

Saba Comprehensive School



Faculty Handbook 2004-2005

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2.0. HISTORY, MISSION, PHILOSOPHY, AND GOALS

2.1. History

The Saba Comprehensive School, located in the village of St. Johns, is an English language secondary school catering to both the requirements of the Dutch Antillean educational system and the Caribbean Secondary Educational Certificate (CSEC) programs as articulated and administered by the Caribbean Examinations Council (CXC). S.C.S. was founded in 1976 as a Dutch language secondary school offering M.A.V.O., L.T.S., and Huishoud (Home Economics). The Island Government of Saba resolved to make English the language of instruction throughout both the primary and secondary levels therefore requiring S.C.S. to change its educational system. With English as the primary language of instruction the Saba Comprehensive School adopted the CSEC program with Dutch being taught as a foreign language. The Saba Comprehensive School currently enrolls over 100 students from various racial, ethnic, and national origins.

2.2. Mission Statement

The Saba Comprehensive School, in collaboration with all stakeholders, including the Government, administrative and teaching staff, School Board, students, parents and the wider community will educate all students in a clean, safe and healthy learning environment, and prepare students for meaningful and productive participation in the global society, by providing diversified learning opportunities for all students to enable each student to develop his or her full potential.

2.3. Philosophy

The Saba Comprehensive School (SCS) is committed to providing our diverse student population with a dynamic and meaningful educational experience, which will prepare them for the challenges of the twenty-first century.

As a collaborative learning community, SCS is committed to providing a rigorous academic programme for all students in a nurturing environment. A problem-based approach and a standards driven instructional programme are to be developed through which students will achieve high levels of performances as they acquire the knowledge necessary to become critical thinkers and problem solvers. Additionally, SCS is committed to ensuring that all of its students develop the skills needed to become productive citizens in a global community.

SCS is therefore committed to provide the environment which is conducive for its students to receive the academic and technical skills necessary to secure gainful employment, to continue post-secondary studies, or to pursue a combination of both. Every effort must be made to provide the highest quality instruction in academic, technical and service-oriented programmes.

SCS believes that every student deserves equal opportunities for success in his/her academic and personal growth. This can only be achieved through the creation of a high quality educational and technological programme, cooperative and active learning. The SCS is committed to promoting leadership and community service opportunities in a safe and supportive environment characterized by mutual trust in regard to individual and even cultural differences.

SCS will therefore seek to:

1. Facilitate the development of each student by creating diversified learning opportunities for experiencing social, physical, aesthetic and intellectual growth.
2. Prepare each individual for meaningful participation in the Saban and Caribbean society and, generally, in the global environment.
3. Promote the development of good citizenship and national consciousness, including knowledge of the Netherlands Antilles, the Island Government, national symbols and national anthem.

Students, upon leaving SCS, should have acquired the skills necessary to function responsibly, politically, economically, spiritually and socially in a democratic society.

2.4. Goals

1. To enable all students regardless of gender, economic status or physical limitations to be provided with equal opportunity to access all academic, technical/vocational programmes and extra-curricular activities, as part of a diversified curriculum.
2. To ensure that all students and staff function in a safe and cooperative learning environment.
3. To foster continuous curriculum and professional development among staff members that will promote implementation of a variety of instructional strategies and assessment that correlate with student's ability levels and learning styles.
4. To provide Basic Education for Year 1 and Year 2 students that provide the foundation for the development of lifelong learning skills necessary for survival in a global environment; specifically, learning to be, learning to learn, learning to know, learning to live together and learning to endeavour.
5. To strengthen and enhance the learning process while ensuring that the opportunities and advantages of the CSEC/CXC programmes at Years 3-5 are presented to prospective students and their parents, in order that informed decisions are made regarding student welfare and student choices.
6. To ensure that the Secondary Vocational Education programme is supported by academic, technical, personal/social counselling that will facilitate positive student development.
7. To strengthen academic and technical/vocational programmes by promoting competency-based, criterion-referenced assessment, enabling students to reach their highest level of proficiency.
8. To promote a sense of individual responsibility in students and foster a commitment to teamwork and pride in their accomplishments.
9. To ensure that students attain the competencies, skills and abilities that will equip them to function in a technological society, for success in the world of work or pursuing further studies, according to their aspirations.

10. To encourage and facilitate increased parent/guardian, government and wider community involvement in the educational process and extra-curricular activities at the school level.

