

Townshend International School

Upper Primary Handbook



**The vision of Townshend is
the creation of a moral & ethical environment
in which, through guided interaction,
students can learn to respect & appreciate people of
different
cultures and backgrounds
and to show that respect in communication & consultation.
Through challenge [hardship] and discipline
they must learn to take responsibility for their own lives
and**

**be of service to their environment.
They should leave this school with a positive attitude
towards
life and have acquired the ability to process what they have
learned with creativity and a pioneering spirit
[entrepreneurship]**

Welcome to Upper Primary School at Townshend International School

We want to welcome you and your child to our education program at Townshend International School. We are looking forward to an exciting year of new experiences and lots of fun! It is during the first years of life that children form attitudes about themselves, others, learning, and the environment. These attitudes last a lifetime, so we work very hard to find ways to help children develop positive attitudes.

Educating a child is most successful when families and schools work together in the best interest of the child. Valuing education and the opportunities it provides are important first steps.

The goal of our program is to meet your child's needs not only intellectually, but also physically, socially, and emotionally. Going to school is one of the most important experiences in a child's life. School can be an exciting place where children meet new people and participate in a variety of experiences. We promise to work diligently to provide the children with wonderful experiences that help them to feel good about themselves and their school.

If you have any suggestions for the primary department please do not hesitate to contact us at

Townshend Code of Conduct

Five principles have been chosen from among the virtues as the criteria by which all action can be judged. These principles have been preferred, as each, in itself, embodies a number of virtues and, combined, they include all virtues.

- 1. Honour**
- 2. Respect**
- 3. Responsibility**
- 4. Leadership**
- 5. Commitment**

An important and often mentioned aspect of Townshend is the possibility given to youth for spiritual growth. By keeping the school distanced from the undesired influences that today's world exercises upon young and old, and by looking to the moral and ethical principles as the guideline to a healthy and happy growth, a community has come into being whose members are free to discover their inherent qualities, and to shape a clear and far reaching vision of their needs and their future. In this respect the criteria for acceptance of a student and their continuation at the School is the initiative taken and the development shown in their personal growth. Students and Staff, irrelevant of their age and position, are expected to measure their words and their actions by the Townshend Code of Conduct.

Honour:

Honour is the inner drive that propels and perpetuates perseverance in making ethically and morally right decisions.

Honour fosters such virtues as Integrity, Chastity, Purity of Motive, Self-esteem.

Respect:

Respect for the rights and the dignity of all can only be righteously expressed when comprising the synthesis created among the three circles within which the individual finds themselves: the inner circle of self (self-respect), the middle circle of the community (respect for all persons), the outer circle of the environment (respect for one's environment). This synthesis then reflects itself in such qualities as Courage, Care, Consideration, Resolution, Character

Responsibility:

Maturity of character requires taking responsibility for each of the three individual circles, without exception: this care and concern conveys and results in Trustworthiness, Stability, Efficiency, Dependability, and Loyalty

**“[The] values of respect and responsibility are necessary
for:
healthy personal development
caring interpersonal relationships
a humane and democratic society
a just and peaceful world”**

Thomas Lickona, Education for Character

Leadership:

Making the right decision and acting upon it; rejecting the influences that can obscure one's perception and one's capacity of discernment; establishing an example for those younger or with less determination. True leadership lies in the desire to be of service to all mankind and is founded on Initiative, Service, Humility

Commitment:

Bringing to an end what one has started is rewarded manifold; the strengthening of Determination, Resolution, Perseverance are of the direct results. Students accepted to Townshend are expected to commit themselves to upholding the Townshend Philosophy.

Policies and Procedures

1. Arrival & Dismissal

Punctuality helps set the tone of the day and reduces confusion in the classroom. Therefore, please arrive at the beginning and conclusion of your child's school day.

Teachers spend time immediately before and after class handling record keeping, cleaning, preparing the classroom, and discussing children's progress. It is absolutely essential that they have this time free for these duties.

For more detailed information please see our Arrivals and dismissals Policy

2. Sick Children

Children who are ill should not be sent to school. If your child will be out ill, please call the primary school office on +420387688113 and send a note to the teacher when your child returns.

If a child is ill at school, the school nurse will determine if your child should be taken home. It is important that you have provided emergency numbers and authorized names for child pick-up to the classroom teacher.

Parents will be notified by letter if there is an outbreak of any communicable disease.

