-provided Internet access for illegal purposes or for non-approved commercial purposes.

Foreign Language

Our Spanish Programme begins from Preschool and continues through Grade Six. Students are taught to speak and write the language.

Beginning French is taught as an extra curricular activity during after school clubs.

Art

All students have an art class weekly. Basic principles of art using multiple media are taught.

Music

All students have general music class bi-weekly. The class covers basic music theory as well as recorder (from grade 2) and vocal music.

Physical Education

Students in Kindergarten through Sixth grade have P.E. once a week. In this class, students learn the importance of teamwork and physical fitness through participating in various sports. A student's grade will be affected if he/she is not properly dressed for P.E. (Please refer to the Dress Code section.)

Homework

The purpose of homework is to bridge the gap between learning at school and learning at home. It supports and enhances classroom instruction. It is assigned to achieve specific instructional objectives. A homework assignment sheet is provided for K - 2nd graders on which assignments are listed for each day. Parents are required to sign the homework sheet each night. FIPS provides 3rd to 6th graders with an assignment planner in which to write all homework assignments. Time is given in class to copy assignments from the board. In addition, homework is posted on the student's combined calendar on a weekly basis. This is as a reference for parents in the event that a question arises. It is not meant to be the primary source of homework information although every effort is made to keep it accurate and up-to-date.

There are three types of homework:

1. **Practice Exercises** help students to remember and practice newly acquired skills such as memorizing mathematical tables, practicing spelling words, writing essays and reading for pleasure.
2. **Preparatory Homework** requires students to source and read background information to prepare them for future lessons on a specific subject.
3. **Extension Assignments** encourage students to pursue knowledge individually and imaginatively. Assignments may include writing a book review, research in local news or retrieving items from the internet.
Students do need time to pursue non-school-related activities and to enjoy family time; therefore, it is FIPS' policy that homework not be excessive. It should be understood; however, that what is excessive for one student may not be excessive for most of his/her classmates.

The following times for homework are to be expected:

K - 2nd graders: 1-2 hours/week
3rd - 6th graders: 3-4 hours/week

Students who do not complete class assignments in the time allotted during class may be required to complete them at home. This work is not considered assigned homework, but indicates a lack of productivity in class and may result in the student spending more time than expected working at home. Students are expected to turn in homework on the day that it is due. **Late homework is deducted a full letter grade and will only be accepted one day after the due date.** Missing assignments are posted at the beginning of each week. Since by that time a student may already have received a zero for an assignment, parents should monitor that homework was completed and placed in the appropriate place in the student binder to be turned in on time.

Organizational Skills

Research has determined that the primary factor in a student's school success is organization – an organized student is a successful student. FIPS supports this objective by requiring that all 1st through 6th grade students utilize a specific organizational system for all school supplies and schoolwork. The necessary supplies are listed on the school supply list and teachers instruct the students in the proper setup of the student binder and the procedures for staying organized.

The student binder is the core component of the FIPS organizational system. Each student is required to have a 3-ring binder that has a zipper closure (2-inch rings for 1st grade, 3-inch rings for all other grades). The binder is to contain:

- zippered pencil case (stocked with required items)
- 2-pocket folder (for home-school communication)

This is not a homework folder.

- an assignment planner (3rd grade and up, provided by FIPS)
- blank notebook paper (no spiral notebooks)
- at least 10 plastic dividers with tabs, but NO pockets

It is the student's responsibility to keep the binder stocked with paper and other supplies as listed on the school supply list. The teacher will train the students in the proper set up of the binder and will conduct regular binder checks. The students will regularly "purge" the binder of old school work with the teacher in class. Parents should not attempt to clean out the binder to avoid discarding things that may still be needed. They may, however, ensure that everything in the binder is in its proper place. In order for the binder system to work effectively, a few things are of paramount importance.

Every worksheet, test, handout, homework assignment, etc. must be placed in the appropriate subject section of the binder using the holes (not slipped into page protectors). Students are not to put work papers in "pockets" in the binder nor in folders. Most recent papers are to be placed in the front of each section (right after the divider) to be easily accessible.

We are not using a separate homework folder.

Field Trips

Field trips are a worthwhile way to teach concepts and expose students to experiences they would not otherwise receive at school. Each class will attend three field trips scheduled at various times throughout the year. Notification of the specific time and for each trip will be provided as the date for the trip approaches. Parental permission is required for a student to go on a field trip. Although FIPS has procedures to care for students with medical issues on field trips, parents of students with severe medical conditions will be given the option of attending as a chaperone. FIPS' policy is that if a student is considered medically unstable, or is deemed to be ill on the day of the field trip, he/she will not be allowed to participate. Although all the teachers are trained in basic first aid procedures, they are not trained nor equipped to deal with severe medical emergencies.

If a parent does not wish a student to attend a field trip, it is school policy for the student to remain at home for those days working on a pre-assigned project/written assignment, due the following day. Parents will be given an opportunity to chaperone on most field trips. The teacher will confirm with parents their selection to be chaperones. **Parents are not allowed to take younger siblings on field trips.**

Report Cards

Reports are prepared at the end of each term. Reports must be collected on the Monday and Tuesday following the close of school.

