



**DIOCESE OF JAMAICA
AND
THE CAYMAN ISLANDS
THE QUEEN'S SCHOOL**

**STUDENTS & PARENTS
HANDBOOK**



DIOCESE OF JAMAICA & THE CAYMAN ISLANDS
THE QUEEN'S SCHOOL

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PRINCIPAL'S MESSAGE

Let me welcome you to The Queen's School.

Efforts have been made to record as much information as possible so as to give a comprehensive view of what is expected of students, as well as, parents and guardians.

I ask you to read this document carefully and if you have questions relating to its contents please discuss these with the school's administration.



This is not an exhaustive book of instructions but this booklet provides substantial information to guide you in navigating school life successfully. Where incidents, which are not identified in writing occur, the Principal, Vice Principal, or Senior Members of Staff, may on their own, determine what constitutes proper or improper behaviour, given the precepts upon which this school is founded. A handbook for students and parents/guardians will not contain a comprehensive list of all forms of proper behaviour, as every aspect of school life cannot be covered by written rules.

The rules of the school, therefore, relate to and incorporate matters associated with the operation of the school, its traditions, and the code of conduct as prescribed by the Ministry of Education; all of which relate to accepted standards for good human relations.

Once a student is registered as a member of The Queen's School, then proper behaviour applies "in school", as well as, "out of school"; also "in uniform" as well as "out of uniform." It is expected that all students will maintain a high standard of conduct; and it is hoped that the rules will be supplemented by common sense, and a spirit of intelligent cooperation. We feel that a student of our institution should uphold the values and principles for which the school stands, and must do her utmost to practise these in school, as well as, in her community.

These guidelines and rules are designed to train the student to develop self-discipline and good habits, so that she can attain her full potential. The role that parents/guardians (immediate or extended) play in co-operating with the school is most important as the school seeks to work with parents/guardians to develop the maximum potential in their children in all spheres of life.

Thank you for your cooperation and we look forward to our working together.

Jennifer M. Williams
PRINCIPAL

OUR SCHOOL CREST AND MOTTO



The school's crest, designed by Mrs. Price, wife of Archdeacon Price of Montego Bay, bears the Tudor Rose: the traditional floral heraldic emblem of the British Royal Family and it takes its name and origins from the Tudor dynasty.

The motto *Virtute et Sapiencia Floreat* is roughly translated from Latin to mean "May She Flourish in Virtue and Wisdom".

'Virtus' means courage, vigour, and goodness; or as Lewis and Short (1879) puts it, 'the sum of all the bodily or mental excellencies of strength, high character, and moral perfection. 'Sapientia' is not only wisdom and knowledge, but practical good sense and discretion.

May our school and our girls abound in courage, moral excellence, true wisdom, and endurance which are needed so desperately in our troubled world.

VISION STATEMENT

To ensure that every child who is admitted into The Queen's School leaves adequately prepared and qualified to make a meaningful contribution to society.

THE MISSION STATEMENT

The Queen's School is a traditional high school in pursuit of excellence through intellectual, spiritual, moral, social and physical development. It provides an appropriate educational programme that helps students accomplish educational goals and life-skills that are significant and transferable.

CORE VALUES

Reverence for God
Excellence
Discipline
Respect
Integrity/Honesty

Lewis, C. T., & Short, C. (1879). *A Latin Dictionary*. Oxford, UK: Clarendon Press.

SCHOOL'S PHILOSOPHY

The School is committed to inculcating habits of good reasoning, critical thinking, research and continuous assessment, to enhance a lifelong commitment to education and the total development of the child.

Individual differences, special characteristics and talents in both students and staff are recognized, accepted and encouraged in order to develop positive attitudes, values and social responsibilities, thus realizing self-actualization while simultaneously maintaining academic standards that are comparable to those accepted nationally and internationally.

AIMS

General Aims

1. To develop as much as possible, within the constraints of the school, the potential of each pupil, regardless of social status or ability, and to stimulate learning as a lifelong process.
2. To accept responsibility for identifying and (as far as possible) satisfying the physical, intellectual, spiritual and social needs of each individual member of the school community.
3. To develop among staff and pupils, the spirit of tolerance, understanding, fair play, consideration for others, co-operation, a sense of responsibility and loyalty to the school community.

Specific Aims

1. To secure the active co-operation of staff and all others concerned for the students' welfare in the continuous re-assessment of its aims and objectives.
2. To develop a curriculum that is flexible, relevant, meaningful and responsive to the needs and interests of our students and graduates.
3. To recognize and encourage talent of all kinds and of all degrees and to endeavour to stretch the intellectual capacity of each student.
4. To develop within each student, a self-awareness that is not satisfied with mediocrity, that accepts change, and strives continually for excellence.
5. To encourage the spirit of enquiry, the ability to choose, to be articulate, and the exercising of individual judgment in problem solving and decision making.
6. To develop students' critical thinking skills, initiative, self-reliance, self-confidence and self-control.
7. To foster civic consciousness, loyalty and pride in Jamaica and to encourage habits of industry, responsible attitudes to work and a concern for the involvement in the community.
8. To foster cultural and aesthetic values and to promote the wise use of leisure.

OUR HISTORY

In 1953 the Synod of the Church of England passed a resolution establishing a school at what had been the Doric Hotel. In January 1954, the school was officially opened by the late Archbishop of York, Dr. Cyril Garbett, on Monday, January 11, 1954 as a Diocesan High School for Girls with a Preparatory Department for boys and girls. The school was named The Queen's School in honour of the coronation of Queen Elizabeth II who was crowned in 1953.



Camperdown Great House later became The Doric Hotel in the 1920s and finally The Queen's School in 1954. The Administrative Block stands in place of the old Doric Hotel.

The high school commenced with fifty-one students, four forms and four teachers situated on the first floor of the old Doric Hotel building. The school was under the direction of Mrs. Anne Chambers with Mrs. S. E. Clarke as Second Mistress. Mrs. Clarke later took over as Headmistress in 1955. The Preparatory Department was situated on the ground floor and started with twenty-two children and two teachers. Other Past Principals are Mrs. Etheline Aiken (1976-1992), the late Mrs. Yvonne Keane-Dawes (1992-2007) and Mrs. Carole Jackson, Acting Principal (2008-2010). The current Principal, Ms. Jennifer M. Williams, commenced her duties in 2010.

It soon became apparent that the accommodations were inadequate to facilitate the ever increasing numbers. This led to the purchase of 127 Constant Spring Road to house the Preparatory Department. In January 1955 the Preparatory School moved into its new premises. The official opening ceremony was performed in March of that year

by Lady Foot the wife of the Governor, Sir Hugh Foot and the school was blessed by the Rt. Rev. Basil Dale, who was then Bishop of Jamaica.

The Queen's School has grown rapidly. The Hall and four new classrooms were first added, followed by another four classrooms were built adjoining them, all adorned by coloured panels of the Queen's Beasts, painted by then Suffragan Bishop of Kingston, Bishop Lewis Evans.

The numbers in the school continued to grow and there was a continuous building and expansion programme which lasted well into the 1970's. 1958 was an important year in the history of The Queen's School and Jamaica as it marked the coming of the Common Entrance Examination. 1958 also marked the opening of the tennis courts, the gift of the Parent Teachers' Association.

With the age of entry to High Schools set at 11 years it became necessary to find accommodation for children between the ages of 9 and 11, and so the Junior School came into existence. A suitable house was acquired at 121 Constant Spring Road adjoining the High School. The Preparatory School was by then housed at 127 Constant Spring Road (adjoining the High School on another side) and had no space for expansion.

The building which houses the Science laboratories, as well as, and the Cookery, Art and Needlework Rooms were erected in 1959.