In the event of a minor injury, your child will be treated by the Townshend International School Elementary School nurse. She will contact parents following emergencies.

Please keep your child home if he or she has:

a. A temperature above normal

b. A rash

c. A discharge from the eyes or ears

d. Cold and/or flu symptoms

For more detailed information please see our Medication at School Policy

3. Change of Address or Telephone Number

If you should move or change your phone number and/or address, notify the school office at contact@townshend.cz , immediately to prevent any delay should we need to contact you.

4. Homework

Parent cooperation is essential to successfully bring home and school together to promote learning. Each student should have a specific time and place for evening/afternoon homework. Parents are encouraged to help their children complete their homework.

Homework procedure: homework will be given out every week and brought back completed the following week. The homework will reinforce the themes and concepts learned during the week.

For more detailed information please see our Homework Policy

5. Outdoor Play

Children will play outside as much as possible. Teachers will be taking their class outside during cooler temperatures, EVEN ON SNOWY DAYS! Please remember to bring appropriate clothing that he or she is able to put on and take off independently (i.e., sweaters, sweat shirts, jackets, coats, hats and gloves).

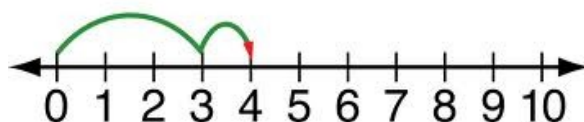
6. Four Operations of Number

At Townshend we are thankful to have a multicultural group of pupils, however, this does bring teaching challenges with it. In order to fit our status as a Cambridge International School and make it possible for all children to learn effectively we have chosen the following methods of addition, subtraction, multiplication and division.

Addition

Elementary level method uses a numberline:

$$3 + 1 = 4$$



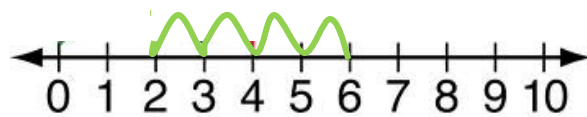
Advanced level uses the column method.

$$\begin{array}{r} 38 \\ + 26 \\ \hline 64 \\ \hline 1 \end{array}$$

Subtraction

Elementary level method uses a numberline:

$$6 - 4 = 2$$



Advanced level uses the column method:

$$\begin{array}{r} 21 \\ \cancel{3}33 \\ - 252 \\ \hline 81 \end{array}$$

Multiplication

Elementary level method uses a grid:

x	10	4
3	30	12

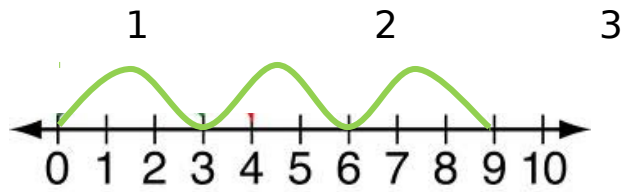
Advanced level uses the column method:

$$\begin{array}{r} 237 \\ \times \quad 4 \\ \hline 948 \\ \text{1} \quad \text{2} \end{array}$$

Division

Elementary level method uses a numberline:

$$9 \div 3 = 3$$



Advanced level uses the column method:

$$\begin{array}{r} 108 \text{ r}1 \\ 7 \overline{) 757} \end{array}$$

7. Handwriting

Given the variety of nationalities at Townshend we have chosen a handwriting style that is sympathetic to the different needs of our pupils and also one that matches our Cambridge International School status.

8. Objectives for Grades 4 to 7

Townshend International Primary School's curriculum follows the Cambridge International School Curriculum, which is based on the National Primary School Curriculum of England.

The following Mathematics, English and Science objectives are used to *guide* teachers at Townshend but they can be deviated from when it is in the best interests of the child. These objectives can also be found at

<http://www.cie.org.uk/qualifications/academic/primary/cipp/resources>

Schemes of work for other curriculum areas taught at Townshend, for example History, Geography and Religious Education, are based on those found in the Qualification and Curriculum Agency's Schemes (QCA). The QCA publishes the National Primary School Curriculum of England. The QCA schemes can be found at

<http://www.standards.dfes.gov.uk/schemes3/>

The QCA schemes are used as a *guide* for teachers at Townshend and will be amended if it is in the best interests of our children.