Written assessments are done at the end of the first term. Grades are determined by the assessment and class work which make up 60% and homework 40% respectively. Continuous assessment is done during the second term and an end of year exam in the third term.

Report cards will not be accessible unless the student's financial account is up-to-date during the year and paid in full by the end of the year.

Honour Roll

<i>Honour Roll</i>	Students who have earned all A's and one B and have at least a "Good" in Behaviour.
<i>Principal's (High) Honour Roll</i>	Students who have earned all A's and have at least a "Good" in Behaviour.

Academic Failure

Students who receive a final failing grade in any academic subject (math, English, reading, science, social studies) will be retained in their current grade unless they attend FIPS' Summer School to repeat the class and pass with a grade of C or better. Summer school repeat classes are held four hours per day for four weeks.

Students who earn a final grade of D in any academic subject (math, English, reading, science, social studies) will be required to attend one 4-week session of FIPS Summer School and to earn a grade of C or better in order to re-enroll for the following school year. Students who have earned D's will have the notation "promoted with reservation" on their final report card.

Summer school grades will not change a student's final grade for the school year, but will be added to their academic record.

Students who have earned a D are given the option to receive 30 hours of private tutoring to meet the summer school requirement. The tutoring must be approved in advance by the FIPS' administration and a report from the tutor regarding the student's progress must be provided prior to processing of the student's re-enrollment for the next school year.

Student Retention

The staff of First Impressions work diligently to ensure the success of all students. However, there may be instances when a student needs to be retained for academic reasons. If this is the case, the parents will be notified of retention in a timely manner.

Retention may occur in Kindergarten only after there is (1) a strong recommendation from the teacher recommending retention; (2) a discussion with and an agreement of the principal and/or other support staff that the retention is the best course of action; (3) a conference with the parent that ends with agreement from the parent that the child may be retained in kindergarten.

Retention may occur for a student in Grades One through Six after there is (1) documented evidence of lack of academic success; (2) a strong recommendation for retention from the teacher; (3) a discussion with and an agreement of the principal and/or other support staff that retention is the best course of action; (4) a conference with the parent outlining the reasons the student will be retained.

Beginning with the first grade, retention is an educational decision based on the student's academic standing in the classroom. The final decision to retain a student will be made by the principal, teacher, and Teacher Support Team.

Testing

The results of tests are used to diagnose student weaknesses and needs, as well as to determine the school's area of weakness. When these are diagnosed, plans can be made to meet the needs of the students and the school. The school prohibits the possession and/or use of any electronic communication device, including cell phones and personal digital assistance devices during the administration of scheduled in house and territorial tests.

Student-of-the-Year Award

Each year a student is selected from K- 1st grade and 2nd – 6th grade to receive the Student-of-the-Year award. The selection is made based on character development, academic achievement, leadership ability and community service. Teachers submit nomination essays to the administrators, who along with other designated persons, select which student will receive the award. This award is presented at the Annual Recognition Ceremony.

Grading Scale

Kindergarten students receive:

E – Excellent [High proficiency]
G – Good [Expected proficiency]
S – Satisfactory [Developing proficiency]
N – Needs Improvement [Lacks proficiency]

Grades 1 – 6:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
50 – 59 and below F (Failing)

Behavior (Obedience and Getting Along With Others)

Very Good	Student requires little or no correction.
Good	Student occasionally needs verbal correction; he/she responds appropriately
Only With Support	Student does not always respond to verbal correction; may require additional help.
Needs Improving	Student often does not respond to correction with changed behaviour and/or lacks a submissive attitude.

Work Habits (Attentiveness, Following Directions, Use of Time, and Work Quality)

Very Good	Student is consistently attentive in class, follows directions, completes work on time, and produces high quality work.
Good	Student is usually attentive in class, follows directions, completes work on time, and produces above average work.
Only With Support	Student is occasionally inattentive requiring redirection and may need directions repeated. Assignments are occasionally late or incomplete and/or the student produces average work.
Needs Improving	Student is often inattentive and/or does not follow directions. Assignments Are often late or incomplete and/or student produces below average work

Penmanship

For students in first through sixth grade, handwriting is graded using the following rubric. Penmanship in all schoolwork is also considered toward the report card grade. On the report card, an overall grade will be given.