The Swimming Pool and Netball Court, again gifts from the Parent Teachers' Association, were acquired between 1973 and 1978. These facilities have been expanded to accommodate Volleyball, Basketball, Badminton, Hockey, Softball and Track & Field. The school also competed and won the ISSA Girl's Championships for the first time in 1978.

In 1960 the school had 360 students. The number of students rose from 600 in 1973 to nearly 1000 in 1978. In 2014 the school population stands at one thousand six hundred (1,600) students, ninety (90) teachers, eighteen (18) administrative and twelve (12) ancillary members of staff.



The Administrative Building that replaced The Doric Hotel

The original uniform made from tobralco consisted of a grey square-necked, belted tunic with six gores, a white blouse, red beret, white socks and black shoes. The uniform was later redesigned when the fabric became difficult to source. A polyester blend has replaced the tobralco and the new A-line cut tunic which now has a 'V' neck is also embroidered with the School's crest. The white blouse is worn with rolled three-quarter sleeves; a red tie has replaced the red beret. White socks folded at the ankles and black shoes are still worn.

THE ANGLICAN CHURCH

The Church's one foundation is Jesus Christ her Lord;
She is his new creation by water and the word;
From heaven he came and sought her to be his holy Bride;
With his own Blood he bought her, and for her life he died.

CPWI Hymn #348

The Anglican Church is one of the historical churches of the Christian faith. Like other Christian churches, it is founded upon the affirmation that Jesus Christ is Lord and has the triune God (Father, Son and Holy Spirit) as the supreme authority. Scripture, Tradition and Reason play a crucial role in beliefs of the Anglican Church. Its tradition is diverse as it includes Anglo-Catholics and Evangelicals.

A Brief History of the Anglican Church (Church of England)

The Church of England is the Mother Church of the Anglican Communion. It is uncertain exactly when Christianity first came to Britain; but history suggests that it was as early as the second century. The Church of England existed long before King Henry VIII and even before Pope Gregory the Great Saint Augustine from Rome on the great mission of AD597. In 664AD, the English church was brought under Roman jurisdiction at the Synod of Whitby where St. Hilda played an instrumental role. King Henry VIII, therefore, was not the founder of the Anglican Church, rather the Anglican Church is an integral part of the Universal Church which Jesus Christ founded.

King Henry VIII, like other strong English kings before him, curtailed the powers of the pope in England in 1534. He did this in order to have his marriage to Katherine of Aragon annulled. With the rise of nationalism and the influence of the Protestant Reformation in Europe, Henry's repudiation of papal authority in England succeeded and was made permanent during the reign of Queen Elizabeth I (1558-1603). A new Church was formed under King Henry VIII, rather the historical church continued but it was no longer under the pope's jurisdiction. The King remained a devout Catholic as he had no intention of changing the doctrines of the Church of England; and the major elements of Catholicism have been retained

until this day (i.e. the episcopate, the sacraments, the creeds and the liturgical year). The protestant influence grew after Henry's death, however, placing an increased emphasis on the Scriptures, preaching and teaching and also allowing priests to marry, among things.

THE ANGLICAN CHURCH IN JAMAICA

The Anglican Church in Jamaica is a part of the Province of the West Indies and its long history began in the 17th century. As England expanded her empire, a brand of the Church of England was established in each of its colonies. The Anglican Church in Jamaica began shortly after the English captured Jamaica from the Spaniards in 1655; and the Bishop of London exercised Episcopal oversight in Jamaica until 1824 when a bishop – The Right Reverend Christopher Lipscombe – was appointed to the newly constituted Diocese of Jamaica. A diocese is a collection of churches in a particular geographical area over which a bishop has spiritual jurisdiction. (The Diocesan Bishop in Jamaica has responsibility for the Cayman Islands as well, and the diocese is named the Diocese of Jamaica and the Cayman Islands. Prior to Bishop Lipscombe's appointment, anyone in the West Indies who wanted to be confirmed had to travel to England.

The Anglican Church was originally the State Church. By the 1860s, the trend was towards disestablishment and at the end of 1869 the Anglican Church became self-supporting. The Right Reverend Enos Nuttall was consecrated bishop in 1880, and served first as Bishop of Jamaica and then from 1893 as Archbishop of the West Indies. Bishop Nuttall made outstanding contributions to the Diocese and the Province, and by his efforts the Church was placed on a sound footing after disestablishment. Among his many contributions was the starting of St. Hugh's High School as a branch of the work of the Deaconess Home in Kingston. Bishop DeCarteret succeeded Bishop Nuttall. The first Jamaican to be enthroned Diocesan Bishop was The Right Reverend Percival W. Gibson, who made a significant contribution to the Church and the nation. Kingston College, Bishop Gibson High School, Glenmuir High School and Church Teachers College are some of the educational institutions established by Bishop Gibson. The Anglican Church, through its

various ministries (e.g. homes for children and the elderly, schools, teachers' colleges, hospital, care centres and diocesan organizations), continues to play a pivotal role in the affairs of the country.

BELIEFS OF THE CHURCH

The Creeds

The creeds are statements of the Church's basic beliefs about God. The Church in the province of the West Indies uses two creeds: The Apostles' Creed and the Nicene Creed. A third creed called the Athanasian Creed is occasionally used in some churches (Book of Common Prayer [BCP] p.397). These are ancient creeds of the undivided Church.

The Apostles' Creed is as follow:

I believe in God the Father Almighty,
creator of heaven and earth.

I believe in Jesus Christ,
His only Son, our Lord.
He was conceived by the power of the Holy Spirit
and born of the Virgin Mary.
He suffered under Pontius Pilate, was crucified,
died, and was buried.
He descended to the dead.
On the third day He rose again.
He ascended into heaven, and is seated
at the right hand of the Father.
He will come again to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic church,
the communion of saints,
the forgiveness of sins.
the resurrection of the body,
and the life everlasting. Amen

(The Catholic Church here refers to the Universal Church, the Body of Christ rather than to a particular denomination or tradition.)

THE LITURGICAL YEAR

In order to celebrate certain significant events in Holy Scripture every year, the Church has designed a calendar. There are seven seasons in the Church's Year.

SEASON	SIGNIFICANCE	COLOURS
Advent	This season reminds us of the Second Coming of Christ and prepares us to celebrate His first coming as a baby. It begins on the last Sunday in November.	Violet or Purple
Christmas	At this time we celebrate the birth of Christ. This period highlights the fact that God became man and dwelt among us. This is called the Incarnation of Christ Jesus.	White
Epiphany	This commemorates Christ's manifestation to the Gentiles and highlights Jesus as the Saviour of the world. It starts on January 6.	White/Green
Lent	Lent is a 40 day season of preparation for Easter, starting on Ash Wednesday and ending on Holy Saturday. It is a penitential period; a time of spiritual discipline, prayer and self-denial. The last week of Lent is Holy Week which begins on Palm Sunday. Holy Week includes Maundy Thursday when our Lord instituted the Eucharist, Good Friday when Jesus was crucified and Holy Saturday. ☉N☉ Sundays are not counted as days of Lent as the first day of the week is always a celebration of the resurrection of Jesus.	Purple
Easter	Easter celebrates the Lord's resurrection from the dead. It is also celebrated weekly as every Sunday is a celebration of the resurrection of Jesus	White
Ascension	Ascension ☉ay comes forty days after Easter ☉a y and is a celebration of Jesus' return to heaven where He makes intercession for us.	☉e d
Pentecost	Pentecost or Whit Sunday commemorates the coming of the Holy Spirit into the Church and is celebrated fifty days after Easter.	☉e d
Trinity	The Sunday after Pentecost is called Trinity Sunday. It reminds us that we worship ☉NE God whom we have come to e☉perience and to know as ☉ather, Son and Holy Spirit. The Sundays after Trinity are referred to as Sundays of Pentecost to remind us of the presence and power of God's Holy Spirit in the world.	White

HER MAJESTY QUEEN ELIZABETH II



Her Majesty Queen Elizabeth II was born on April 21, 1926 in London, the first child of Prince Albert, The Duke of York, and his wife, formerly Lady Elizabeth Bowes-Lyon.