Behaviour policy

The purpose of this policy is to provide clear guidelines to all staff, governors and parents about the rewards and sanctions that are in place to deal with behaviour issues.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. It is crucial that all members of a school community recognize the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life

At Townshend International Primary School we employ a Positive Behaviour environment for our children through Golden Rules which are on display in each classroom and which include

Thou **G**htful

Hardw**O**rking

Po**L**ite

Goo**D** listeners

Car**E**ful

Se**N**sible

There are many different rewards for good behaviour and working hard. Golden time is given to all children as praise and reward for good behaviour/working hard.

Furthermore, a Virtue of the Month is actively promoted by all staff through circle time, school assemblies and day to day lessons. Other rewards include verbal praise personal points and stickers.

All behaviour from children must be dealt with in the same fair way - following the sanctions below which each teacher has adapted to meet the age range of their specific class.

Sanctions:

1. verbal warning
2. yellow warning card 1 minute of Golden Time missed
3. red card – pupil misses 5 minutes of golden time and sent to another teacher's class or quiet observable room for 10 minutes to calm down. Pupil to fill out explanation form, where possible
4. continuous misbehaviour / abuse of Golden Rules, send to partner class with work for the rest of the lesson, pupil to fill out an explanation form
5. If no improvement then pupil sent to the Head with explanation forms

Explanation forms are collected by the class teacher.

Examples of Sanctions for actions:

- bad language: go through behaviour policy e.g. warning, yellow card, red card
- Name calling (unless it is bullying): go through behaviour policy e.g. warning, yellow card, red card
- Shouting out: go through behaviour policy e.g. warning, yellow card, red card
- Not responding to instructions: go through behaviour policy e.g. warning, yellow card, red card
- Disturbing other children: go through behaviour policy e.g. warning, yellow card, red card
- All low level disruption: go through behaviour policy e.g. warning, yellow card, red card

Racism, bullying, fighting or assault: Straight to the Head

(Parents will be informed at the Head teacher's discretion)

Missing playtime/lunchtime:

If children are to miss some playtime/lunchtime, as part of the sanction, it must be supervised by the reprimanding adult for the remainder of their missed time.

Behaviour issues at playtimes:

At playtimes issues should be dealt with by the staff on duty. If the actions of the child need further sanctions they should be sent to the Head teacher.

Behaviour issues during lunchtime:

All behaviour issues should be dealt with by the teacher. If the actions of the child need further sanctions they should be sent to the Head teacher.

Homework Policy

Rationale:

Homework is important at all stages in a child's education and when used properly, it extends the challenge open to the pupil and ensures that teaching time is used to maximize effect

There is enormous value in children spending time with a parent on a regular basis supporting the work that the child has done in school. These activities need not be formal. For younger children this may consist largely of reading and sharing books with parents and carers or classifying products on a walk round the supermarket. Homework need not, and should not get in the way of other activities which they may do after school, such as sport, music and clubs of all kinds.

Homework Guidelines for Primary and Secondary School DfEE.

Homework refers to any work or activity which pupils are asked to do outside lesson time, either on their own or with parents or carers.

Aims of structured Homework:

- To extend and support children's learning opportunities via reinforcement and revision, particularly in Maths, English and science.
- To raise standards of achievement, by consolidating, revising and reinforcing skills and understanding
- Make effective use of teaching time by enabling teachers to focus on those activities which require direct teaching
- To provide opportunities for parents and pupils to work together to enjoy learning experiences and to exploit resources for learning of all kinds at home.
- To encourage the development of positive attitudes towards learning among children.

- To equip the pupils, with the attitudes, skills and self-discipline needed to study on their own, and to prepare them for the increased demands of Secondary school homework.

This homework policy should:

- Ensure consistency of approach throughout the school
- Ensure progression toward independence and individual responsibility
- Ensure the needs of the individual pupil are taken into account
- Ensure parents/guardians have a clear understanding about expectations for themselves and their children

Type and amount of homework appropriate for pupils of different ages

Homework should complement and support what is being learnt in school. Its purpose changes as the child matures. It should not be just the carrying out of formal exercise by children without the help of adults. It should be, particularly with younger children, an active involvement with the child's learning by parent or carer.

The following is a summary of activities that can be implemented as part of the homework policy

- Regular reading to and with parents for all the primary age range
- Spellings
- Maths tasks including the learning of tables
- Finding out information
- Follow up reading or reading in preparation for future lessons
- Preparing oral presentations
- More traditional writing assignments
- Longer term independent studies

The precise amount of time spent on homework is less important than the quality of the task.

