

# *Saba Comprehensive School*



## **Information Booklet**

For Students and Parents

2008-2009

St. John's  
Saba, Netherlands Antilles  
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## **2.0. HISTORY, MISSION, PHILOSOPHY, AND GOALS**

### **2.1. History**

The Saba Comprehensive School, located in the village of St. John's, is an English Language Secondary School catering to both the requirements of the Dutch Antillean Educational System and the Caribbean Secondary Educational Certificate (CSEC) programmes 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 programme 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 CCSLC/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 (TVET), personal/social counselling that will facilitate positive student development.
7. To strengthen academic and Technical/Vocational (TVET) 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. SCHOOL BOARD/OFFICE POSITIONS/TEACHING FACULTY/SUPPORTING STAFF**

#### **3.1. School Board Members:**

Mr. H. Roy Smith	President, Saba Educational Foundation
Mr. Dean Johnson	Treasurer, Saba Educational Foundation
Ms Carolyn Johnson	Member
Ms Julietta Woods	Member-

#### **3.2. Office Positions:**

Ms Elka Charles	Principal
Ms. Constance Clement	Vice- Principal
Ms. Charlena Hassell	Administrative Clerk
Mr. D. Jeff Johnson	Finance Officer
Dr. Samuel Belmar	Organizational Developer

#### **3.3. Teaching Faculty:**

#### **Subjects taught:**

Ms. Adiola Amsterdam	Bio/ Human & Social Biology/ Physics/Int.Sci
Mr. Hollis Ayres.	Technical Sciences (Bench Work, Machine Work, Building Construction, Technical Drawing)
Ms. Monique Beek	Dutch
Mr. Derrick Goffe	Man & Nature/ Chem/ Math
Ms Madelyn Johnson	Man & Society
Mr. Mark John	Man & Society/History
Ms. Constance Clement	English
Ms Doreen Edwards	English
Mrs. Rein Phang	Mathematics
Mr. Genghis Kahn	Visual Arts
Ms. Petromella Layne	Prin. of Business/Prin. of Accounts/Economics
Ms Nadine Granger	Dutch
Mr. Kwabena Wright	Physical Education
Ms. Carmen Peters	Geography/Social Studies/History
Mrs. Simone Saul	Care/Home Economics/Food Preparation
Mr. Delroy Sinclair	Information Technology
Mrs. Kathy Wright	Mediation/Guidance Counsellor
Ms Inez Titre	Mediation Centre/Remedial
Ms. Tracy Zagers-Johnson	Spanish

### 3.4. Supporting Staff

Mr. Frank Granger	Maintenance
Mrs. Adrienne Lavia	Domestic worker
Ms. Mary Louise Hassell	Domestic worker
Mr. Curtis Levestone	Security/ Maintenance

## 4.0. ADMISSION, REGISTRATION AND SCHOOL FEE

### 4.1. Admissions Policy

Decisions on admissions will be made based on the rules and regulations found in PUBLICATIEBLAD 1995 No 106, Articles 2-5.

#### 4.1.1. Admissions Committee

An Admissions Committee will consist of the following individuals:

- The Director of the Saba Comprehensive School
- At least two teachers of the Saba Comprehensive School
- Guidance Counsellor of the Saba Comprehensive School
- Principal of the Sacred Heart Primary School
- 6<sup>th</sup> Grade teacher(s)

During the Admissions Committee meeting the following persons can also be present for advice and consultation:

Representative of S.K.O.SABA (School Board of the Sacred Heart Primary School)

Head of the Insular Department of Education, Saba

Inspector of Secondary Education

Inspector of Primary Education

### 4.2. Registration

For a student to be registered at the Saba Comprehensive School the following must be performed:

- Registration Form filled out properly
- Copy of Vaccination Record
- Copy of Passport
- One Passport Picture
- Payment of School Fee

### 4.3. Parental Contribution

- The Parental Contribution Fee is NAFLS 320 guilders per student per year.
- **Parents/Guardians will be held accountable for any damage or misuse of school supplies, materials, or any other items owned by the school. Payment will be sought to refund the school for damage caused.**

## 5.0. ORGANIZATION OF EDUCATION

### 5.1. Lesson Hours:

Monday, Tuesday, Thursday and Friday

1 <sup>st</sup>	7:15 – 8:00 a.m.
2 <sup>nd</sup>	8:00 – 8:45 a.m.
3 <sup>rd</sup>	8:45 – 9:30 a.m.
Break	9:30 – 10:00 a.m.
4 <sup>th</sup>	10:00 – 10:45 a.m.
5 <sup>th</sup>	10:45 – 11:30 a.m.
6 <sup>th</sup>	11:30 – 12:15 p.m.
Break	12:15 – 12:30 p.m.
7 <sup>th</sup>	12:30 – 1:15 p.m.
8 <sup>th</sup>	1:15 – 2:00 p.m.
Break	12:15 – 12:30 p.m.