In November 1947, she married a distant cousin, Philip Mountbatten, who was then created His Royal Highness The Prince Philip, Duke of Edinburgh. The couple had four children. Prince Charles, The Prince of Wales, was born in 1948 and his sister Princess Anne, was born two years later. After the coronation, Prince Andrew, The Duke of York was born in 1960 and Prince Edward, The Earl of Wessex arrived in 1962.

Being third in line to the throne, it seemed unlikely that Princess Elizabeth would be Queen. However, shortly after the death of George V, her uncle Edward VIII, the new king to be, dramatically abdicated the throne so he could marry an American divorcee. Princess Elizabeth's father then became King George VI and she became heir to the throne.

George VI died in 1952 while Princess Elizabeth and Prince Philip were touring Kenya and she immediately had to take on the responsibility of becoming Queen at twenty-five years of age. After months of preparation, Queen Elizabeth II was crowned at Westminster Abbey on June 2, 1953.



To this day, amidst many changes and challenges, the Queen has successfully carried out her political duties and ceremonial responsibilities as head of state and head of the Commonwealth

“THE BEAST BLOCK”

INSIGNIA – MEANING AND SIGNIFICANCE

The first block of classrooms to be built was named “The Beast Block” for the Queen’s ten heraldic beasts whose statues stood guard at the front of Westminster Abbey at the time of the Queen’s crowning.

Historically, crests, emblems and insignia identified a person in the same way that a surname does today, so individuals of the same bloodline used identical insignia. Different royal houses and noble families of the Queen’s lineage had at some period in history adopted these symbols of honour, pride and power. All ten animals, some mythical, such as the yale and the griffin, are closely associated with royal family names, and are symbolic representations of the ancestry of Queen Elizabeth II.



The Red Dragon of Wales: A symbol reminiscent of the strength of the great Welsh warriors who played a significant part in the history of the British royal family. This particular crest was used by Tudor King, Henry VII.



The White Lion of Mortimer: The original coat of arms of the noble Mortimer family. This crest eventually became the coat of arms of King Edward VI.



The Lion of England: The most popular of British symbols. This lion represents bravery, strength and royalty.



The Yale of Beaufort: From 1443-1509 the house of Henry VII also used this symbol which is often associated with defence and victory. This crest displays a mythical beast described as an antelope or goat with large horns that can swivel in any direction. Yale University in the United States bears a similar symbol on its school crest.



The White Greyhound of Richmond: Father of King Henry VII, Edmund Tudor, Earl of Richmond was fond of greyhounds which soon came to be associated with the honour and loyalty of the House of Richmond to which the insignia belonged.



The Unicorn of Scotland: The unicorn is an accepted symbol of purity and majesty embraced by James VI, King of Scotland who inherited the throne of England in 1603 after the death of Queen Elizabeth I.



The White Horse of Hanover: The symbol of Hanoverian Kings used from 1714-1800. This emblem was used by King George I. It represents fertility.



The Falcon of the Plantagenets: A symbol of victory, freedom and guardianship. This crest was used by the House of Plantagenet from 1154-1377. Edward III and Edward IV were inspired by falcons and used the image of this bird on their personal badges.



The Black Bull of Clarence: This symbol was first used in 1830 by Prince William, Duke of Clarence. British history has often used the black bull to indicate power and pride.



The Griffin of Edward III: A representation of strength, power and majesty. The griffin holds the badge of the Royal House of Windsor. With the head and talons of an eagle and the body and tail of a lion, the griffin traditionally symbolises wisdom and strength.

The following also appear on panels above the entryways to classrooms on the Beasts Block:



The Jamaican Coat of Arms.



The crest belonging to the Anglican Diocese of Jamaica and the Cayman Islands. It consists of a bishop's mitre positioned above a lion. An open book is below with a key crossed with a crozier or hooked staff. At the bottom is placed a pineapple. The open book is a traditional symbol of learning, the crozier symbolizes pastoral leadership and the pineapple is a recognizable symbol of hospitality.



Our school crest, the Royal Tudor Rose, represents the union of the former rivaling noble houses of Lancaster and York. The scarlet red rose connoting passion, sacrifice and strength was adopted by the House of Lancaster and the white rose suggestive of virtue, purity and truth assigned to the House of York were combined to become what is now regarded as the Royal Tudor Rose.



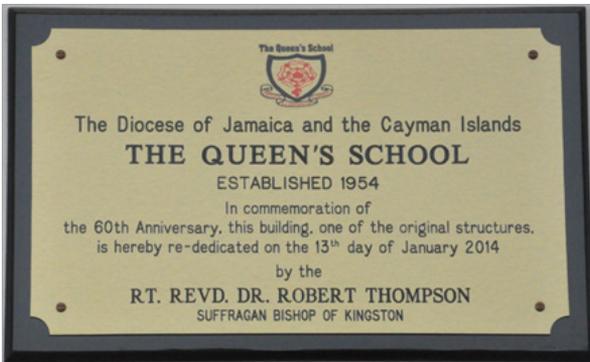
An unidentified religious crest bearing a bishop's mitre, which is a known symbol of religious leadership, a gold crown representing kingly authority and two crossed keys considered to be St. Peter's keys to the gates of heaven.



Another unidentified emblem of religious origin with a red lion, already indicated to be a symbol of strength; a pelican - the symbol of atonement; a grapevine which usually represents Jesus, the Sustainer of all and an open book, suggestive of knowledge.

Thesesymbols of virtue, strength, honour, loyalty, majesty, leadership, unity, pride, and wisdom should all inspire us to achieve, in spite of the challenges before us. So holding fast to our motto we say, Virtute et sapientia floreat, May she flourish in virtue and wisdom.

An excerpt from the presentation done by Sandra Watson, Acting Vice Principal on the occasion of the re-dedication of the Beast Block, on January 13, 2014.



SCHOOL HYMNS

Lord of All Hopefulness

Lord of all hopefulness, Lord of all joy
Whose trust, ever child-like, no cares could
Destroy be there at our waking, and give us
We pray, Your bliss in our hearts, Lord, at the
Break of the day.

Lord of all eagerness, Lord of all faith,
Whose strong hands were skilled at the
Plane and the lathe, be there at our labours,
And give us we pray your strength in our
Hearts, Lord, at the noon of the day.

Lord of all kindness, Lord of all grace,
Your hands swift to welcome, your arms to
Embrace, be there at our homing and give us,
we pray, your Love in our hearts, Lord, at the
Eve of the day.

Lord of all gentleness, Lord of all calm,
Whose voice is contentment, whose
Presence is balm, Be there at our sleeping,
And give us, we pray, your peace in our
Hearts, Lord, at the end of the day.

Go Forth With God

Go forth with God! The day is now
That thou must meet the test of youth
Salvation's helm upon thy brow,
Go, girded with the living truth
In ways thine elder brethren trod
Thy feet are set. Go forth with God!

Think fair of all, and all men love,
And with the builder bear thy part
Let every day and duty prove
The humble witness of thy heart
Go forth! 'Tis God bids thee increase
The bounds of love and joy and peace.

Behold with thine uplifted eyes
Beauty through all that sorrow seems,
And make of earth a paradise,
The substance of thy dearest dreams,
Bring laughter to thy great employ,
Go forth with God and find His joy.

Go forth with God! The world awaits
The coming of the pure and strong,
Strike for the faith and storm the gate
That keep the citadel of wrong
Glory shall shine about thy road
Great heart if thou go forth with God!

THE HOUSE SYSTEM

The Houses have been named in honour of four Queens of England.