School and community relationships will be strengthened through cooperative attachments, guest speakers, monitoring programmes and close collaborative initiatives with the School Board and Department of Education, functioning in advisory capacities.

3.0. FACULTY/STAFF

3.1. Management:

Mr. Jonathan G.A. Johnson	Director
Ms. Beverley Hinds	Assistant Director
Mr. Jeff Johnson	Financial Officer

3.2. Faculty:

Subjects taught:

Ms. Constance Clement	English
Mr. Antonius Cyril	Prin. of Business/Princ. of Accounts/Econ./Math
Ms. Gwen Dawson	Mathematics/Physics
Ms. Kerrie Ellis	Information Technology
Ms. Sydna Belgrove-Grell	Care/Home Economics/Food Preparation
Ms. Beverley Hinds	Man & Nature/Biology/Chemistry/Integrated Science
Ms. Tracy Johnson	Spanish
Mrs. Guine Karsowidjojo	Dutch
Mr. Joseph Oke	Technical Sciences
Ms. Carmen Peters	Man & Society/Geography/Social Studies/History
Ms. Kathy Sagers	Guidance Counsellor
Mrs. Marla Sanders	English/Drama/Math
Mrs. Susan ten Holt	Visual Arts
	Physical Education

3.3. Supporting Staff

Mr. Frank Granger	Maintenance worker
Mrs. Lydia Hassell	Domestic worker
Ms. Mary Louise Hassell	Domestic worker

4.0. JOB DESCRIPTIONS

4.1. Director

Responsibilities toward the Board:

- The Director of the Saba Comprehensive School is directly responsible to the Board.
- The Director will hold consultation with the Board on all policy and educational matters.
- The Director will report monthly or when deemed necessary, on the operation of the school to the Board.
- The Director will consult and seek approval of the Board and/or Financial Officer before the ordering of school material and supplies in excess of NAFLS 500.
- The Director will implement the school rules as laid down and approved by the Board and all other legal rules.

Staff Matters:

- The Director will chair all staff meetings.
- The Director will hold educational discussions with the Board on the functioning of the teachers.
- The Director will advise the Board on all matters pertaining to the hiring of teachers and other personnel.
- The Director will advise the Board pertaining to Task Hours for the teachers.
- Evaluation of teachers.

Educational Matters:

- Responsible for the Projection and Planning of all educational matters at the Saba Comprehensive School.
- Responsible for the time table at the school.
- Supervision of retraining and refresher courses for the teachers at the Saba Comprehensive School.
- Responsible for the yearly planning of the school.
- Hold consultations with the Head of the Insular Department of Education.

Organizational Matters:

- The Director will hold consultation with parents on the performance of the students.
- The Director will hold consultation with the Executive Council upon the request of the Executive Council.
- The Director will hold weekly consultation meetings with the Acting Director regarding all matters pertaining to the school.
- The Director is responsible for the daily management of the school.
- The Director is responsible for the supervision over the entire staff of the Saba Comprehensive School (teachers, staff).

Administrative Matters:

- Daily correspondence and administration.
- Making sure that the report cards are issued three times during the school year.
- Making sure that teachers carry out the School Based Assessments.
- The following need to be submitted to the Federal Department of Education, Section Windward Islands on St. Maarten:
 - leerlingenlijst
 - toestandformulieren
 - maandstaten
 - roosterafwijkingen
 - jaarprogramma
 - SO regeling

Monitoring of Quality of Education:

- Evaluation of quality of education.
- Evaluation of School Based Assessments.
- Evaluation of examinations.
- Class inspections.
- Inspection of class books/lesson plans.

4.2. Assistant Director

DUTIES OF ASSISTANT DIRECTOR SABA COMPREHENSIVE SCHOOL

1. To assist the Director in administering the affairs of the school whenever and in whatever ways may be necessary.
2. To deputize for the Director when the Director is not on the school premises, or when the Director is ill.
3. Being responsible for overseeing. (subject to the Director's approval)
 - a. All internal and external exam arrangements
 - i. i.e. Time-tabling
 - ii. Preparation of facilities
 - iii. Invigilation and invigilation timetables
4. Advising the Director on:
 - a. academic policy,
 - b. discipline of pupils,
 - c. functioning of staff,
 - d. interviews with parents
5. Communicating with the Director weekly to discuss school affairs.
6. Being present at all assemblies.