Criteria	E Excellent	G Good	S Satisfactory	N Needs Improvement
Letter Formation	Letters are formed correctly.	Most letters are formed correctly.	Some letters are formed incorrectly.	Many letters are formed incorrectly.
Letter Slant and Spacing	letters have uniform slant and appropriate spacing.	All letters have uniform slant and appropriate spacing with few exceptions.	Some inconsistency regarding slant and spacing.	Much variation in slant and inappropriate spacing of letters and/or words.
Neatness	There are no visible marks or smudges on the paper.	There are minimal visible marks or smudges on the paper.	There are few visible marks or smudges on the paper.	There are many visible marks or smudges on the paper.
Size and Relationship to Line	All letters are a consistent size and correctly in/on the lines.	All letters are a consistent size and in/on the lines with few exceptions.	Some inconsistency regarding letter size and placement in/on the line.	Much variation in letter size and placement in/on

Reading Fluency Scale

Dimension	1	2	3	4
A. Expression and Volume	Reads with little expression or enthusiasm in voice. Read words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
B. Phrasing	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two-and -three word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some choppiness; reasonable stress/intonation.	generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
C. Smoothness	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
D. Pace (during sections of minimal disruption)	Slow and labourious.	Moderately slow.	Uneven mixture of fast and slow reading.	Consistently conversational.

Break Time (Recess)

Students have three breaks during the day, in the morning, at lunch time and after school. The following rules apply to playground procedure:

1. Follow the directions of the teachers on duty, whether they are your classroom teacher or not.
2. Remain on the playground.
3. Inform the teacher on duty whenever you leave the playground whether to go inside or if you are being picked up from school.
4. Use playground equipment safely.

ATTENDANCE

In order to gain the most from school, each student must be regular in attendance. Parents are encouraged to establish a pattern of regular attendance unless health prohibits. Parents are asked not to take the student out of school for an extended period of time. If a student is kept home for health reasons, a call must be made to the school before 10:00 a.m. At this time, the parent may request homework assignments for the day. These assignments may be picked up at the office after 3:30 p.m. Chronic absenteeism on quiz, test, or exam days will be brought to the attention of the administrators.

Students arriving after 10:00 a.m. or leaving before 1:00 p.m. will be credited with one-half day of attendance. Attendance of less than three class hours will be considered one full day's absence. If a student is absent from school for an accumulated number of **thirty-five** days per school year, he/she will not be promoted.

Arrival

Students should not arrive earlier than 8:15 AM (15 minutes before the start of school). Supervision is not available before that time.

School hours are from 8:25 – 3:15. Students arriving at school after 8:25 will be considered late. Students arriving late should be accompanied to the office by a parent before going to the classroom.

Excused Absences

Examples of excused absences are:

- Personal illness
- Death in family
- Appointment with doctor or dentist. (Such appointments should be made after school hours if at all possible.)
- Major traffic accidents and road conditions making travel dangerous.
- Family vacation (Prior notice is required.)

In order for an absence to be considered excused, the reason for the absence must be stated in writing and signed by a parent or guardian.

For excused absences, work may be made up. Work must be made up in the time equal to the number of days absent (i.e., one day absent - all make-up work, tests, and quizzes must be made up in one day; two days absent - all make-up work, tests, and quizzes must be completed within two days after returning.). This is to continue up to five days. Five days are the maximum number of days allowed for make-up work.

Unexcused Absences

If a student is absent from school without a written explanation from the parent upon returning to school, the absence is considered unexcused. A student with an unexcused absence will receive a zero for all missed assignments and tests for that day. Assignments that were due that day may be considered late and the grade deducted accordingly.

Planned Absences

The student's teacher(s) are to be notified at least two days prior to any planned absence. If prior notification is not received, the absence will be considered **unexcused** and the student **will receive zeroes for assignments missed on that day. Assignments that were due that day may be considered late and the grade deducted accordingly.**

Teachers who are notified in advance will provide the student with his/her work, which must be handed in the first day the student returns to class.

Returning to School after an Absence

Upon returning from an absence, all students must furnish a written note from their parent or guardian stating the date(s) and reason for the absence, and the signature of the parent or guardian. Students should give absence notes to their teacher who will submit them to the office. Should a student be absent for three consecutive days, the school should be notified, and a written note from a doctor is required. Communicable illnesses (i.e., chicken pox, measles, lice, etc.) require a written note from the doctor the day the student returns. No student will be allowed back into class without a doctor's authorization.

Tardiness to School

There is much to do in any given school day and it is important that every student arrive at school with sufficient time to unpack his/her backpack and prepare for instruction. It is strongly recommended that students arrive by 8:15 a.m. to have the necessary time to get to their home room class and get settled by 8:30 a.m. when instruction begins. **Arrival to the classroom after 8:30 a.m. is disruptive.**

Release of Students

Students are released only into the care of their parents unless written authorization has been given to release the student to another individual. Such written authorization is kept on file in the school office. When someone other than the parent arrives to pick up a student, he/she must be

listed as an authorized individual and must show photo identification. In the case of parents who are separated or divorced, legal documentation must be on file indicating which parent has legal custody of the children or that there is joint custody. FIPS cannot deny a parent access to his/her child or refuse to release the child to a parent without legal documentation stating not to do so.

Closings and Delayed Openings

Announcements regarding “no school” or delayed openings will be made over ZBVI radio (780AM). ZBVI will make announcements between 6:30AM and 8:00AM. The station requests that parents and children do not call them for this information, but instead, listen to the on-air announcements. Once practical, announcements will be posted on the school's website. Most closings and delayed openings are results of inclement weather.