Wednesday

1 <sup>st</sup>	7:15 – 8:00 a.m.
2 <sup>nd</sup>	8:00 – 8:45 a.m.
3 <sup>rd</sup>	8:45 – 9:30 a.m.
4 <sup>th</sup>	10:00 – 10:45 a.m.
Break	10:45 – 11:15 a.m.
5 <sup>th</sup>	11:15 – 11:45 a.m.
6 <sup>th</sup>	11:45 – 12:15 p.m.
7 <sup>th</sup>	12:15 – 12:45 p.m.
8 <sup>th</sup>	12:45 – 1:15 p.m.

### 5.2. PERIODS PER SUBJECT FOR 2008-2009

SUBJECT	BAVO 1 A&B	BAVO 2 A&B	ACAD 3 A&B	ACAD 4	ACAD 5	FORM 5	TECH 4	HOSPITALITY 4
English	5	5	5	5	5	5	5	5
English B			4					5
Dutch	5	5	5	5	5	5	5	5
Spanish	3	3	4	4	4	4	3	3
Mathematics	5	5	5	5	5	4	4	4
Physics					4		2	
Biology				4	4			
Chemistry				4	4		2	
Man & Nature	3	3						
Integrated Sc.			4	4		4		
Human & Social Biology					4			
History			4	4	4			
Geography							2	2
Man & Society	4	3						
Social Studies			4	4	4	4		
Guidance			2	2	2	2		
Mentoring	2	2						
Job Skills							2	2
Research Skills			2					
Library	1	1						3
Care	2	2						6
Food Prep.			4					2
Visual Arts	2	2	4	4	4		2	2
Prin. of Business			4	4	4			
Prin. of Accounts					4			
Economics		2						3
Information Tech.	2	2	2	4	5	4	2	2
Technical Science	2	2	4			4		
Tech. Drawing							2	
Bench Work							3	
Machine Work							3	
Physical Ed.	2	2	2	2	2	2	2	2
Total Hours	38	39	39	39	40	38	39	39

1 period = 45 minutes.

### **5.3. Educational Programme**

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.

With English as the primary language of instruction, the Saba Comprehensive School adopted the CSEC programme with Dutch being taught as a foreign language. The Saba Comprehensive School currently enrolls over 100 students from various racial, ethnic, and national origins. 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.

### **4. Goals**

11. 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.
12. To ensure that all students and staff function in a safe and cooperative learning environment.
13. 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.
14. To provide Basic Education for Year 1, Year 2 and Year 3 students which 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. This will be achieved through the The Technical and Vocational Education and Training (TVET) and Caribbean Certificate for Secondary Level Competency Certificate (CCSLC) Programmes.
15. 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.
16. To ensure that the Secondary Vocational Education programme is supported by academic, technical, personal/social counselling that will facilitate positive student development.
17. To strengthen academic and technical/vocational programmes by promoting competency-based, criterion-referenced assessment, enabling students to reach their highest level of proficiency.



18. To promote a sense of individual responsibility in students and foster a commitment to teamwork and pride in their accomplishments.
19. 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.
20. To encourage and facilitate increased parent/guardian, government and wider community involvement in the educational process and extra-curricular activities at the school level.

## **Educational Programme**

- o IGCSE International General Certificate of Secondary Education (Dutch only)  
This examination developed by the University of Cambridge is taken by 5th year students.

- **CXC/CSEC Stream**
- **This Programme will be two fold:**
  1. **The New Caribbean Certificate of Secondary Level Competence (CCSLC).**
  2. **CSEC Examination**

**The CCSLC programme will start in Form One and will be examinable when students have acquired the requisite skills at the end of Form two or Three. Opportunities for students in other forms will be done when the faculty recognizes the need for it.**

**The Core Subjects at CCSLC are: English, Mathematics, Social Studies, Integrated Science, Spanish.**

The programme for the award of the Certificate of Secondary Level Competence allows for candidates to take subject areas that are developed, examined and certified locally.

The management and assessment of these programmes will be done locally; however, CXC reserves the right to request samples of standards, tasks, scoring rubrics and students' work for quality assurance purposes.

Many of the areas under this component may require a non-classroom element conducted by a 'mentor', and involve a flexible approach to teaching and learning.