7. Visiting “problem” classes at the Director’s request.
8. Being prepared to visit the school premises out of school hours, or in the vacation, when there is a serious emergency.
9. Organizing school detention.
10. Attending functions or meeting outside school on behalf of the Director, if the Director is unable to do so.
11. Time-tabling for alternative tuition when the time-table is disrupted by staff absences, etc.
12. The Assistant Director must also command the trust and respect of the entire school staff.

4.3. Subject Teachers

4.3.1. Classroom

- Before leaving the classroom, make sure the blackboard has been cleaned.
- Before the students leave the classroom, have them straighten their desks and chairs.
- Do not allow students to leave before the classroom is tidy.
- If you have any wishes with regards to cleaning, please inform the Director.

4.3.2. Class Book

- Class books have to be filled in each day.
- Information to be recorded in the class books
 - The subject matter that has been covered.
 - The names of the students who were late or absent.

4.3.3. Tests

- Only two major tests are allowed per day. (A major test is one that will comprise at least 25% of the term mark).
- The students should be informed of a major test at least one week in advance.
- Tests will be given at frequent intervals, and not only at the end of a term.
- No tests will be given on the first day after vacation or holiday. A weekend is not a holiday.
- A report card grade has to be an average of at least three tests as well as several other marks of student work.
- Students may question their marks, and have to receive an explanation from the teacher.

- When a student finishes a test, he/she has to remain in the classroom.
- Save students' tests until after the parent meeting. Parents have a right to see their child(ren)'s work.

4.3.4. Punctuality and Absenteeism for Teachers

- Each teacher should be in school 15 minutes before school begins.
- Teachers are expected to be at school during all hours that they are paid for.
- If you are late, see the Director before proceeding to the classroom.
- The teacher should call no later than 7:00 a.m. if he/she cannot attend school that day.
- It is the responsibility of the teacher to go to the classroom when the bell rings.
- Whenever the teacher is absent without legal cause, it will be deducted from the salary.
- If illness occurs during school hours, the teacher should report to the Director.
- After one day's absence, the teacher must provide a doctor's letter.
- Teachers absent without notice are considered absent without legal cause. If this happens more than once, it can be grounds for dismissal.
- Teachers are not allowed to be absent before the vacation starts. Plan your trips ahead of time. If you have to leave early on the last day of school, send your request to the School Board.

4.3.5. Safety

- The teacher should not leave the classroom during teaching hours. If an emergency arises, and you have to leave, ask the teacher next door to keep an eye on your class, or send for the Director.
- If a student has to be kept in during recess, the teacher has to stay in the classroom.
- Students are not allowed to be in an unoccupied room without supervision.
- Do not allow students to lean backwards with their chairs. Make sure the chairs are always on four legs.
- Neither students nor teachers are allowed to sit on the desks, tables, snack counter, and railings.

4.3.5 School books and other materials

- The teachers should see to it that school books and other materials (notebooks) are well taken care of by the students.

- All books should have a note on the inside cover stating the name of the student and the state that the book was in when handed to the student.
- Students and staff are expected to use and treat all school equipment and furniture in such a way that it will not be damaged or result in injury.

4.3.6. Behavior in and out of the classroom

- Students should show respect to their teachers and peers.
- Students and teachers should treat each other and their peers with courtesy and respect.
- Obscene language by students will not be tolerated.
- Do not make negative statements about your colleagues to the students.
- Students who are outside the classroom should be sent in, whether they are your students or not.
- The students should remain seated until the bell rings.
- Insubordination by students will not be tolerated.

4.3.7. Field trips and other activities

- When planning a field trip, choose a date and time which will not disrupt other classes.
- Field trips cannot take place without prior permission of the Director and School Board.
- Any changes of the timetable have to be requested to the School Board by the Director at least 10 days in advance.
- The teacher may make a tentative plan, which is sent to the School Board by the Director. After approval, appointments are made with a definite date and time for the field trip.
- Permission to visit another institution of learning has to be requested in writing to the Director, who will take up the matter with the School Board.

4.3.8. Meetings and School Activities

- Everything that is relevant to the school and education can form a topic of the staff meeting.
- The teachers can vote during the meeting.
- The discussions during the staff meetings as well as the reports thereof are confidential. If one or more of those present in a meeting desire so, then voting on persons will be conducted in writing. All other voting will be done verbally.
- The Director takes care of the execution and observance of the decisions taken.