Dismissal

If your child is to be dismissed from school early, please send a note to the teacher stating the time and who is to pick up the child. All special dismissals are made from the office. A parent or designated adult must sign the child out at the office before the child will be called to the office. **Students will not be dismissed from the classrooms.**

In case of family dissension (divorce, separation etc.) a request to prohibit one parent from taking the students from school can be honoured if there is a court order in effect and on file in the school office.

Student Transfers

When a student transfers into First Impressions, the parent must fill out registration forms at the office and present a **birth certificate, current immunization card and two passport photos**. The parent will also be asked to fill in a transfer of records form to be sent to the previous school. When a student transfers out of FIPS, he or she is provided with a transfer letter. Grades are released upon request of the new school.

MEDICAL POLICIES

The Health Department requires immunization records for all students. No student will be permitted to attend school without a completed immunization form received no later than the first day of the child attending school. New or updated immunization records are only required when the student receives a new vaccine.

All students who wish to participate in after-school sports must undergo an annual **sports physical** and submit a sports authorization form signed by the doctor. This form must be submitted to the school before a student may practice or participate in after-school sports. This policy applies to intramural as well as competitive sports.

School Emergency Medical Consent Form and Card

Parents are to complete and sign an Emergency Medical Consent Form giving First Impressions Primary and its Officers permission to obtain medical assistance if an injury seems serious. This includes having the child transported to a medical facility if necessary. The emergency contact

person cannot be the parent. The parent will automatically be called first. These Cards must be kept updated throughout the year including parents' work phone numbers and cell numbers. Please call the school office to update your child's card should any changes take place during the school year. Parents are asked to respond to the school's call immediately. If the card is not on file by the Wednesday of the first week of school of the new school year, the student will not be allowed to attend classes until the emergency card is received.

****If a student is sent home during the school day due to sickness or is home all day sick, he/she will not be permitted to attend any after-school activities.***

Medication

FIPS follows Virgin Islands (UK) statutes regarding medication. No prescription or over-the-counter medications (including aspirin, Tylenol, ibuprofen, cough drops, throat lozenges, vitamins, and homeopathic remedies) will be given to any student for any reason without **a written doctor's order**. A doctor's order for medication must be completed every year. This form with dosage and time requirements will be kept on file with the school nurse. Whenever possible, students should take medication at home. However, when necessary, medication will be administered at school.

All medications must be in their original containers.

When filling a prescription, parents should request a school bottle from the pharmacy. All medications must be supplied by the parents for school use. Any leftover medications will be returned to the parent at the end of the school year. In compliance with the school's health standards, medications are stored in a locked cabinet. Access to this space is under the authority of the Principal and Administrator.

Parents must give the first dose of any new prescription or over-the-counter medication prior to the student coming to school. This does not include emergency medications (e.g., Epi-Pen). The school will maintain a record of every time a medication is given. If a child must take medication at school under a doctor's order, the parent is to take the medicine to the front office as soon as he/she arrives at school. Medication should not be sent to school in lunch boxes or other containers. Students found with medication will have it taken away and parents will be notified. All medication is given by designated personnel.

The following may only be given with a doctor's order: Tylenol, aspirin, throat lozenges, cough drops, vitamins, etc. This form with dosage and time requirements will be kept on file with the school. Upon administering medication, a note will go home stating when, how much, and what medicine was given.

Illness

A student is considered sick if he/she has:

- ✓ A fever, a temperature defined as 99 degrees or higher. A student should be fever-free without medication for more than 24 hours. Before returning to school.
- ✓ Vomiting or diarrhea. A student should not have thrown-up or had diarrhea for 24 hours before returning to school.

- ✓ Starting antibiotics. A student is contagious until he/she has been on antibiotics for 24 hours.
- ✓ Yellow, green or any colour mucous. Whether it is blown out or coughed up, colourful mucous indicates infection. A doctor should evaluate the student because he/she may need antibiotics.
- ✓ Inflamed, crusty, red or runny eyes. A student with these symptoms needs to be evaluated by a doctor for possible conjunctivitis. If bacterial conjunctivitis is diagnosed, the student will need antibiotic eye drops. The student must be symptom-free or on medication for 24 hours or have written clearance from a doctor to return to school.
- ✓ Skin lesions that are severe, weeping, or pus filled. The student must be symptom free or on medication for 24 hours or have written clearance from a doctor.
- ✓ Nausea. Student must be symptom-free for 24 hours before returning to school.
- ✓ Difficulty breathing or wheezing. Student must be symptom-free for 24 hours.

The Public Health Department has issued the following information regarding communicable diseases and quarantine times.

- ✓ **Ringworm.** A student suspected of having ringworm needs to be evaluated by a doctor. The student may return 24 hours after beginning of treatment and requires a doctor's statement to verify medication and treatment. Affected area must be covered with a dressing while at school.
- ✓ **Strep Throat.** A student with sore throat and fever should be evaluated by a doctor for possible strep throat. A student may return 24-48 hours after beginning treatment.
- ✓ **Chickenpox.** A student may not return to school for 6 days from onset of rash and all pox should have dry scabs.
- ✓ **Impetigo.** A student may return 24 hours after beginning treatment or with written clearance from a doctor.
- ✓ **Lice.** Student may return to school after receiving treatment with a pediculicide shampoo and all nits have been removed.