VICTORIA



ALEXANDRA



MARY

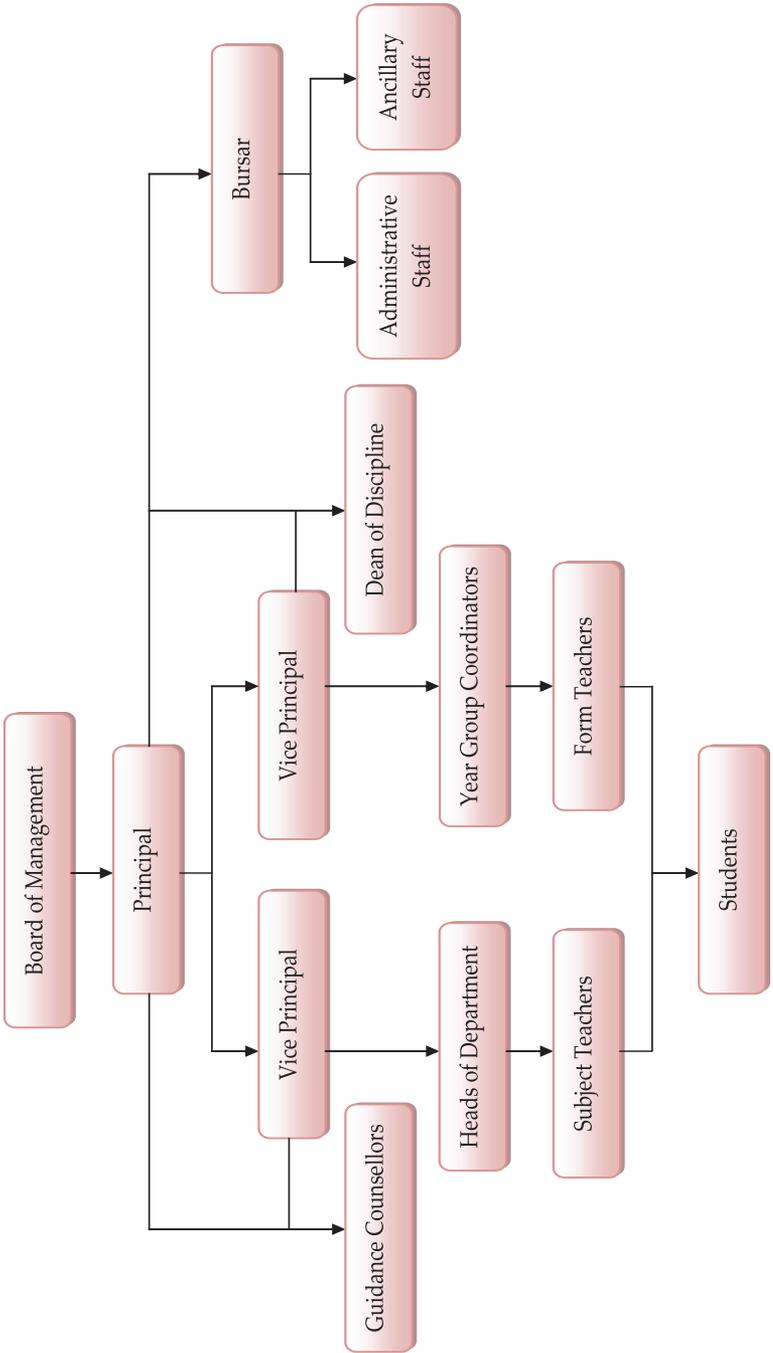


E ELIZABETH



All students are assigned to houses upon their enrolment in the school. Sisters are usually placed in the same House and every attempt is made to keep the numbers in the Houses as even as possible.

ORGANISATIONAL STRUCTURE



OPERATIONS OF THE SCHOOL

Registration

Students are expected to be in their Form Rooms before the first bell is rung at 7:30 a.m. signalling the start of the school day. Failure to attend morning or afternoon registration will result in the student being marked absent.

Students who arrive for school after 8:00 a.m. will be treated as late. Frequent unpunctuality will attract the appropriate sanctions and be recorded on the student's permanent school record.

Students arriving for school after 9:00 am are required to submit to the Administrative Office a letter of excuse signed by a parent/guardian. Following a verification process, the student will be given a Late Pass permitting her to attend classes.

Permission to leave School

Parents/guardians are encouraged to schedule appointments for students outside of school hours, however, where appointments fall within school hours a letter signed by a parent/guardian should be submitted in a sealed envelope to the Vice Principal or Principal. No student is allowed to leave the school premises without authorization from the school administration. Students are not permitted to leave the school premises during school hours without written authorization from the school.

Dismissal

When school is dismissed, students are expected to leave promptly in a quiet orderly manner unless they have co-curricular activities or extra classes. Classrooms must be left clean and organized.

All students and visitors to the compound must leave the premises by 4:00 pm. Students staying past 4:00 pm must be under the supervision of a Teacher with the prior consent of the Principal. Students waiting for pick up are required to be seated on the benches outside the EA Block (beside the playfield) in view of the security personnel.

Absence from school

Upon returning to school after any period of absence the student/parent must submit to the Form Teacher or Year Group Coordinator a written excuse in a sealed envelope addressed to the Principal and signed by the parent/guardian. For extended absences, parents/guardians are expected to make contact with the school. According to Section 27(3) of The Education Regulations (1980):

The name of a student shall be removed from the register of attendance as soon as it is known that the student has ceased to attend the institution or when the student has failed to attend the institution for a period of one month, without notification of withdrawal.

Absence from class

Attendance at all classes is compulsory. Absence from class without authorization will result in disciplinary action being taken by the school.

It should be noted that irregular attendance at classes and school will mar the student's record and will militate against her receiving student leadership appointments, a school leaving certificate/diploma or being accepted for Sixth Form.

Personal Property

The school accepts no responsibility for any loss of property a student may incur. Students are encouraged to label their property (books, uniforms, etc.) as a precaution against loss. Items found must be turned over to the Administrative Office immediately.

Students should be careful to secure their money and other valuables on their person. It is not advisable for valuables to be left unattended. Excessive cash should not be brought to school. Where unavoidable, large sums of cash and valuable items should be deposited at the office until they are required.

Visitors

Visitors to the school compound are required to report to the Administrative Office, regardless of the purpose of their visit.

Electronic Devices

Cellular phones are prohibited. Students are not allowed to have on their person or use mobile phones on the school's campus. Students who breach this rule will have their cellular phones confiscated and the action taken will be at the discretion of the Administration.

Confiscated phones may be retrieved after thirty (30) days following payment of a fine/handling fee of One Thousand Dollars (\$1000). This fine is subject to change.

Students may obtain telephone calls during office hours at the Administrative Office, having obtained a permission slip from the Principal/Vice Principal or any other authorized person(s). Students are required to pay a minimal fee of thirty dollars (\$30) per local call and fifty dollars (\$50) per mobile call as partial reimbursement of the cost to the school. These rates are subject to change.

Meals

Food and drink is only to be purchased from the canteen and other persons/groups duly authorized by the school administration. Students are forbidden from receiving lunch from visitors or ordering meals from outside the premises without prior permission. Students breaking this rule will be dealt with severely.