### **Information required for CXC Records**

In order for these subjects to be eligible or use towards the CCSLC, a candidate must achieve at least competence/a pass and attend 75% of all classes in the subject. At the time of application for the award of the CCSLC, the school/centre must inform CXC of the subject area(s) that each student has satisfactorily completed and their levels of achievement

2. This will be the main focus of the curriculum from Form 3 to 5. Students leaving Form 3 will either proceed, following testing, to the CXC/CSEC Stream or continue various levels of the TVET 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 Technical, Vocational Educational Training (TVET)**

This is a programme geared towards the preparation of students for the workplace. Certification is at various levels and allows students the opportunity to be acceptable at common standards within and outside of the Caribbean.

**The Technical, Vocational Educational Training (TVET)** is generally a two-year programme, but may be extended to three years. At the end of two years (Years 3 & 4), students may:

- 1) proceed to the labour force;
- 2) Higher levels of the programme.

There is also the possibility for a TVET student to switch to the CXC/CSEC programme after one year to pursue selected subjects at CSEC technical proficiency level. This will be determined by the student's aptitude and performance, and in consultation with the teachers of the respective subjects.

This will be the main focus of the curriculum from Form 3 to 5. The following will also be used in determining students' readiness:

- 1) Test results at end of Year 2 of BAVO;
- 2) BAVO progress reports; and
- 3) Discussion of students' potential by Teachers, Counsellor, and Organizational Developer and Principal.

**Remedial Education**

A Remedial Teacher is assigned the duties of assisting students of various disciplines. Particular emphasis is placed on the lower forms (1 to 3).

**School Counselling and Mediation**

A resident School Guidance Counsellor, part time Psychologist and Remedial personnel attached to the Mediation Centre provide counselling, mediation and remedial work for students.

The Mediation Centre is used as part of the intervention strategy in resolving conflicts at various levels.

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 programme that will be accommodated in a core curriculum.
- 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 labour market.
- To reorientate 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		

Criteria for the inclusion of these subjects to be included in the transcript are listed below.

### **1. Management and Quality Assurance**

All documents detailing the subject area, its standards, tasks, scoring details and the operational arrangements for the delivery of the subject area must be submitted.

The management and assessment of these programmes will be done locally; however, CXC reserves the right to request samples of standards, tasks, scoring rubrics and students' work for quality assurance purposes.

### **2. Expected outcomes**

The expected outcomes of each student should be stated explicitly.

### **3. Requirements**

Assessment of a subject is based on a product that may be a piece of written work, or drawings, models with explanatory text, or photographs with labels, or audio or video recordings with transcripts or other artifacts. The product should combine two or more of the modes of presentation identified above. In addition to the time spent acquiring the desired key skills, attitudes and

behaviors related to each elective, the entire assessment component should require a minimum of 36 hours.

The product is based on tasks undertaken by the students under the guidance of a teacher or a 'mentor' recognized by the school.

Students may submit 'hand-made' products (that is, handwritten text, hand-drawn sketches and illustrations or hand-made models) or may use technology to produce, illustrate or enhance their submissions. Submissions should, however, exclude samples of dangerous and illegal materials and should conform to accepted good practice for handling potentially harmful substances.

#### **4. Management**

The student should spend at least 36 hours during a school year engaged in activity associated with the assessment.

The allocation of 36 hours provides time for

- (a) teachers to explain to students the nature and scope of the tasks required to be undertaken by each student;
- (b) discussions between teachers (or mentor) and students on various aspects of the subject area and tasks; and
- (c) students to undertake related tasks including making notes or diary accounts, collecting and evaluation of data, and constructing artifacts.

Time spent in class may be used for oral or visual or psychomotor presentations by individual students on certain aspects of their assignments.

#### **5. Length of written tasks**

In cases where the product is primarily a piece of written work, it should be presented in about 1500 words of text, excluding diagrams, graphs, photographs and newspaper or magazine clippings. The demand of the tasks identified and the quality of the analysis and presentation are more critical than the number of words written.

#### **6. Guidance**

Students should be aware that work they present for assessment of the subject area should be their own. Any material, for example, tables, photographs and diagrams reproduced from other sources and material and information downloaded from the Internet must be properly acknowledged.

Students are expected to consult their teachers, their mentors, their parents and their peers and any other accessible resource persons or critics as they work on the tasks.

Students should be encouraged to clearly state the source of any information or opinions or ideas, and to agree or disagree with these.