Students displaying any of the above symptoms should not be sent to school. Parents will be called to pick them up.

Injury or Illness at School

All students who are injured or become ill during the regular day will be brought to the office. In case of injury, it is the teacher's responsibility to see that the child is taken to the office and that an accident form is completed. Basic first aid will be provided. Parents will be notified if the injury is more serious than a minor bruise or scrape and proper professional medical attention will be sought. If a child is complaining of a sickness (e.g., headache, stomachache, sore throat) and is running a fever, the parent will be called and will be requested to come and pick the child up immediately and take him/her home **within one hour**.

FIPS does not have the resources to provide care for a sick child while parents complete their day at work or try to find someone to pick up their child.

When parents send a child to FIPS, they are aware that other students will be present, that they will be playing both on the field and on the playground equipment, and that there are inherent risks involved in the activities associated with multi-student play and playground play in general. As such there is an "Assumption of Risk" on the part of the parent that is not transferred to the school or the school personnel. Therefore, barring "contributory negligence" on the part of the school or the school personnel, the parent bears the sole responsibility for any medical expenses incurred as a result of injury while the student is on school property.

Food Policy and Management of Food Allergies

Food allergies in children are on the rise. FIPS will assist in providing students with food allergies a safe school environment which allows them to participate in all aspects of school life with their peers. The school recognizes that nut and peanut allergens are the most likely to cause a life-threatening allergic reaction. Students are encouraged to wash their hands before and after eating. All tables are cleaned between lunch shifts. In classrooms where there is a child with a food allergy, parents will be informed of the allergy and asked not to send in snacks or treats containing these ingredients. When planning a party in the classroom, special arrangements can be made for students with allergies. If a parent is bringing in food for a birthday, notice should be given to the teacher so that student allergies can be taken into account.

Arrangements can be made with the teacher for the refrigeration of foods for a child with allergies. When necessary, the teacher can microwave food for the child. While it is important to prevent exposure to food allergens whenever possible, FIPS cannot guarantee total elimination of these foods at school. The school does not completely ban any particular food.

Parents are asked to fill out a health history for their child prior to school. Appropriate staff is informed that they have a child in their class who has a food allergy. The school cannot be held negligent in not providing for a child whose parent has not indicated the existence of an allergy.

Healthy foods are expected for all snacks and lunches. Fruit is encouraged as snacks.

ABSOLUTELY NO JUNK FOOD, CANDY, GUM OR SODAS ARE PERMITTED. Your cooperation is greatly anticipated and appreciated.

Communication

Home school communication is extremely important in establishing a partnership between parents and the school. FIPS is committed to utilizing a number of means to provide parents with the information they need to enable their student(s) to excel.

FIPS online accounts

Parents will be provided with an activation code to access their student's account.

FIPS Web Site

FIPS web site is maintained for the purpose of providing information about the school and events via the internet. The calendar, events bulletin and information regarding enrollment are just some of the things available on this site. By subscribing to updates on the website, you receive immediate e-mail notification when something new is posted to the website in any category to which you are subscribed. The web site address is: <http://www.firstimpressionsbvi.com>

Letters and Memos

Letters and memos are still circulated for some notices.

Missing Homework

If a student has had a missing homework assignment during the week, the parent will be notified. To avoid your student receiving a zero, it is important for parents to check homework each night and ensure that completed assignments are in the binder to be returned on time.

Parent Teacher Conferences

Parent-Teacher conferences are held during the second term of the school year. All conferences are scheduled through the child's teacher. Parents are urged to attend these conferences in order to keep informed of student's progress. Elementary school students do not attend the parent-teacher conference.

Scheduling Conferences

Conferences can be arranged outside of the designated time as a parent or teacher sees fit. Appointments can be organized through the office. Teachers may not be seen for impromptu conferences or discussions. All meetings must be scheduled in advance.

Visiting the Classroom

Parents sometimes want to observe their student in the classroom environment. Observation in the classroom should be arranged in advance with the teacher and limited to one class period in order to avoid disruption to the classroom routine. Upon arrival, the parent is to check in at the office. The teacher will then be notified of the parent's arrival.

Handling Concerns and Complaints

The following procedure is used by FIPS staff and is taught to the students. Parents are urged to use this procedure as well.

If you have a concern or complaint:

- Express your concern promptly in a spirit of respect to the proper person.

- Speak to the right person. Concerns about a particular problem or situation should be expressed to the individual involved. Do not broadcast it. Express your complaint only to the person who should hear it. Unneeded worry, harm and hard feelings result when problems and dissatisfactions are expressed to persons other than those directly involved. Your concern should be expressed to an administrator only if you cannot work it out with that individual.
- Express it clearly and respectfully. Make sure the person to whom you are expressing your complaint understands the details of the situation and exactly what you are complaining about and why. Please focus on the issue and refrain from general accusations or personal attacks. Clearly state what you would like the person to do.
- Reflect on it so that you may make your complaint in such a way that it will result in a stronger partnership with the individual and the betterment of the school.