OUR PHYSICAL ENVIRONMENT

Buildings

Becoming acquainted with the layout of the school compound becomes easier when students are able to identify the following locations:

- **The EA (Ethlyn Aiken) Block** is named after a former Principal. It comprises four (4) classrooms and is located north of the playing field. This block (including the bathroom) is exclusive to First Form students.
- **The T-Block** faces the 'Holy Ground' and is situated between the Administrative Block and the Science Block. It houses the newest Food and Nutrition Laboratory on the top floor, two Clothing and Textiles rooms on the first floor and classrooms throughout.
- **The A-Block** houses the Administrative Building, Main Staff Room, Library, Book Room, Computer Laboratories and classrooms.
- **The NB Block**, opened in 1999, is located behind the Administrative Building and faces the Beasts Block.
- **The Beast Block** is so named because of the insignia of the Queen's Beasts painted on the panels above the doors of the classrooms. The original paintings were done by Bishop Lewis Evans, a former Chairman of the School Board. This block houses eight classrooms.
- **The Sixth Form Block** is the two-storey building located to the left when entering the campus. The block is exclusive to Sixth Form Students.
- **The Science & Home Economics Block** is located east of the T-Block and houses four laboratories for the teaching of Biology, Chemistry, Physics and General Science. Students are not allowed to enter these laboratories unless under the supervision of a teacher. The main Food and Nutrition Laboratory is located upstairs.

Pedestrian Gate/Walkway

The Pedestrian Gate/Walkway must be used by all students entering and exiting the school compound. The Walkway is NOT a waiting area.

Swimming Pool

No student or visitor is to enter the swimming pool or the area surrounding the pool unless accompanied by a member of the Physical Education Staff who is certified in life saving skills. Club members will enter only when accompanied by their coach who has life saving skills. The swimming pool is therefore OUT OF BOUNDS without a Life Guard designated by the school.

Out of Bounds Areas

The following areas are out of bounds to students at all times:

- The Main Gate
- Behind the EA Block (during school hours)
- The Round-a-bout (during school hours)
- The perimeter fencing along Central Avenue
- Behind the Art Rooms
- The balcony between the Administrative Building and the Beasts Block

The following areas are out of bounds unless students are in supervised activities:

- Behind the Hall
- Staff Rooms
- Science Laboratories
- Home Economics Rooms
- Art & Craft Rooms
- Computer Laboratories
- Library Reference Room
- Playing Field/Multi-purpose Courts

Quiet Zones

Students are expected to be quiet when in the vicinity of the following locations:

- Administrative Office
- Vice Principals' Offices
- All Staff Rooms
- Guidance & Counselling Department
- Health Unit
- Library
- Areas being used for examinations

Maintaining a Pleasant Learning Environment

The state of the school is a reflection on all its members. Classrooms, desks, whiteboards, corridors, the canteen area, bathrooms and grounds must be kept clean and organized at all times. Not only should students refrain from littering, but it is their duty to ensure that others do not litter the school.

School buildings are valuable property and must be preserved. Students must not destroy windows, doors, locks, desks, chairs, or any item of furniture and must not deface walls and other surfaces with graffiti. Furniture should not be removed from the classrooms unless a teacher wishes to have an outdoor class. If this is so, the items of furniture removed should be replaced and organized once the class is dismissed.

All empty bottles and other waste material **MUST** be placed in the containers provided outside the canteen and inside/outside the classrooms.

Use of Rails, Corridors and Stairs

Rails are designated for the protection of persons who traverse the area. Students are forbidden from sitting on, bracing against or bending over them. Students must not loiter along the corridors, but walk briskly on the right during the changeover of classes or at dismissal.

The Staff Room is out of bounds to all students, however, students may access teachers at the Main Staff Room by using the stairs beside the Book Room. Students and parents/guardians who need to access the Administrative Office or Cashier are required to use the main stairs in the vicinity of the Administrative Office. Students should avoid congregating on the stairs or corridor in the vicinity of the Administrative Office.

Confiscation

Confiscated items, with the exception of electronic devices, can be redeemed on the last day of each term following the payment of a fine/handling fee of Five Hundred Dollars (\$500). This fine is subject to change. There is no guarantee that these may be returned as the school will not assume responsibility for non-compliance to school regulations. Where items can be traced a confiscation fee will apply.

ACADEMIC INFORMATION

In First Form to Third Form students pursue a basic course of study designed to equip them with the skills and knowledge base required to study the Caribbean Secondary Education Certificate (CSEC) curriculum.

First and Second Form:

Clothing & Textiles	History
Drama	Integrated Science
Electronic Document Preparation & Management	Mathematics
English Language	Music
English Literature	Physical Education
Food & Nutrition	Religious Education
French	Social Studies
Geography	Spanish
Health & Family Life Education (HFLE)	Visual Arts

Third Form:

Home Management is added to the curriculum. Biology, Physics and Chemistry replace Integrated Science. Personal Development encompasses the content of the HFLE programme, as well as, career counselling and instruction in social graces.

Fourth and Fifth Form:

Additional Mathematics	Home Economics Management
Agricultural Science	Human & Social Biology
Biology	Information Technology
Chemistry	Personal Development
Clothing & Textiles	Physics
Economics	Principles of Accounts
English Literature	Principles of Business
Food & Nutrition	Religious Education
French	Social Studies
Geography	Spanish
History	Visual Art

Sixth Form

Accounting	Information Technology
Caribbean Studies	Law
Chemistry	Literatures in English
Communication Studies	Management of Business
Economics	Mathematics
Geography	Physics
History	Sociology

Grade Scheme

Students are expected to meet the pass mark of 60% in all subjects. Failure to achieve an overall average of 60% will result in the student being placed on academic probation. If there is no improvement, the student may be asked to repeat the grade on a probationary basis or withdraw from the institution.

The following system of letter and non-letter grades is used to evaluate student work:

Letter	Grade	Range
A	80 – 100%	Excellent
B	70 – 79%	Good
C	60 – 69%	Fair
D	40 – 59%	Weak
E	0 – 39%	Poor

Class/Form Conduct

Classroom behaviour is based on respect, order and individual participation. Students should:

- proceed to all classes quickly and quietly.
- form a line outside the classroom and enter quietly when instructed to do so by the teacher or person acting on his/her behalf.
- stand and greet adults whenever they enter the classroom.
- have orderly discussions in class, being careful not to shout in an unladylike manner across the room.

While someone is speaking, it is common courtesy to listen and not to speak at that time. If there is a need to ask a question, students should raise their hand and wait to be acknowledged before proceeding to speak.

Rental Books

Rental books must be wrapped and properly cared for. At the end of the academic year the books should be returned to the Book Room. If damaged, the student will be required to repair or replace the book. This will have to be done before a new set of books are issued to the student.

Note Books

All notebooks must be neatly kept. Covers must not be scribbled on. Leaves must be fully utilized to avoid waste. All textbooks must be purchased or rented during the first term and students must bring the required texts for each subject on a daily basis.

Assignments

Assignments must be submitted by the date specified by the teacher. If absent from school, the student is responsible for checking with teachers for assignments and other work given that they have missed.

Assessment of Students' Academic Performance Students are assessed on a continual basis during the school year. This includes, but is not limited to, assignments, class work, projects, tests, presentations and examinations. Academic assessments' are aggregated every six (6) weeks.

Reports

Final Reports are to be collected by parents/guardian on the day(s) specified, especially in the case of Parent-Teacher Consultations. The importance of collecting and keeping reports safely cannot be overemphasized. If reports are not collected, parents will be summoned.

Promotion to higher-grade levels is not automatic, but is based on academic achievement and attitude to work and school.

School-Based Assessment

The School-Based Assessment (SBA) is a component of Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) subjects that constitutes between 20% - 30% of the final grade.

Parents/guardians are well advised to pay keen attention to ensuring that their child/ward submits SBA-related assignments in a timely manner.

In all cases, failure to submit a School-Based Assessment results in automatic failure of the subject, even if the candidate successfully completes other components of the examination.

Failing to submit a School-Based Assessment automatically disqualifies the student from participating in graduation and enrolling in Sixth Form.

Participation in Physical Activity

A medical certificate must be submitted to the Health Unit if the student is unable to participate in Physical Education, Swimming or Dance classes due to disability or illness.