#### **7. Assessment**

The assessment strategies used for this component should

- (a) enable each student to continually assess the quality of his/her own work, and to reflect on what he/she is learning and how he/she is learning;
- (b) enable each student to gain new insights as contained in the objectives of the given component;
- (c) be criterion-referenced in that each student is aware of the assessment criteria to be used for the component;

- (d) be formative in that the process of assessment should provide timely feedback which the student uses to modify, extend and enhance the written, visual or psychomotor tasks;
- (e) enable each student to use any learning method within his/her comfort zone and be confident in its potential to develop excellence;
- (f) take into account the student's motivational orientations, psychological needs, and present educational skills.

Note:

Many of the areas under this component may require a non-classroom element conducted by a 'mentor', and involve a flexible approach to teaching and learning. Some significant features of this approach are:

- (i) Strong support for student activities should be available
- (ii) More resources are needed for non-classroom elements
- (iii) Students are expected to work outside their usual comfort zone (of being under their own teacher control)
- (iv) A variety of teaching and learning and assessment methods is appropriate and should be encouraged.

#### **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 about 1 ½ to 2 hours of homework and assignments each day. As the student progresses the amount of study time will increase. Students will also be required 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 such as 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

90 - 100	EXCELLENT
80 - 89	VERY GOOD
70 - 79	GOOD
60 - 69	VERY SATISFACTORY
50 - 59	SATISFACTORY
40 - 49	UNSATISFACTORY
30 - 39	WEAK
<30	VERY WEAK

The academic school year is divided into three (3) terms. 1. An End of Term Examination will be given in the first term (Work for the term will be assessed)  
2. A Mid Term Report will be given in the first term.  
3. A Mark/Grade for Continuous Assessments will be given in the Second term  
4. 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:  
Final Grades will be rated on both Continuous and Formative Assessments.

#### Final grade

Exception: Form 5. These students will have two Term Grades, a Final Exam, and CXC exams.

### 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

The Examination Committee will advise on student promotion. The following will be used as a guide but not limited to, in making promotion decisions:

#### General promotion requirements:

1. A student cannot be absent more than 10 days of school, and of which all 10 days must have a valid excuse by the parent/guardian and/or doctor.
2. A student's aptitude and attitude to work..
3. The student's grades in individual subjects..

#### 4. The students' average overall grade..

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

## 7.0. IMPORTANT DATES

### 7.1. Vacation Schedule 2008/2009

Preschool Vacation	1 Aug. – 15 Aug. 2008	11 days
First school day 18-08-08		
Mid-term	06 Oct. – 10 Oct. 2008	5 days
Saba Day	05 December 2008	1 day
Christmas	22 Dec. – 02 Jan. 2009	10 days
Easter Break	09 April. – 17. 2009	8 days
Queen's B-day	30 April 2009 – May 01, 2009	2 days
Ascension day	02 May 2009	2 days
Summer Vacation	01 July – 31 July 2009	23 days

The first school day of academic year 2008 - 2009 will be **August 18, 2008**.

### 7.2. Report Card Schedule

Report Card 1	Tuesday, December 16, 2008
Report Card 2	Thursday, April 02, 2009
Report Card 3	Thursday, June 25, 2009

## 8.0. RULES AND REGULATIONS FOR STUDENTS

### General Conduct:

Because the purpose of our school is enabling each one to be the best he or she can be, mutual respect is a foundational value, followed by responsibility, non-interference ...

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 Principal
5. **The Management of Saba Comprehensive School reserves the right to carry out random drug testing on students. Tests will be done in conformity with the law and**

parents/guardians will be duly informed if/when such action is taken by School Authorities..

**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. Disciplinary Team, Mediation Centre involvement
2. Fighting in school will result in the suspension of **ALL** participants.
3. Possession and/or use of weapons, tobacco, alcohol, or drugs at school will result in immediate suspension. A police report will be made. 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 10 excused absences in order for promotion. (Total number of school days is 200). Parents will be informed prior to this as continuous absences will be referred to them
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. If the illness causes absence on the 2<sup>nd</sup> consecutive day, the student must also bring a letter from the doctor.
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. Parents will be contacted and after school detention will be considered. Parents must arrange to collect children following detention. If persistent students will be kept on after-school detention.
7. Students are not counted as late/tardy if the school bus has mechanical problems.
8. If the whole class is going to be late, the teacher will accompany them to their next class.

**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. Neither tight pants nor baggy/hanging pants will be tolerated.
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
  - No nose-rings, tongue rings or eye-rings
6. Male Students:



- Male students' hair should be neatly groomed.
- Face should be neatly shaved.
- No fringe of beard.
- 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.
- MP3 players and headphones.
- Excessive jewelry.
- Clothing containing political slogans.