- Barring extenuating circumstances, all teachers have to attend teachers meetings, School activities, parents' meetings, report card and examination meetings as requested by the Director and as laid down in the Terms of Assignment.
- Turns are taken in keeping minutes of teachers' meeting. The minutes will be submitted for approval in the next meeting.
- Minutes are confidential, and information should not be shared with third parties. The School Board will receive a copy of the minutes, with signatures of the chairman and secretary.
- Papers (minutes, class books etc.) containing notes and remarks about students are confidential.

4.3.9. Other Matters

- Smoking, eating and drinking as a rule are not allowed in the classroom.
- Music in the classroom is allowed only with the approval of the teacher.
- If a teacher does not agree with matters concerning school affairs, he/she can write a letter to the Director.
- Teachers are expected to treat each other and the Director/Staff with courtesy in order to create a healthy school atmosphere.
- Teachers are expected to engage in social contact with other members of the staff, and show mutual respect.
- Teachers are role models, and should set a good example by dressing and conducting themselves in an appropriate manner.
- The homeroom teacher is responsible for seeing that students are dressed properly in their school uniform.

4.4. **Guidance Counsellor**

The idea of an on-site guidance counselor within the school is to promote a preventative form of teaching instead of a curative one. The function of such an officer is to coach the teachers and to mediate between the teachers and school management. The task is a coordinating one. The daily work of the guidance counselor has a structured approach which follows the following steps:

1. Identify the problem.
2. Analyze the problem.
3. Prepare a plan/intervention.
4. Implement the plan/intervention.
5. Evaluate the results.

The first signs of problems can be found in the test results or in the observation of the teachers. These are analyzed and discussed with the classroom teacher. Together a plan is made for a group or for an individual child. If there are children who after a different approach and instructions still don't master the material, then another meeting will take place to discuss these children individually an IEP (Individual Education Plan) is made which the teacher will implement.

Some of the tasks of the guidance counselor are:

- Organizing meetings concerning the class and the individual students with the teachers.
- Setting up a tracking system for the students.
- Coaching the teachers to keep up this filing system.
- Coaching the teachers to analyze the tests.
- Helping the teachers to make an IEP for individual pupils.
- Making contact with external sources (e.g. Innovation Bureau, parents, teachers, schools, psychologist, and social worker).
- Meet individually with students who are experiencing difficulty in academics or behavior, and include parents or guardians in meetings when necessary.
- Counsel students on psycho-educational issues as needed.
- Meet weekly with the Director to update Director.
- Participate in all urgent disciplinary meetings.
- Carry out any further duties as directed by the Director or the School Board that relates to the guidance of students.

In order to perform these tasks successfully the guidance counselor should:

- Have a broad knowledge of learning problems and new developments in this area.
- Have knowledge of observation, screening and testing materials in the different subjects.
- Be able to write group and individual educational programs.
- Have good communication skills.
- Be able to deal with resistance among teachers.
- Be able to chair meetings.
- Attend necessary training for Guidance Counselor as directed.

5.0. ORGANIZATION OF EDUCATION

5.1. Lesson Hours:

1 st	7:15 – 8:00
2 nd	8:00 – 8:45
3 rd	8:45 – 9:30
Break	9:30 – 10:00
4 th	10:00 – 10:45
5 th	10:45 – 11:30
6 th	11:30 – 12:15
Break	12:15 – 12:30
7 th	12:30 – 1:15
8 th	1:15 – 2:00

5.2. PERIODS PER SUBJECT

SUBJECT	BAVO 1	BAVO 2 A+B	ACAD 3	ACAD 4	ACAD 5	TECH 3	EH 3	EH 4
English	5	5	5	5	5	5	5	5
Drama	2	2						
Dutch	4	4	4	4	4	4	4	4
Spanish	2	2	2	4	4		3	3
Mathematics	5	5	5	5	5	5	5	5
Physics			2	4		2		
Biology			2	4				
Chemistry			2	4		2		
Man & Nature	3	3						
Integrated Sc.				4				
History			2	4	4			
Geography			2		4			
Man & Society	2	3				2	2	2
Social Studies			2	4	4			
Guidance	1	1	1					
Mentoring	1	1				1	1	1
Care	2	2					2	2
Food Prep.	2	2					4	4
Visual Arts	2	2	2	4	4	2	2	2
Prin. of Business			2	4	4			
Prin. of Accounts			2	4	4			
Economics							4	4
Information Tech.	2	2	2	3	3		2	2
Technical Science	2	2						
Tech. Drawing						3		
Bench Work						3		
Machine Work						2		
Electrical						2		
Physical Ed.	2	2	2	2	2	2	2	2
Job Skills						2	2	2
Total Hours	37	38	39	Varies	Varies	37	38	38

1 period = 45 minutes.