CRITERIA FOR GRADUATION

On graduating from The Queen's School one may receive a Diploma or a School-Leaving Certificate.

To obtain a Diploma a student must satisfy the following requirements:

1. Passing averages for 4th and 5th Form.
2. Submission of ALL School-Based Assessments (SBAs).
3. Financial clearance (issued by the Bursary) by the last working day in October of the academic year.
4. Clearance by the school's library, i.e., outstanding books returned and late fees paid.
5. A minimum of 80% attendance and punctuality to school and classes.
6. Fulfilment of the required Community Service at an approved entity.
7. Good record of conduct and deportment.
8. Compulsory membership in a club or society.
9. All rental books returned to the Book Room wrapped and in good condition by the end of the external examination period.

10. Return of school property (such as club uniforms, training gear, etc.) by the end of April of the academic year.

A School-Leaving Certificate is given to those students who have completed the course of study, but who do not fulfil the criteria for a Diploma.

CRITERIA FOR SIXTH FORM

1. A minimum of six (6) CSEC subjects with Grades I and II for persons applying for Grade 12; and passes in Communication Studies and at least two (2) other CAPE subjects for students applying for Grade 13.
2. Attended secondary school within the last two years.
3. Good school record of attendance, punctuality, deportment, attitude and conduct.
4. Submission of ALL School-Based Assessments (SBAs) and attendance at all external examinations.
5. Financial clearance by the Bursary.
6. Clearance by the Library, Book Room, and Clubs/Societies, i.e., the return of all school property and the payment of outstanding fees.

DRESS CODE REGULATIONS

Blouse

The uniform comprises a white dacron and cotton $\frac{3}{4}$ sleeve blouse with the sleeves folded to form a 2" cuff right above the elbow.

Tunic

Students enrolled in First to Fifth Forms wear a gray polyester tunic embroidered with the school's crest. The tunic should be loose fitting and should move freely without being restricted by any part of the body. The length of the tunic is a minimum of 3" below the knee.

Sixth Form Skirt

Sixth Form students wear a gray A-line polyester skirt (see pattern), white $\frac{3}{4}$ sleeve blouse and scarlet tie. The length of the skirt is 3" below the knee. The skirt should be loose-fitting and should move freely without being restricted by any part of the body. Straight or tight skirts are not permitted.

1½" belt and covered buckle (same material)

6 loops (same material)

Two pockets each with two rows of white saddle stitch

Front zipper with one row of white saddle stitch

Length: At least 3" below the knee



Skirt should be loose fitting to allow it to move freely without restriction by the body

Note: Polyester thread is recommended for strong seams.

The back of the skirt has two darts and does not have a centre stitch.

With the exception of wearing a skirt, Sixth Form students are required to conform to the dress code regulations as stated in this handbook.

Tie

The scarlet tie should be properly folded and the knot of the tie should be cradled in the V of the tunic.

Badges

Only badges issued by the school should be worn on the uniform. Badges are to be worn on the right side of the tunic immediately under the crest. House badges are a part of the uniform and they are to be worn at all times.

Footwear

Students are required to wear plain black leather or leatherette shoes. The maximum heel height allowed is 2".

Note: No boots, sneakers, crepe soles, plastic, rubber, tennis shoes or canvas shoes are permitted. No silver or gold buckles, studs or other form of adornment are allowed on the shoes. Shoes with cut-outs are also prohibited.

The uniform is worn with white nylon socks folded to form a fold of 1½" to 2" at the ankle. The socks should be plain white with no designer's logo. No anklet type socks or bobby socks are to be worn.

Hair accessories and hairstyles

White, red or black hair adornments, moderate in size and style may be worn. No more than two hair adornments should be worn at any time and these should be of the same colour. Students may braid their own hair.

A written excuse from the parent/guardian should be submitted in the event a student must attend school without the proper uniform. Failure to provide an excuse will result in the student being sent home, sanctioned and/or a set of clothes from the stock for welfare department.

Moderate hairstyles only are permitted. Students are not allowed to wear low-cut layered hairstyles. Hair colouring (rinse or dye) is prohibited. Beads, wigs and hair extensions are not allowed. Students are also prohibited from wearing excessive hair gel in their hair.

Outer wear

Sweaters and jackets must also conform to the school colours and be plain gray, red, white or black (solid colours only) and without adornment.

Handbags and body sling bags are not appropriate for school and should not be worn with the uniform. Students are required to carry a plain knapsack or pull-along bag to school. Bright or multi-coloured bags are to be avoided.

Nails

Clean, short and well-groomed nails are appropriate for school. Nails must be worn natural and unpolished.

Identification Card

The identification card issued by the school is a part of the uniform and must be worn clipped to the front of the blouse collar. Failure to wear an identification card or wearing an identification card belonging to someone else will attract the appropriate sanctions.

Physical Education Uniform

Plain white sneakers, socks, t-shirt and shorts must be worn for Physical Education and during training for sports competitions. Track shoes or sneakers of various colours are not allowed. The school swimsuit must be worn for swimming. All students must be appropriately attired for all Physical Education classes.

Jewellery

Students are permitted to wear a simple wristwatch. The colour allowed are black, brown, gold-toned, silver-toned, red, grey or white. No multi-coloured, brightly coloured or decorated watches are allowed.

No earrings are allowed in uniform.

Attire for Field Trips and Non-School Days

Students going on field trips must wear full school uniform unless otherwise instructed in writing by the school's administration.

For field trips that require less formal attire than the school uniform, the school's polo shirt may be worn with plain black or blue full length denim pants or knee length skirts. Sneakers or school shoes paired with socks are to be worn with this attire. Slippers, boots, and jewellery are not to be worn.

All students entering the campus when school is out of session must be appropriately dressed.

Students attending extra classes and/or conducting any other form of school related business must either wear school uniform or a plain black or blue full length denim pants or a knee length skirt with the school's polo shirt. Footwear should be same as outlined for field trips.

Students who fail to comply will be denied entry to the Campus.

Please note that students not covered by personal or the school's insurance scheme will not be allowed to participate in field trips. Uniforms worn on outings are dependent on the nature of the trip.

DISCIPLINARY POLICY

According to Section 29(1) of the Education Regulations (1980):
A student shall obey the rules of the school he is attending.

At The Queen's School we aim to help each student become a positive and responsible citizen. We know that the majority of students will work toward this goal by respecting the rights of others, respecting personal and school property, and by practicing acceptable behaviour.

When a student's behaviour disrupts the school community's safe learning environment, the school will use a range of disciplinary responses intended to change and manage inappropriate conduct. In administering disciplinary responses, the school will work with students to correct inappropriate behaviour. Students will be enabled and encouraged to reflect on their actions, to learn from mistakes, and to restore any relationships that have been negatively impacted. Whenever possible, prevention, intervention, and remediation strategies shall be used in addition to disciplinary responses.

The school is also committed to involving family members in efforts to determine the causes of misbehaviour and providing parents/guardians with information about parenting support mechanisms. Where students breach the rules and regulations of the school, an accurate record of the offenses and disciplinary action taken is maintained by the school administration. Students and parents/guardians are to be mindful that this record forms part of the student's permanent school record.

The school reserves the right to sanction student behaviour outside of school if the behaviour disrupts or may disrupt the educational process or reputation of the school. In other words, students may be disciplined for seriously inappropriate behaviour off school property and during non-school hours if the behaviour will interfere with the maintenance of good discipline and/or with teaching and learning at the School. This includes seriously inappropriate behaviour on social networking websites.