If you overhear or are told a concern/complaint:

Encourage the person to communicate to express his/her complaint only to the person who is a part of the problem or a part of the solution.

Do not continue to listen to the details of the problem after you discern that you are not a part of the solution.

If a complaint is made to or about you:

- Understand what the complaint is and why it is being made.
- Give it prompt attention and agree on an effective solution.
- Make it a growth experience and learn from any mistakes.

Be sure to allow ample time for a problem to be resolved before contacting an administrator. Most of the problems that arise can be resolved by keeping the channels of communication open with the teacher. However, if a problem is not resolved, please do not hesitate to contact an administrator for assistance in reaching a resolution.

Financial Obligations

Payment Schedule

Fees are payable on the 1st day of every month. All fees received after the third day are automatically subject to a 15% late charge. Returned cheques are subject to a \$50.00 per cheque service charge. Recurring returned cheques on an account will result in future payments by cash terms only.

Be reminded that fees are the primary source of income for the school. The school's monthly financial commitments are also subject to late penalties, therefore; we request your full cooperation with respect to payments.

If you do however, fall into a financial dilemma please contact the office immediately to try and find a workable solution. Student accounts that are sixty (60) days in arrears will be removed from the register until such payments are received. Constant recurrences of delinquent accounts will result in permanent expulsion.

Other Fees

There is a nonrefundable **enrollment fee** per child upon acceptance to FIPS. This is payable when a child is accepted into the school.

There is an **annual maintenance** fee of \$175.00 per student. This fee is payable June 1st, or whenever the student withdraws from school.

Text books are the property of the school and a **text book user fee** is charged. These are books used for the core subjects of mathematics, English, reading and science. This is an annual payment of \$5.00 per book.

If a student **looses or damages** a non-consumable book the full purchase price will be charged.

Tuition

Tuition is payable whether or not a student is in attendance. Partial attendance of a month or term does not affect this policy.

Monthly tuition is \$430.00. A 10% discount is extended to families with more than one child attending the primary school and/or child care centre.

Withdrawal

If it is necessary to withdraw a student before the end of the school year, a withdrawal form must be completed and submitted to the office. The school will need the new address and the name of the new school to which the student will transfer.

Miscellaneous

Child Abuse / Neglect

The Director, Principal, teachers and staff of FIPS are obligated by the laws of the Virgin Islands (UK) to report any signs or suspicions of child abuse or neglect to the Social Development Department.

Supportive Services

Supportive services are those services required to assist a student identified with particular and specific exceptionalities to benefit from their learning. These services may include: Occupational and Physical Therapy, Guidance Services, Speech Therapy and any others as needed.

FIPS reserves the right to recommend a child for assessment or request the observational services of any professionals qualified in these areas of Therapy Services. If a student is identified with needing any service, an Individual Educational Plan meeting will be scheduled to develop the required support services.

Parent Teacher Association

Our PTA holds meetings once per term at school and welcomes all parents. This is an active organization, which contributes much to the children's education. The PTA provides funds where needed for things that are constrained by the school's budget. Our PTA covers the child care centre through grade six.

Volunteers

Volunteers are always welcomed to assist within the school.

Classroom Representatives

The PTA recruits volunteers for each class to work with the teacher in coordinating class events, trips and other classroom activities. The classroom Representative would also contact all parents/guardians for any emergency closing of the school during the day and delayed openings.

Morning Assemblies

Every Monday morning Kindergarten through Grade Six have a joint assembly. House Assembly on Friday mornings and class assemblies during the week. These are times for group activities, presentations and enrichment activities; therefore, the following courtesies must be practice:

- Respect the participants and show courtesy. Negative remarks, sounds, or booing will not be tolerated.
- If there is a question and answer period, the students should:
 - ✓ Only respond when recognized
 - ✓ State the question loudly and clearly. Say "Thank You"
 - ✓ Listen carefully to avoid repetition
 - ✓ Not talk or eat unless told to do so.

Photographs

School pictures are taken once a year. Information goes home to parents two weeks before picture day. Money should be sent in as soon as possible after receipt of the information. The photographer will not make up packages if money is not received by picture day. Pictures must be taken in full school uniform.

Textbooks

The textbooks are the property of the school and are loaned to students for use during the school year. Textbooks are to be handled carefully. Students are responsible for returning them at the end of each term. All textbooks must be returned before the last day of the school year in June. All damaged or lost books must be paid for by the parent to purchase a replacement.

Student Supply List

A list of student supplies for each grade level is distributed to each student at the end of the school year in June. Student consumable workbooks are purchased from the school.

After-school Clubs

A variety of Clubs are offered monthly after school from Monday thru Friday 3:30p.m. -4:30p.m. Teacher's share their skills or hobbies with students. Fees are \$30 to \$35 per month. The list of clubs offered is distributed from the office.