5.3. Educational Program

• **BAVO: YEAR 1 & YEAR 2 (BASIC SECONDARY EDUCATION)**

The goals of Basic Secondary Education are:

- To provide innovation in content in order to ensure a better linkage to the social and cultural situations on the islands, and economic and technological modernization. The struggle is to create a type of education that will promote individual aptitude and social justice.
- To develop a modernized social program that will be accommodated in a core curriculum which will be the same for all students.
- To increase the level of education of all students, and the participation of future members of the Antillean community in those elements of Antillean culture which the society considers important and which should be taught to everyone.
- To decrease unequal opportunities in education by avoiding premature definite choices of vocation or school, and by promoting social integration.

- To focus on innovations in the labor market.
- To reorient secondary education towards increasing social relevance (Netherlands Antilles. Ministry of Education. 1999).

The subjects taught during the BAVO years are:

English Language & Literature	Mathematics	Integrated Science
Social Studies (History, Geography)	Art & Craft	Physical Ed. Social
Skills	Information Technology	Dutch, Spanish
Practical Subjects (Introduction to Home Economics – Management; Woodwork) Drama		

- **CXC/CSEC Stream**

This is to be the main focus of the curriculum from Forms 3 to 5. Students leaving BAVO will either proceed, following testing, to the CXC/CSEC Stream or to the Secondary Vocational Education Programme (VSBO). This will be determined by:

- 1) Test results at end of Year 2 of BAVO;
- 2) BAVO progress reports; and
- 3) Through discussion of students' potential, involving teachers & counsellor.

Ideally, all students should be placed in the CXC/CSEC stream. However, there will be some students who may be better served by following the Secondary Vocational Education Programme.

CXC/CSEC subjects usually require three years to adequately cover the syllabuses and complete the School Based Assessments. Typically, School-Based Assessment skills for each subject are developed in Form 3. Actual work on School Based Assessments should commence in Form 4 and are usually completed in the second term of Form 5. In Form 5, students will take subjects at either CSEC General Proficiency or Technical Proficiency.

Final examinations at the end of Form 5 are taken with the following examination boards:

- CXC Caribbean Examination Council
- IGCSE International General Certificate of Secondary Education (Dutch)

- **The Preparatory Secondary Vocational Education Programme (VSBO)**

The main focus after BAVO will be the CXC/CSEC programme, as it is very expensive to run two types of programs, given the small number of students. However, a few students may follow the Secondary Vocational Education Programme (VSBO). This is a two-year programme. At the end of two years (Years 3 & 4), students may:

- 1) proceed to the labour force;
- 2) proceed to a polytechnic type program, or SBO.

There should still be the possibility of a student in this group moving to the CXC/CSEC group after one year of this programme to pursue selected subjects at CSEC technical proficiency level. This will be determined by the aptitude shown and their performance, as determined by the teachers of the respective subjects.

5.4. Homework and assignments

All students, regardless of the year group, are assigned homework most days. Homework is considered an integral part of the day's lessons and is **mandatory**. Therefore, it plays an important role in the student's success at school.

Usually a student in the BAVO 1 will have to do homework and assignments for about 1 ½ to 2 hours a day. As the student progresses the amount of study time will increase. Students will also have to work on projects and do research. This is a critical aspect of School Based Assessments. School Based Assessments, which are part of the final CXC exam results, demand a responsible and independent attitude from the student. Skills like planning, organization, critical and analytical thinking will be emphasized in order for the students to do well.

6.0. GRADING, REPORT CARDS AND PROMOTION

6.1. Grading

Students are graded on a scale from 10 to 100. The **passing grade** for each subject is **60**.