GENERAL RULES OF STUDENT CONDUCT

1. Students shall act in a manner that maximizes the benefits of the education opportunity provided.
2. Students shall accept responsibility for their own behaviour.
3. Students shall develop and use problem-solving skills to resolve conflicts.
4. Students shall follow established school and classroom rules.
5. Students shall maintain academic integrity.
6. Students shall refrain from interfering with the process of learning and teaching.
7. Students shall maintain appropriate dress and hygiene.
8. Students shall respect others.
9. Students shall respect the rights and property of others.
10. Students shall refrain from harming themselves or others.
11. Students shall refrain from acting in such a manner as to expose others to risk or danger of harm or injury.
12. Students shall not use threats or intimidation against others.
13. Students shall not engage in unlawful activities.
14. Students shall refrain from carrying, bringing, using, or possessing any weapon or weapon facsimile, or use any thing else as a weapon on the school compound or while in school uniform.

LIST OF PROHIBITIONS

1. Bringing the school into disrepute as a result of inappropriate behaviour, particularly as a result of conduct in public or on the Internet.
2. Loitering in public places while in school uniform.
3. Travelling on public transportation where the vehicle is heavily tinted and encourages lewdness, promiscuity and other acts of inappropriate behaviour.
4. Wearing nail polish or make up to school.
5. Wearing jewellery in body piercings that are visible while in school uniform, for example, in the nose, tongue or eyebrow.
6. Wearing tattoos or other markings on the skin that are visible while in school uniform.
7. Remaining seated when a teacher or visitor enters the classroom.
8. Shouting or laughing in a loud and outrageous manner.
9. Sitting on desks, ledges and railings.
10. Sitting on chairs or around a table/desk provided for teachers.
11. Combing hair in classrooms or outdoors on the school compound.
12. Littering the classrooms or the school compound.
13. Sitting on the rails.
14. Entering and using locations designated out of bounds.

15. Washing hands, face, feet or articles at the outside faucets on the school compound.
16. Being irreverent in devotion.
17. Forming or participating in gangs or crews.
18. Stealing or cheating.
19. Supporting acts that violate school rules/policy by misleading, distorting or withholding information from those in authority.
20. Walking on the driveway. As a safety precaution all students are expected to use the walkway/pedestrian gate.
21. No vending or solicitation is to be carried out on the school compound or in school uniform without permission from the administration.
22. Chewing gum is not allowed on the school compound. Students are not allowed to chew gum while in uniform.

SANCTIONS

Depending on the severity of the offences committed, students may be issued with demerits, detentions, order marks, suspension and permanent exclusion from the school.

The list of offences outlined below is not exhaustive. Any student committing an act of misconduct not defined will be sanctioned at the discretion of the school administration.

Demerit

Demerits may be given for misdemeanours, for example:

- Failure to submit assignments on time
- Inattentiveness/chattering in class
- Being unprepared for class
- Leaving class and not returning within a reasonable time
- Eating and/or drinking in class
- Throwing missiles in class
- Littering the school compound (students will be assigned clean-up duties)
- Disrespecting or failing to comply with instructions issued by a Prefect
- Wearing incorrect uniform without a written/acceptable excuse
- Possession of/using non-related literature in class
- Possession of games and audio equipment without permission (items will be confiscated)
- Chewing gum
- Being in an area designated as out of bounds

Detention

These may be given for infringements of the rules such as:

- Being disrespectful to or failing to immediately comply with instructions issued by a member of staff (Academic, Administrative, Ancillary and Canteen)
- Issuing threats to peers
- Disruptive behaviour in class
- Disobedience
- Use of inappropriate language

- Leaving school without permission
- Tardiness
- Carrying and using cellular phones

Order Mark

An Order Mark is given for the following offences:

- Stealing
- Immoral behaviour
- Obscene language – orally or in writing
- Possession of pornographic material
- Insistence on wearing incorrect uniform, jewellery and other items that students are forbidden to wear
- Not observing the protocol for the National Anthem.
- Carrying an incendiary device or object to school, such matches, lighters, etc.
- Persistently disruptive in class
- Persistent tardiness

Suspension

Suspensions may be given for infringements of the rules such as:

- Failure to serve detention or other sanctions issued.
- Intentionally misleading, distorting or withholding information from the school administration.
- Aiding or abetting a student in an attempt to mislead a member of staff.
- Use of expletives or abusive language.
- Gross insubordination and disrespect to a Prefect, member of staff or support personnel.
- Repeated absenteeism from classes without permission despite being reprimanded/sanctioned.
- Repeated contravention of the school rules.
- Vandalizing school property (including defacing walls and graffiti).
- Leaving school without permission.
- Carrying weapons.
- Theft
- Truancy
- Fighting
- Smoking

- Engaging in sexual activity while in uniform or on campus.
- Sexually harassing any member of the school community.
- Abusing the use of volatile chemical compounds or natural substances.
- Inappropriate conduct on public transportation such as dancing, singing, sitting in someone's lap, fighting or using profanities.
- Participating in a 'Pyramid' scheme or other financial arrangement on the school compound.
- Cheating in an academic assessment (for example, a test or examination).
- Making a false report about a student to a member of staff.

When a student returns to school after a suspension, a student/parent conference should be held with school officials to discuss and develop a plan for improvement. The intent is for the school to partner with families and requires them to be co-responsible for creating a plan for success as their child/ward returns from a serious behavioural consequence.

Expulsion

Three suspensions will result in a student being reported to the School Board for an appearance before the Disciplinary Committee.

A student may be reported to the Board of Management for disciplinary action after one incident depending on the magnitude of the misconduct.

- Fighting, occasioning bodily harm
- Abusing/assaulting a teacher or other member of the school community
- Engaging in the use or sale of drugs
- Arson
- Possession of a weapon

It must be noted that acts which contravene Jamaican law will be reported to the police.

Public Conduct

Girls are expected to display good manners and refrain from noisy unladylike behaviour and speech on the road and public transport. Purchasing and/or consuming food or drink on the road or on public transportation is forbidden while wearing school uniform.

Students who are reported for disorderly conduct in public, inappropriate behaviour with the potential to bring the name of the school into disrepute, or other breaches of the school's regulations off the school compound will be suspended and/or required to wear the alternative uniform.

Students should not visit video game rooms or wander aimlessly around plazas and public spaces (including transportation centres) in school uniform. Students are not permitted to enter business establishments in school uniform.

If a situation arises that necessitates a student visiting a plaza, supermarket or store, she must be in the company of her parent/guardian. If alone, prior permission should be sought from the Principal or Vice Principal(s).

Sexual Activity/Public Displays of Affection

The Queen's School is committed to grooming its students to later take their place in a professional environment. As such, excessive public displays of affection will not be tolerated. Although the boundaries of this may be difficult to define, the administration will enforce this expectation through this lens: if it is inappropriate for a professional workplace, it is inappropriate for school and in school uniform.

Sexual Harassment

Sexual harassment constitutes unwelcomed sexual advances, request for sexual favours, and sexually motivated conduct (such as intentionally brushing against, hugging, patting, stroking or pinching another person's body). Also included is communication of a sexual nature, for example, suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, unwanted physical contact and blocking movements. Leering with sexual overtones, for example, displaying sexually suggestive objects, posters or

gestures and indecent exposure also constitutes sexual harassment and is not tolerated at school.

On Report

Students placed On Report are given a form to be completed by all their subject teachers at the end of every class. The mechanism tracks the student's:

- Class attendance
- Punctuality for class
- Submission of assignments
- Class participation
- Conduct in class
- Deportment
- Behavioural and academic progress

Students may be placed on report for the following reasons:

- Insolence to her class teacher
- Persistent lateness for classes
- Truancy
- Consistently not doing work
- Disruptive behaviour in class

School Service/Community Service

Students who commit breaches of the school's rules may be mandated to serve School Service or Community Service for a specified number of hours. School Service is served on the school compound at authorized locations under the supervision of school personnel.

Community Service is served off-campus outside of school hours at locations/institutions pre-authorized by the school administration. Parents/guardians are advised of the infraction, location, number of hours and deadline for serving Community Service.