APPROXIMATE TIME ALLOCATION

The total homework time expectation for primary aged pupils is as follows

	Kindergarten	30 minutes per week.
	Lower Primary	60 minutes per week.
per week	Upper Primary	120 minutes

The role of parents and carers in supporting pupils

We will encourage parents to:

- Provide a peaceful and suitable place in which the child can do their homework, more often with an adult than alone
- Value homework and to support the school in explaining how it can help their child's learning
- Praise and consider rewarding their child when they have completed their homework
- Become actively involved in the homework activities.

Marking and feedback to the child

It is important to keep teachers workload to a manageable level. Teachers will therefore not necessarily formally mark every piece of homework and may give oral feedback or ask the parent to mark the work. Feedback can be delivered at either an independent or small group basis, can be either a written or verbal response but should be as soon as possible after submission of the work so that the children are encouraged by the response and are able to build upon their achievements.

Communication with parents.

A copy of a six to eight week curriculum plan for each year group will be issued. This will inform parents of the units of study being undertaken by their children and enables parents and children to undertake additional work should they wish.

Homework will be given out and collected in every week and Children in Lower and Upper Primary will record homework tasks in individual homework diaries.

Regular newsletters, identifying homework tasks will be issued to parents of children in Kindergarten.

Feedback to parents may be made through comments written in the homework diaries. There will be a time to discuss homework during the regular parent/teacher consultations and a comment included in the end of year report. If there are any immediate concerns a meeting between class teacher and parents can be arranged.

Parents may be asked to comment on how an assignment was carried out and on the level of difficulty of the task. Once again, this can be recorded in the homework diaries or at a meeting with the class teacher.

Monitoring & Evaluation

During staff meetings the teaching team will sample homework / reading diaries and assignments every 6-8 weeks. These samples will be discussed with the individual teacher.

Uniform Policy

Introduction

It is our school policy and expectation that all children, except Kindergarten, wear school uniform when attending school, or when participating in an event organised by the school outside normal school hours. A complete list of the items needed for school uniform is identified in appendix A.

Aims and objectives

Our policy on school uniform is based on the notion that school uniform:

- is designed with health and safety in mind
- promotes a sense of pride in the school;
- engenders a sense of community and belonging;
- is practical and smart;
- identifies the children with the school;
- prevents children from coming to school in fashion clothes that could be distracting in class;
- makes children feel equal to their peers in terms of appearance;
- is conducive to good educational practice

To ensure that these aims are realised, the head teacher retains overall responsibility for assessing the appropriateness of individual items of clothing and hair style.

Jewellery

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule is earring studs in pierced ears, which should be removed or surgically taped before P.E. Watches should be a sensible size, should not distract either the child or other pupils and should always be removed for PE.

Hair

For reasons of safety and personal hygiene, long hair should be kept away from their faces with simple hair accessories. During sports hair must be tied back for safety.

Makeup

Makeup and nail varnish is not allowed as it would be an educational distraction.

Mobile Phones

As we are unable to ensure the security of valuable items and to prevent disruption within the school environment, children are not allowed to bring mobile phones or other such communication devices into school, without written authorization from the head teacher. Should this be approved, all phones must be kept in the staffroom during the school day and at the parent's risk.

Footwear

Children must have 'outside' shoes and for comfort and personal hygiene reasons and should have a pair of shoes to change into for inside the school in keeping with our uniform policy.

Winter Months

Children must have appropriate clothing to change into for playtime during winter. This may include boots, snow trousers, a hat, gloves and a thick coat.

The role of parents

The school uniform policy forms an important element of our Home School Agreement and we ask all parents to support the policy. Experience shows that children enjoy and respond better to school life when they have the correct uniform and when it is both clean and in good repair. To enable us to return misplaced items, parents are asked to ensure all items of clothing are labelled with their child's name.

Staff code of dress

All staff, including Year of Service, are required to conform to a smart code of dress. This should be in line with the high standards expected of professional educators bearing in mind the requirements of their particular role. The exception being that when

staff teach PE they are allowed to wear casual clothing and footwear for that session of the school day.

Multiculturalism

The school welcomes children from all backgrounds and faith communities. If there are serious reasons, for example on religious grounds, why parents want their child to wear clothes or have hair contrary to this policy, then the school will consider any such requests.

Inappropriate uniform

In the event of children not adhering to the school uniform policy, a standard letter will be issued to the appropriate parent. (appendix B) Children may be withdrawn from extra curricular activities if they are not in full compliance with the uniform policy.