Explanation of Grading System

100	Excellent
90 – 99	Very Good
80 – 89	Good
70 – 79	Amplly Sufficient
60 – 69	Sufficient
50 – 59	Insufficient
40 – 49	Quite Insufficient
30 – 39	Poor
20 – 29	Bad
10 – 19	Very Bad

The academic school year is divided into three (3) terms. A final comprehensive exam for each subject is given at the end of the academic year. The final grade at the end of the school year is calculated as follows:

$$\text{Final grade} = \frac{\text{Term 1} + \text{Term 2} + \text{Term 3} + \text{Final Exam}}{4}$$

6.2. Report Cards

Three times a year, before the report cards are handed out, the school has a staff meeting where the academic performance of every student is discussed and recommendations are made. At the end of the academic year the staff meeting decides on the promotion of students.

At the end of each term report cards are issued to parents/guardians of all students during the report card evening.

6.3. Promotion Policy

For each year group the staff of the school has developed a set of promotion criteria. A student is promoted when he/she meets the criteria. The promotion requirements are based on the final grades at the end of the school year. The final grade per subject is the average of all term grades and the final exam. (See 6.1)

General promotion requirements:

1. A student can only be promoted if he/she has attended at least 80% of school days.
2. A student has no more than one failing grade below 40.
3. A student needs an average of at least 60.

In addition to these general requirements, a student must meet the specific promotion requirements of his/her year group.

<i>YEAR GROUP</i>	<i>SPECIFIC PROMOTION REQUIREMENTS</i>
BAVO 2 to ACAD 3	Passes in at least 10 subjects.
BAVO 2 to VSBO 3	For promotion to VSBO 3 a mean average of at least 60%.
ACAD 3 to ACAD 4	Passes in at least the 8 subjects to be attempted at CXC level.
VSBO 3 to VSBO 4	A mean average of at least 60%.
ACAD 4 to ACAD 5	Passes at least the 7 subjects to be attempted at CXC level.

7.0. IMPORTANT DATES

7.1. Vacation Schedule 2004/2005

Preschool Vacation	2 Aug. – 13 Aug.	10 days
Midterm/Antillean Day	18 Oct. – 22 Oct.	5 days
Saba Day	3 December	1 day
Christmas	17 Dec. – 3 Jan. 2005	12 days
Midterm	7 Feb. – 11 Feb.	5 days
Easter Break	24 March – 28 March	3 days
Ascension	2 May – 6 May	5 days
Summer Vacation	4 July – 29 July	20 days

The first school day of academic year 2005-2006 will be **August 15, 2005**.

7.2. Report Card Schedule

Report Card 1	Thursday November 25, 2004
Report Card 2	Thursday March 23, 2005
Report Card 3	Wednesday June 29, 2005

8.0. RULES AND REGULATIONS FOR STUDENTS

General Conduct:

1. Your actions should never disturb others or interfere with the educational process, which is the sole reason for your being in school.
2. You should be capable of accepting responsibility for your actions or the results of your actions.
3. You should respect the rights of others as you wish them to respect yours.
4. Once in school, you may not leave without first receiving permission from the Director.

There are 4 specific areas of conduct which will result in immediate suspension from school.

1. Abusive or belligerent behavior by a student toward any faculty or member of staff will result in suspension.
2. Fighting in school will result in the suspension of **ALL** participants.
3. Possession and/or use of tobacco, alcohol, or drugs at school will result in immediate suspension. The Director may require a student to open his/her bag upon entering the school premises.
4. Theft.

Attendance:

1. Students are required to attend all classes.
2. Students may not exceed 40 absences in order for promotion. (Total number of school days are 200)
3. A written note of explanation from the parent/guardian must support all absences.
4. If a student must leave school because of an illness a note from the parent/guardian must be brought in when the student returns to school.
5. If you don't know whether the reason for absence is acceptable, call the school before you are absent or before you make plans.

6. Tardiness (coming late to class) will be recorded and students will be required to make up the time missed from class after school.

Personal Appearance:

1. All students must observe personal hygiene and grooming. Fingernails should be kept short.
2. Students must wear the correct school uniform as specified in the school's guidelines while on the premises and while traveling to and from school on any school day. The uniform is a symbol of the school and as such should be worn with pride and kept clean and tidy.
3. The school uniform should only be used for school purposes.
4. Undergarments should not be conspicuous in color or revealing prints.
5. Male/Female
Hair should be:
 - Clean
 - Well groomed
 - Absolutely no bleached hair or bleached braids
 - Highlighted hair and braids.
 - No nose-rings, tongue rings or eye-rings
6. Male Students:
 - Male students must wear simple low hair cuts. No designs will be allowed by the school. The hair should be neatly groomed.
 - Face should be neatly shaved.
 - No beard.
 - No fringe of beard.
 - No long hair (locks)
 - No braids
 - No pony tails
 - No ear-rings

The following articles are **NOT ALLOWED** to be brought to school:

- Articles portraying obscene language or drugs.
- Cellular phones and the use of it.
- Knives, matches, lighters, guns, firearms or weapons of any kind.
- CD players and headphones.
- Walkmans and headphones.
- Excessive jewelry.
- Clothing containing political slogans.