Except where the student is suspended, neither School nor Community Service interferes with class attendance.

Bullying

Bullying is prohibited. Bullying is defined as the severe or repeated use by one or more perpetrators of a written, verbal, or electronic expression or a physical act or gesture, or any combination thereof, directed at a victim that has the effect of:

- causing physical or emotional harm to the victim or damage to the victim's property;
- placing the victim in reasonable fear of harm or of damage to the victim's property;
- creating a hostile environment at school for the victim;
- infringing on the rights of the victim at school;
- materially and substantially disrupting the education process or the orderly operation of a school.

Bullying may be established based on a single incident, due to its severity, despite the fact that the conduct is not repetitive. Severe means that the incident was significantly offensive based objectively from the perspective of a reasonable person.

Bullying includes cyber bullying. Cyber bullying is bullying that takes place using electronic technology with the effect of harassing, threatening, embarrassing or targeting another person. Examples of cyber bullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment in connection with filing a complaint or assisting with an investigation.

Any student who believes she is being bullied or is concerned that a peer is being bullied or subjected to other aggressive behaviour should immediately report the situation to a Teacher or Guidance Counsellor who will notify the administration for the appropriate action to be taken.

Use of School's Information and Communications Technology (ICT) Resources

Use of the school's computers, networks, and online telecommunication systems must be related to students' educational activities.

Students must recognize that computers, networks and equipment used to support online telecommunication systems are shared devices and undertake to use them in a manner that maintain their continued operability for all users.

Students must not access or distribute offensive, inflammatory obscene or pornographic material, as well as, intentionally spread computer viruses, vandalize data or infiltrate the system to disrupt the performance of the computer or network.

All students using computers, networks and online telecommunication systems must adhere to Jamaican law.

SCHOOL SERVICES

Canteen

The canteen serves breakfast and snacks from 7:00 a.m. - 7:20 a.m. Hot meals and snacks are available for purchase prior to the morning registration at 7:30 a.m., during lunch periods, and after school until 3:30 p.m. The Queen's School is a closed campus and students may not leave during lunch time or receive meals during school hours.

Guidance and Counselling Department

Guidance Counsellors are located downstairs in the NB-Block facing the Holy Ground. Counsellors are available to help students with personal, social, educational and welfare issues, or simply navigating high school life. Counsellors also assist students to obtain information on colleges and careers, provide information about scholarships and instruct students in social graces.

Health Unit

The Health Unit is located downstairs on the Administrative Block adjacent to the Holy Ground. It is open to students between the hours of 7:00 a.m. and 3:30 p.m. The Health Unit treats minor medical issues that occur during the school day on the school compound. The Health Unit is not to be treated as a medical centre or clinic for addressing major or recurring medical concerns, especially those that occur outside of school. Parents/guardians are therefore asked to keep their children at home if they show signs of illness or infection.

Students who feel ill may not excuse themselves from school; doing so will result in administrative consequences. If your child/ward contacts you by cell phone, please instruct them to go to the School Nurse for evaluation and possible dismissal.

Book Room

In addition to administrating the text book rental scheme, the Book Room sells stationery and art supplies during the lunch periods and after school.

Library

The school library is located on the ground floor of the Administrative Block, between the computer laboratory and the Book Room. The library is available to First to Fifth Form students during their lunch break and after school until 4:00 pm. Sixth Form students have access to the library between 8:00 am and 4:00 pm. Photocopying services are available at the library at a cost.

Parent-Teachers' Association

There is an active Parent-Teachers' Association, which holds regular meetings and sponsors or assists with fund-raising efforts in aid of school projects. Parents/guardians are urged to join the Association and participate in the activities for the benefit of the school.

COMMITMENT TO EXCELLENCE

Parents/Guardians

The involvement of parents/guardians in school life is critical in the development, learning, and success of children both at school and in life. Children of involved parents have a much greater chance of developing into healthy, knowledgeable, responsible, and caring adults.

Outlined below are commitments parents/guardians can make to impact on their child's/ward's discipline, academic success and overall development:

- *Attendance:*

I will ensure that my child/ward is on time for school every day, except when illness or family emergencies arise. I understand that daily attendance and punctuality is instrumental to my child's/ward's success. I will submit a letter of excuse whenever my child/ward is late for school or is returning from an absence.

- *Uniform:*

I will ensure that my child/ward comes to school each day in the complete uniform and in full adherence to the dress code regulations outlined in this handbook.

- *Supporting Student Expectations:*
I will support the school in holding my child/ward to the high expectations outlined in the student's Commitment to Excellence, and I will not make decisions that would cause my child/ward to violate any of these expectations.
- *Handbook Compliance:*
I will ensure that my child/ward child follows the school's rules, procedures, and policies found in this handbook so as to protect the safety, interests, and rights of all individuals in the class room and on the school compound.
- *Academic Partners:*
I will partner with The Queen's School in educating my child/ward by engaging with our child regarding what she is learning, checking on her academic progress, communicating regularly with my child's/ward's teachers, and scheduling meetings with teachers as necessary.
- *Homework:*
I will provide a quiet, undisturbed time and space for my child/ward to complete homework and I will check her homework daily to ensure that it is complete, accurate, and organized.
- *Academic Responsibility:*
I will support my child/ward in promptly retrieving, completing, and turning in missed work following an absence within the time frame established in each classroom.
- *Discipline Support:*
I will support the disciplinary policies and procedures implemented by the school leadership, including the administration of sanctions. I will ensure that my child/ward serves her School or Community Service issued as a consequence and actively work with my child/ward to correct negative behaviour. I understand that the school administration has the discretion to implement any disciplinary measures they feel reasonably

necessary to maintain school order and discipline, up to and including expulsion.

- *Promotion:*

I understand that my child/ward may be retained in the current grade level if it is determined that it is in her best interest.

- *Respectful and Timely Communications:*

In all communications, both written and verbal, I will speak respectfully with teachers and administrators. I understand that teachers and administrators will not facilitate conversations that involve profanity, threats, or raised voices. I will schedule all meetings with teachers and/or administrators in advance.

- *Meetings:*

I will attend or send a designate to required meetings with the school regarding attendance, academic, or behavioural issues. In some cases, our child will not be allowed to continue attending classes until we meet with the school leadership.

- *Required Events:*

I will attend all parent-teacher consultations and Parent Teachers Association meetings. I understand that these meetings are necessary and mandatory.

Student

Children also have a responsibility to their own development and are encouraged to make the following commitment:

- **Responsibility:** I will always work, think, and behave in a way that helps me and my fellow students learn. I understand that I am responsible for my own behaviour and that failure to adhere to these commitments can cause me to lose various privileges as determined by the school's administration.
- **Core Virtues:** I will strive to embody and model the core virtues of Citizenship, Courage, Friendship, Honesty, Humility, Integrity, Perseverance, Responsibility, and Wisdom—in word and deed each day.

- **Hard Work:** I will work extremely hard each day because I know that this is necessary in order for me to acquire the academic and character skills I need to succeed in life.
- **Participation:** I will actively participate in all of my classes each day, listen to my fellow classmates, cooperate with my teachers and give everyone my respect.
- **Homework:** I will complete all of my assignments and reading every night, study for each test, and work hard to make up for missed work.
- **Seeking Assistance:** I will seek assistance in and out of class from my teacher and peers when I have a question about what we are learning.
- **Handbook Compliance:** I will follow the school's rules, procedures, and policies outlined in the Student/Parent Handbook so as to protect the safety, interests, and rights of all individuals in the classroom and school community.
- **Uniforms:** I will wear my uniform to school every day and adhere to the dress code of The Queen's School.
- **Making Good on My Mistakes:** I will tell the truth after making a poor decision, accept responsibility for my actions, and work to make amends.