House Assignments

The students are divided as evenly as possible into four houses. This is to help promote friendly competition and school spirit. Every term there is an activity to reinforce this camaraderie. Student families are placed in the same house whenever possible. A gross imbalance of students in one house may warrant the splitting of families. We do try and avoid this as much as possible.

Approach to School

Vehicular traffic is to turn left after entering the property. The main entrance is located next to the open playfield upon approach and exit at the gate by the green garbage receptacle. The gates are opened only during heavy rain or in an emergency.

Electronic Devices

Items that detract from learning and instruction are prohibited. These include and are not limited to: electronic games, I-Pods/MP3 players, cameras and recorders. These are expensive items that are easily damaged or stolen and the school cannot be held responsible for these items. Cellular phones and pagers are prohibited and will be confiscated if found. Toys are also prohibited.

Only on a teachers request can any electronic item be brought to school.

Laptops and Notebooks

Grades four, five and six **only** are required to have a laptop or notebook with word processing and wireless internet capabilities. They will be used to enhance student learning by conducting virtual labs in science, and with completing and organizing of certain assignments i.e. labs, reports etc. They **will not** be used as a replacement for writing skills, except if the child is professionally diagnosed as requiring this as an aid to learning.

Each student is to have a proper storage/carrying case. They are responsible for the upkeep and whereabouts of their computer at all times.

Parties

Birthday celebrations are allowed and are to be restricted to snack time or a designated time given by the class teacher. Persons outside of the class are not permitted to attend. This activity is not considered a substitute for a formal at home celebration. Invitations for private parties cannot be distributed at school. **ABSOLUTELY NO CANDY, JUNK FOOD, BALLOONS AND LOOT BAGS.**

Annual Activities

An annual calendar listing all school activities is prepared at the beginning of each school year and distributed to every student. This calendar is also posted on the web site.

Disaster Management Policy

First Impressions has under the guidance of the Disaster Management, formulated a disaster plan for the school. We take the opportunity to conduct monthly drills when the national disaster testing is taking place. We also, conduct random drills such as fire, earthquake and tsunami. We are connected to the Disaster Management's network via Smart Radio. This system has an immediate alert and update feature. The school also has portable VHS radios so that we may always be connected with the national disaster team.

A Student Disaster Form is distributed at the beginning of the school year to new students. It outlines the items needed for the student disaster pack. These packs are sent home periodically to be checked for expiration dates, and to freshen up contents.

Our emergency shelters are the Long Trench Community Centre and/or John Shirley's house, the house seen at the top of the hill behind the school. This alternate venue has been chosen because the community center is expected to accommodate hundreds of people in the event of a disaster. Backpacks and supplies are kept at the Shirley's house to avoid us carrying too many items uphill.

Daily Sign In

All parents **must** electronically sign in each student at the designated computer terminals. Finger print readers are utilized to help expedite this process. Upon acceptance, a brief orientation of this process is demonstrated.

This system generates and stores student information such as records and attendance. It is also linked to our website. As the pin is your personal finger print, information is held in the strictest of confidence.

Lost and Found

Lost or items found lying around the school campus will be kept in the office. Once a month these items are given to a charity. Students are responsible for having their name on all their belongings. FIPS accepts no responsibility for discarding or donating items that have been left unclaimed in the lost and found.

Classroom Observation Time

The time a principal spends in the classrooms is one of the key indicators for a successful school. The principal or director may not always be available due to classroom observations unless an appointment has been scheduled.

THE SCHOOL SONG

We build our school on Thee, O Lord;
To thee we bring our common need;
The loving heart, the helpful word,
The tender thought, the kindly deed:
With these, we pray
Thy Spirit may
Enrich and bless our school always.

We work together in Thy sight,
We live together in Thy love;
Guide thou our faltering steps aright,
And lift our thoughts to heaven above;
Dear Lord we pray,
Thy Spirit may
Be present in our school always.

Hold Thou each hand, to keep it just;
Touch Thou our lips, and make them pure:
If Thou art with us, Lord we must
Be faithful friends and comrades sure;
Dear Lord we pray,
The Spirit may
Be present in our school always.

We change, but Thou art still the same-
The same good Master, Teacher, Friend,
We change, but, Lord, we bear thy name,
To journey with it to the end;
And so we pray
Thy Spirit may
Be present in our school always

The National Anthem

God save our gracious Queen,
Long live our noble Queen,
God save the Queen!
Send Her Victorious,
Happy and Glorious,

Long to reign over us;
God Save the Queen!

Thy choicest gifts in store
On her be pleased to pour,
Long may She reign;
May She defend our laws,
And ever give us cause,
To sing with heart and voice,
God save the Queen!

OH BRITISH VIRGIN ISLANDS

Out of the huts of history's pains our ancestors
bled and died
But with strength and will power we overcame
to restore British Virgin Islands' pride
To preserve the beauty we devised a plan
To obtain ownership of your precious land
Educating your people is the golden key
To maintain the success of this territory

Chorus

Oh how radiant are your daughters
And how wealthy are your sons
Your beaches boast your beauty
And your success is second to none
Green and brilliant are your hillsides
They replenish our hopes and pride
Oh British Virgin Islands, your qualities can never
be denied!