Monitoring and review

The Head teacher will hear any requests from parents for individual children to have special dispensation with regard to school uniform.

Appendix A

Uniform list

The following items should all be appropriately labelled with the child's name.

Clothing & Footwear

Black shoes
Black/white/grey socks
Black/grey trousers or skirt
White/blue T-shirt or shirt
Blue sweater

PE Kit stored in a school PE bag or small rucksack

- Plain T shirt or polo shirt
- Plain shorts/ jogging pants
- A change of socks
- Hair ties for children with long hair
- Trainers for games

Appendix B

Dear Parent,

Unfortunately I have to tell you that
.....has not conformed to our school uniform policy today.

I have highlighted below the area of uniform that is not in line with our school policy.

Can I please ask you to ensure that he /she has the appropriate clothing or footwear by.....

Please do not hesitate to contact me should you want to discuss this matter further.

Thank you for your support,

John Clough
Head Teacher

Uniform list

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Black shoes
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Black/grey trousers or skirt
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Blue sweater

PE Kit stored in a school PE bag or small rucksack

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- Hair ties for children with long hair
- Trainers for games

Policy on giving medicines to children

Staff are not qualified to administer medicines of any kind. Normally, if a child needs medication then they are too ill for school. If in exceptional circumstances medicine is being administered in school then:

- The school nurse will be responsible and will be the only one able to administer medicines and
- No medicine can be given to a child without written request from the parent/guardian.
- No medicine will be accepted in an unlabeled container.
- Instructions for taking the medicine must be translated into English
- Sell/use by date will be checked and must be valid.
- Parents are requested to supply the correct dispensing spoon.
- All medicines to be kept in the nurses room and given out by the nurse

Food Policy

At Townshend we believe we have an important role to play in making sure that the children develop positive attitudes to food, make informed choices and understand that good nutritious food is essential to their ability to learn as well as to their long term health.

Drinks in School

Children have access to free and fresh drinking water during the school day. They are also encouraged to bring their own water bottles into the classrooms and have access to these all day. Pupils may also bring warm fruit tea or pure fruit juice.

Break times

Children are encouraged to bring a healthy snack to school each day. What could constitute healthy includes:

- Fruit, vegetables, sandwiches with low sugar fillings and rice cakes

What is not considered healthy includes:

- Chocolate, crisps, biscuits and fizzy drinks

On Fridays the whole school takes part in *Fruity Friday* please bring one or two pieces of fruit to share with the rest of the class. No additional snack is needed on Fridays.

Lunchtimes

We aim to provide our children with good quality, healthy food and actively promote healthy choices. A hot and cold option are available, both of which pay regard to nutritional balance and healthy options as far as possible.

Food Allergies/Intolerances

Staff are all aware of children in their classes who may have a food allergy or intolerance. We strive to include all children in our activities and are mindful of children who may not be able to take part in all aspects of a cooking lesson due to their intolerance and try to make alternative arrangements in order for them to

participate as fully as possible. Staff are especially diligent in checking packaging labels to check ingredients prior to cooking for suitability for all children.

Food in the Curriculum

Practical work with food is something we like to encourage throughout the curriculum at. We hope offer opportunities for the children to explore how to design and make food in Design and Technology and after school clubs. During History lessons pupils will have the opportunity to make healthy food and taste it, to try new food. In science, to investigate the fundamental role of food in life processes and living things. There are also links with literacy when writing and understanding recipes, maths when weighing and measuring, and multiculturalism when tasting food from other cultures/countries.

Complaints Policy

At Townshend International Primary School we undertake to provide a friendly and safe environment in which pupils will be helped to achieve their potential, both academically and socially.

We believe that a close partnership between the school, parents and pupils is essential to ensure pupil progress and well-being.

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise matters of concern – about the class curriculum or more general issues. If a concern is not resolved through discussion with a teacher, the parent or the teacher can refer it to the head teacher. Complaints from members of the public should be made directly to the head teacher.

The head teacher will offer a meeting with the parent or other complainant, as far as possible at a mutually convenient time. At that meeting, and through discussion, the head teacher will seek an acceptable outcome, to the satisfaction of all parties involved.

If the head teacher is unable to resolve the complaint within 10 school days, or is the subject of the complaint, the head teacher or the complainant can refer it to the school Director.