9.0. Teacher General Evaluation

9.1. Pre-Observation Form

Name of Teacher: _____ Date of Meeting: _____

Subject(s): _____ Number of Students in Class: _____

Date of Observation: _____ Class/Time: _____

1. What is/are your objective(s) for the lesson that is to be observed?

2. What teaching methods do you plan to use? _____

3. What student outcomes do you expect from this class? _____

4. How will student learning be assessed? _____

5. What resources will be used during the lesson? _____

Is there any additional information about the students or the classroom which you would like

to share? _____

9.2. Observation Form

Name of Teacher: _____

Date of Observation: _____

1. How is the appearance of the teacher?	
2. Use of language: <ul style="list-style-type: none">• loud enough• too loud• is there fluency• is their variety in pitch• how is the articulation	
3. To what extent does the teacher:	
a. Draw on and integrate students' knowledge, skills and experiences into the lesson.	
b. Encourage and facilitate active participation of all students.	
c. Create and maintain a climate conducive to learning.	
d. Provide support, assistance and guidance to students.	
4. Describe the classroom management.	

5. How is the atmosphere in the classroom?	
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For the following sections a check will be placed in the box which best exemplifies the given statement. The choices are US (Unsatisfactory); NI (Need for Urgent Improvement); S (Satisfactory); G (Good); E (Excellent & Outstanding)

	US	NI	S	G	E
TEACHING PROCEDURES					
1. Selecting objectives for specific lessons.					
2. Selecting content and material appropriate to identified objectives and goals.					
3. Preparing detailed written lesson plans, with objectives.					
4. Organizing and developing lessons in a logical sequence.					
5. Using effective introductions to lessons.					
6. Using a variety of methods to motivate students.					
7. Carrying out instruction that is consistent with identified objectives.					
8. Choosing a variety of instructional methods for lessons.					
9. Making learning tasks clear to students.					
10. Breaking tasks into small steps from simple to complex.					
11. Using effective questioning techniques to stimulate thinking.					
12. Promoting critical thinking.					
13. Developing concepts and generalizations clearly.					
14. Maintaining a desirable pace in teaching.					
15. Involving students in meaningful, worthwhile, and challenging activities.					
17. Planning activities that require active student participation.					
18. Providing for individual differences among students.					
19. Providing feedback to students during learning.					
20. Carrying out pre-assessment strategies to determine student readiness for specific learning activities.					
21. Evaluating student progress in terms of stated objectives to verify the outcome of instruction.					
22. Demonstrating enthusiasm for teaching.					
CLASSROOM MANAGEMENT					
23. Making classroom rules, procedures and expectations clear and explicit to students.					
24. Reinforcing appropriate student behavior.					
25. Using appropriate techniques to deal with unacceptable behavior.					
26. Enforcing rules consistently and fairly.					
27. Acting as an effective model by communicating appropriate standards for student behavior.					
28. Maintaining neatness and cleanliness in the classroom.					

TEACHER-PUPIL RELATIONS					
29. Encouraging students to be accepting of one another.					
30. Encouraging cooperative interpersonal relationships.					
31. Communicating to students that feelings are understood.					
32. Demonstrating respect for and acceptance of all students.					
33. Promoting independence in students.					
34. Helping students accept themselves.					
35. Listening with concern to students' articulated problems.					

9.3. Post-Observation Form

Name of Teacher: _____ Date of Meeting: _____

Subject(s): _____ Number of Students in Class: _____

Date of Observation: _____ Class/Time: _____

1. In light of your instructional objectives, how do you think the lesson went?

2. Did the students learn what you wanted them to? _____

How do you know? _____

3. Were the choices of teaching methods or strategies effective? _____

How do you know? _____

4. Were the materials you used helpful? _____

How do you know? _____

5. If you could teach this lesson over again to the same class:

a. What would you do the same? _____

b. What would you do differently? _____