May God richly bless this Territory
May we ask three things of thee
Courage for our great leaders
That they may rule our destiny
We ask for wisdom for our people
That they may live in harmony
And understanding for our children
That they may cherish this legacy

*** All students are required to know these songs by memory.**

ORGANIZATIONAL CHARTS

Staff List

TEACHER/POSITON	NAME	CLASS/SUBJECT
Managing Director	Mrs. Theresa Shirley- Frett	
Principal	Miss Dorothea Atterbury	
Lower Primary	Miss Cindoll Shepherd	Kindergarten
Lower Primary	Miss Celeste Merritt	Kindergarten
Lower Primary	Mrs. Keisha Pattis	Grade One
Lower Primary	Mrs. Robertine Vanterpool	Grade One
Lower Primary	Miss Mandisa Frett	Grade Two
Upper Primary	Mrs. Judith-Ann Waterman	Grade Three
Upper Primary	Mrs. Susanne Skeete	Grade Four
Upper Primary	Miss Carlyn Benjamin	Grade Five
Upper Primary	Miss Dorothea Atterbury	Grade Six
Foreign Language	Mrs. Celia Georges	Spanish, French
Physical Education	Mr. Xavier Samuels	K-6
Music		Theory K-6
Custodian	Mrs. Maritza Pemberton Mr. Derick Barzey Miss Guillane Camey	Custodians
Maintenance		

BRITISH VIRGIN ISLANDS FORMAL EDUCATION SYSTEM

AGE (YEARS)	GRADE	FORMERLY	SECTION
5	KINDERGARTEN	STAGE 1	FORMAL ED. BEGINS LOWER PRIMARY
6	GRADE 1	STAGE 2	LOWER PRIMARY
7	GRADE 2	CLASS 1	LOWER PRIMARY
8	GRADE 3	CLASS 2	LOWER PRIMARY
9	GRADE 4	CLASS 3	UPPER PRIMARY
10	GRADE 5	CLASS 4	UPPER PRIMARY
11	GRADE 6	CLASS 5 PRIMARY V	PRIMARY CERTIFICATE
12	FORM 1	FORM 1	JUNIOR SECONDARY
13	FORM 2	FORM 2	JUNIOR SECONDARY
14	FORM 3	FORM 3	JUNIOR SECONDARY
15	FORM 4	FORM 4	SENIOR SECONDARY
16	FORM 5	FORM 5	SCHOOL LEAVING CERTIFICATE
17	HLSCC/ JUNIOR H.LAVITY STOUTT	HLSCC/ JUNIOR	
18	COMMUNITY COLLEGE	HLSCC	ASSOCIATES DEGREE



PLEASE SIGN AND RETURN THIS PAGE

I have read and discussed the First Impressions' Primary School Handbook with my child/children.
We agree to the terms and conditions set out herein

Student Name(s): _____
(Please Print)

Parent/Guardian Name: _____
(Please Print)

Parent/Guardian Signature

Date

FIRST IMPRESSIONS

MEDICAL CONSENT FORM

I HEREBY GIVE CONSENT FOR MY CHILD _____

A STUDENT OF FIRST IMPRESSIONS' CHILD CARE CENTRE/PRIMARY SCHOOL TO RECEIVE EMERGENCY MEDICAL ATTENTION IF SO NEEDED BY HIM/HER WHILE IN ATTENDANCE AT THE CENTRE.

PARENT/LEGAL GUARDIAN

DATE

FIRST IMPRESSIONS'

STUDENT'S DISASTER KIT

Child's Name: _____

Location: _____

Each child should have disaster supplies in a backpack. When disaster strikes, the child should be given his/her own backpack to carry. Their name should be written clearly on the backpack and on items contained therein.

ITEM	QUANTITY	ON HAND	NEEDED
Passport photo	1		
Backpack	1 each		
Change of clothes	1 full outfit		
Cap	1 each		
Rain poncho	1 each		
Kleenex/toilet paper	1 box/roll		
Wipes	1 container		
Small bottle water	2 each		
Bath towel & Washcloth	1 each		
Small flashlight	1 each		
Real juice boxes	2 each		
Small dry cereal	3 boxes		
Can of meat/protein	1		
small box of dried fruit	1		
Family photo	1		
Small book	1		
Medication/Asthmatic pump			
Hand sanitizer	1 small		
toothbrush/paste/cup	1 each travel size		

PLEASE RETURN WITH THE ABOVE ITEMS BEFORE THE END OF SEPTEMBER.

PARENT'S SIGNATURE

DATE

ALL PARENTS ARE REQUESTED TO LOG ON AND SUBSCRIBE TO THE SCHOOL'S WEBSITE TO RECEIVE CURRENT NOTICES AND UPDATES.
<http://www.firstimpressionsbvi.com>

First Impressions' Primary School

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