The School Director will ask for the complaint to be put in writing. It is helpful if the complainant can set out their concern in detail, but this is not essential. The Director will arrange a meeting between all those concerned at a time, as far as possible, convenient to all parties, and within 15 school days.

The Director will consider any written material, and also give the person making the complaint and the head teacher an opportunity to state their case and to question the other side. The Director will ensure that all present are treated fairly. If the person making the complaint wishes, a friend or supporter can accompany them.

The Director will give a decision as soon as possible after the meeting, and will confirm it in writing, along with the reasons for the decision.

Arrival and Departure of Students

Statement of Intent

It is the aim of the school to work collaboratively together with parents and the community to ensure that all children at Townshend International School are nurtured in a safe educational environment.

General Parental Access to School

We kindly require that in all circumstances parents access the Primary School through the Main High School Entrance (Second Floor) and report to Primary School Office (Third Floor). The Primary School entrance, which is next to the primary school playground is for the use of teachers and pupils.

Alternatively, if a parent wishes to make an appointment with the class teacher, they may do this when they collect their child from the yard at the end of the school day or by contacting the Primary School Secretary at +420387688113. At the start of the day, as you will appreciate, teachers are busy with their classes and will be unable to look at their schedules.

Beginning of the school day Routine

Arrivals

- Pupils arrive in school yard at 8.25 with parents where necessary
- A teacher will be on duty from 8.25 to allow parents to drop off their children
- 8.30 am, or when the bell rings, children line up (with parent's help where necessary) parents say farewell.
- teachers to escort the class inside through appropriate door

Late arrivals

- The primary school door will be locked at 8.40 am or when Upper Primary has entered.
- Pupils arriving after this time access MUST access the Primary School through the Main High School Entrance (Second Floor) and report to Primary School Office (Third Floor), so they can be entered in the 'late' register, then the secretary will escort the pupil to class.

Bad Weather (heavy rain) all classes

- Weather to be assessed by the Head teacher
- Arrival at school at 8.25 am
- Teachers stand by door and welcome individuals
- Doors locked at 8.40 am

End of the school Day Routine

Upper and Lower Primary

- School ends at 2.15 pm
- The class teacher will escort the class to the cloakroom to collect coats and bags.
- The class teacher will then take their class to the Primary School entrance to await parents and to ensure they are collected safely, unless parental consent has been given for the pupil to go home on their own. See form below.
- After the last child has safely left, the class teacher will lock the door

For safety reasons, once the student has been released from school care we ask that parents assume responsibility for their children's actions on the playground regardless of whether a teacher is present or not.

Late collections

When a parent is late then the pupil will wait with their class teacher at the Primary School main entrance until 5 minutes after collection time. After this the school office will ring the parent to

make sure there have been no unforeseen emergencies and to restate pick up time.

If we have been unable to contact the parent and the teacher has after-school commitments, then the pupil will be escorted to the Primary School Office, on the third floor to await the parent. We hope this will be an exceptional occurrence.

Late collection is a stressful experience for the pupil and we would encourage you to phone the Primary School Secretary at +420387688113 as soon as you realize you will be late.

School Responsibilities

Yard supervision at 8.25

Collection from yard at 8.30am

Registers will be called once a day at 8.40 am. Any child arriving after the closing of the register will be recorded as 'late' for that session.

If a child is absent, the class teacher will enter the appropriate code on the register. If, however, no explanation has been received from the child's parent the following day, then the Primary School Office will endeavour to make contact with the parent in order to establish a reason for the absence.

If a class teacher has particular concerns about an individual child's attendance or punctuality, the Primary School Office will contact the parent.

All absence notes from parents should be sent to the class teacher. Only notes concerning absences about which there are concerns/queries will be brought to the attention of the Head teacher who may then choose to speak to the parents concerned.

Excellent attendance (100%) will be rewarded with an Attendance Certificate at the end of each semester and at the end of the school year.

Parent responsibilities

Child safety before teacher's yard supervision and after safe dismissal by teachers.

Please assist us in ensuring the safety of your children by monitoring their activities before and after-school.

Ensure that children who are returning home independently go home straight after school.

Arrival and Departure of Students

Please complete and return to your child's teacher

I have read the policy for arrival and departure of students and agree to follow it.

Name of Child

Name of Teacher

Grade

Parent Name

☐

I will collect my child from school every day

☐

I give permission for my child to return home independently

The people authorized to collect my child from school are:
