



**School Handbook**  
**Academic School Year**  
**2013 - 2014**

## Welcome

Welcome to the Saba Comprehensive School, the only secondary school on the public entity of Saba, Dutch Caribbean. This school year we start with a number of new developments. First of all we would like to welcome the new teachers Noah Deszca (form 1 teacher), Jill Yearwood (Care coordinator), Marlon Sitladin (General Construction teacher) and Terry Cunningham (Business teacher). We hope to find a Visual Arts teacher soon.

The school also developed a number of new policies, rules and regulations and information to parents and students. All of this was discussed with the staff members and compiled in a so called "Growth Document" which is available at the administration for you to look into.

You will find many items from this "Growth Document" in this new handbook for parents.

This school year we have increased the learning directions for students. The following levels are being offered at the SCS: PrO, Vocational MBO 1 and MBO 2 and Academic with English as language of instruction.

Our school therefore has a unique and individual character unlike other schools in the Netherlands. The 99 students on roll, coming from various countries allows the school, while keeping its' unique local Saban identity to grow to a more international setting. Together with local and international staff and students, the school gets an increased global dimension and multi-cultural diversity, which we value highly and consider it a privilege to be able to work within such a community.

We hope that this handbook will give you a deeper understanding of how the school works, so that you are able to work with us to provide a happy and safe environment in which all our students can learn together.

Whether you are new to the school or more familiar with the way the school operates, remember our door is always open. We recognise that parents and teachers need to work together to ensure all our students have a very happy and successful time here at the Saba Comprehensive School

Hemmie van Xanten  
Director

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# 1. Our School

## 1.1 Name

The Saba Comprehensive School, located in the village of St. Johns, is an English language secondary school. 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 offers three educational directions, (PrO, Vocational MBO 1 and MBO 2, and Academic). Later in chapter 3 you will find more specific information on these educational directions.

At the beginning of the school year, the school has 99 students enrolled, from various racial, ethnic, and national origins.

## 1.2 School address

SABA COMPREHENSIVE SCHOOL  
St. JOHNS  
SABA  
DUTCH CARIBBEAN

## 1.3 Our Contact Numbers are:

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Assistant Director Constance Clement  
Academic Dept. Leader Phone: 00599-4163270

Vocational Dept. Leader Tracy Zagers-Johnson  
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Lower Forms Dept. Leader Nadine Granger  
Phone: 00599-4163270

Director Secretary Sharon Oleana  
Phone: 00599-4163270

School Secretary	Charlena Hassell Phone: 00599-4163270
Concierge	Randall Thielman Phone: 00599-4163270
SCS website	<a href="http://www.learningsaba.com">www.learningsaba.com</a>

### **1.3 Director:**

Mr. Hemmie van Xanten is the director as of August 1<sup>st</sup>, 2012. Before his current appointment, he was 4 years head of the educational department on Saba, principal in Malaysia and Brunei Darussalam and the Sacred Heart School Saba. He has a range of teaching experiences in The Netherlands, Kenya and Uganda

### **Assistant Director and Academic coordinator:**

Ms Constance Patricia Clement joined the Saba Comprehensive School staff on 1<sup>st</sup> August 2003. As Vice Principal, Ms Clement is a member of the School's Management Team; a position she has held for over six years. Ms Clement enjoys almost thirty (30) years experience in the field of education, both at the Elementary and Secondary School levels respectively. In addition to Saba comprehensive, Ms Clement has taught in St. Lucia, and Guyana, her homeland. In both of these countries she has held the position of Head of the English Department. As Head of the Academic Department, Ms Clement usurps the responsibility of monitoring the progress of all students in the mid and upper Academic Forms (3, 4 and 5) of the school. Ms Clement affirms that the twenty first (21<sup>st</sup>) Century Teacher is imbued with both the challenge and responsibility to promote self-directed learning, where students are taught life-long learning skills, that will prepare them, not only for the world of work, but will also provide them with the necessary adeptness to augment positive social change in society.

### **Vocational Coordinator:**

Mrs. Tracy Zagers-Johnson joined the Saba Comprehensive School staff in 2002 as the Spanish teacher. She completed a study abroad program in Cuernavaca, México and completed her Bachelor's Degree in Spanish Education (K-12) and Latin American Studies at Flagler College in St. Augustine, Florida. Teaching at Saba Comprehensive School has been a challenging, yet very rewarding and fulfilling experience for her and she feels honored

that she can play a small role in the success of Saba's future. Mrs. Zagers believes that every child, if they study, review, practice and put the necessary effort into the course, can learn and do well in Spanish class. Thus, she has very high expectations of her students and herself as a professional educator. She believes in being a firm but fair teacher. She feels very passionate about her subject area and enjoys teaching and working with her students. She hopes to see them all become successful members of society, pursue tertiary education and become professionals in their field of study in the future. Her class motto is that there is no shame when you try and fail; there is only shame when you fail to try. The word "can't" does not exist in her class.

In addition to teaching Spanish at SCS for the past ten years, she has also had the fortunate opportunity to work with her students outside of school. Namely, in 2004, she coordinated the Ms. Carnival Queen Pageant and the SCS Flag Competition and in the years 2003 and 2004 she served as Leo Advisor for The Saba Unspoiled Queen Leo's Club. Besides this, she was a member of the Saba Lion's Club for four years from 2003-2007 and was also Red Cross CPR and First Aid certified.

At school she has served on the SCS World Teacher's Day Committee, Social Committee, PTA, Prom and Graduation Committee and as Homeroom teacher. She was also advisor for the School Magazine in 2007 and has been member of the SCS Yellow House from 2007 to 2010. In the summer of 2005 she had the fortunate opportunity to teach Medical Spanish at the SUSOM and some of her SCS students, who were interested in pursuing a career in medicine, also attended this course. Moreover, in 2004, along with another colleague, she had the fortunate opportunity to attend a UN conference in Monterrey, México on Youth at Risk in Latin America and the Caribbean. Five years ago Mrs. Zagers joined the SCS Management Team and a year ago she became the SCS Vocational Department Leader. Mrs. Zagers enjoys working in this field as well and feels very passionate about Vocational Education on Saba because she believes that many of our students are very skilled and talented in this area, but for many years they were not given the opportunity to pursue this field of study.

On a personal level, on December 17, 2005 she married her husband Bruce Zagers on Saba, and on March 9, 2009 their daughter Kristin Victoria Cecilia Zagers was born. Although officially she is Mrs. Zagers or Señora Zagers, as many students affectionately call her, she still remains Ms. Johnson to many of her former students.

**Lower stream coordinator:**

Ms. Nadine Granger teaches Dutch at SCS. Furthermore she is Department Leader Lower Forms and Coordinator of the evaluation and admittance of sixth graders to the Saba Comprehensive School.

After completing her studies in The Netherlands she moved to Aruba to teach Dutch in secondary education at Colegio Arubano, a havo and vwo school, for 28 years. She also gave English courses to adults in various industries.

In August 2008 she returned to Saba, her place of birth, to teach Dutch at the Saba Comprehensive School. Since 2012 she has also become part of the Management Team.

She is highly honoured, grateful and delighted to be in a position to contribute to the improvement of Education on Saba, which eventually will benefit the entire Saba community.

## **2. Character of the School**

### **2.1 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.

### **2.2 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 Saba 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.

### **2.3 Aims and Standards**

The Saba Comprehensive School aims to provide a high standard of education in ways, which closely matches each student's own aptitudes and abilities.

We expect that:

- All our students are given equal opportunities and treated as individuals.
- All our students will learn to appreciate and respect the diversity of cultures and languages within the school and the international world.
- All our students are given access to a broad and balanced curriculum that will build on what a student already knows, understands, and can do.
- All our students are given learning experiences that are structured to challenge them to achieve their maximum potential academically and socially.
- All our students have opportunities to develop a high self esteem and build self-confidence.
- All our students are encouraged to develop positive attitudes towards learning by the teaching staff.
- All our students' work is valued and achievements are of a good standard, in relation to each student's age and ability.

### **2.4 Priorities**

In March 2011, during the Conference on Education in Bonaire the *Education Agenda for the Caribbean Netherlands* was signed by the School Board and the Minister of Education, Culture and Science (OCW). The objective of this Education Agenda is that the quality of education will be at "an acceptable level by Dutch and Caribbean standards" in 2016.

Five priorities were named in the Education Agenda, which were subsequently further elaborated on. The priorities are:

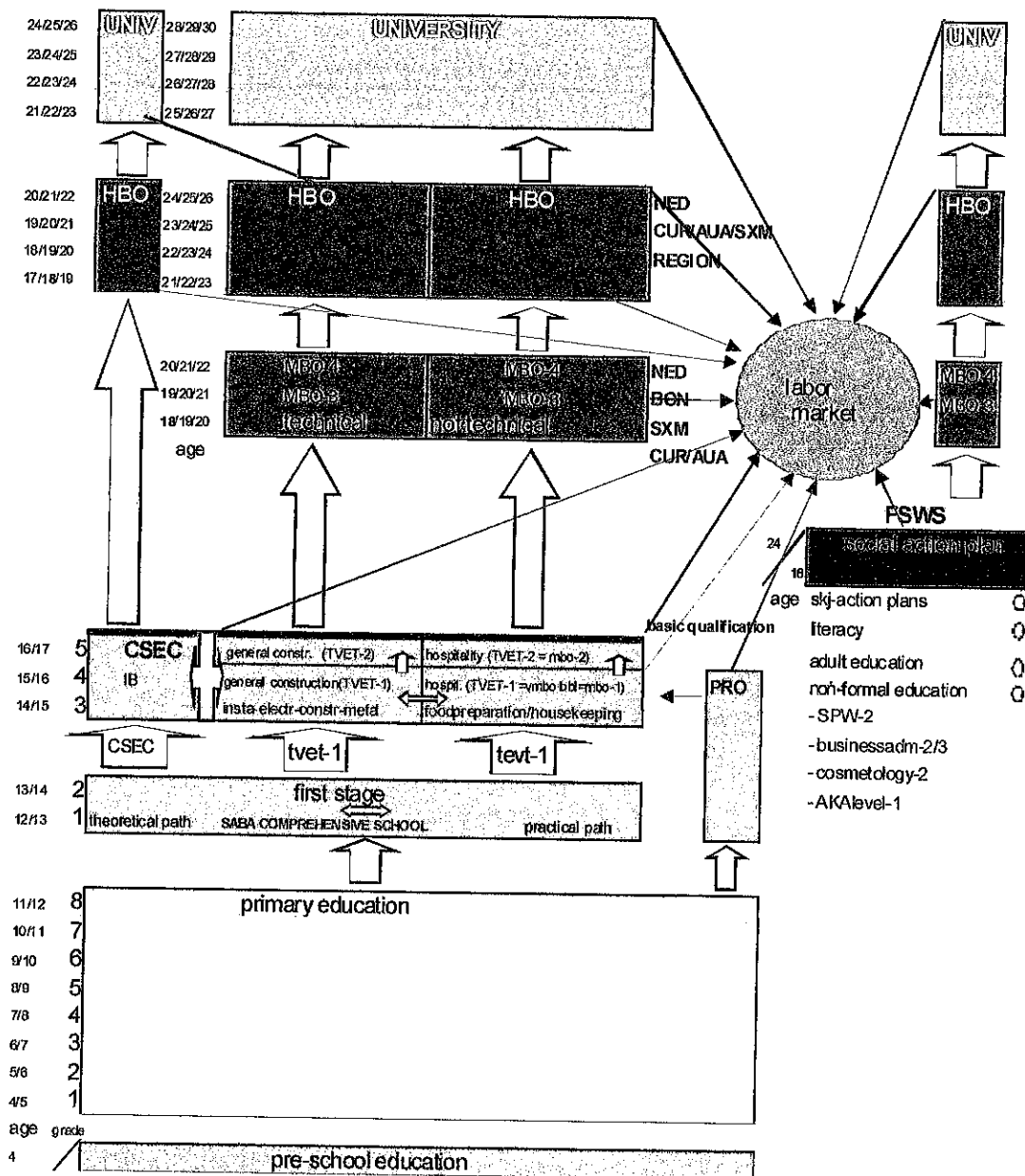
- *Increasing quality*
- *Enhancing the quality of teachers, school management and school boards*
- *Custom education care*
- *Attractive vocational education*
- *Preconditions in place*

It was agreed upon that each school will prepare its own Education Development Plan, as a private Education agenda to reach the goals set. This Saba Comprehensive School 2011-2016 School Development Plan describes the situation at the start and the matters to be developed based on the priorities set in the Education Agenda. If you are interested in reading the Saba Comprehensive School Development Plan, please come to the administration of a copy.

### 3. The Educational Organisation

#### 3.1 The Educational Organisation on Saba

The education structure in Saba, including types of education, scope of courses in vocational education and the transfer opportunities within the Kingdom and in the region is depicted in the diagram below. The region is defined here as the Caribbean and the United States. Depending on the local needs on the local labor market the courses on offer may be adjusted. The legal basis for this diagram is the BES education legislation.



### **3.2 The Educational Organisation of the School**

The Saba Comprehensive School has three educational directions which will facilitate the development of each student by creating diversified learning opportunities for experiencing social, physical, aesthetic and intellectual growth.

**The lower form years (37 students)**

**Vocational years (21 students)**

**Academic Years (31 students)**

**PRO years (10 students)**

#### **Teaching Staff**

Mrs. Adiola Amsterdam	Biology, Chemistry, Mathematics
Ms. Constance Clement	English
Mr. Derrick Goffe	Physics, Mathematics, Chemistry
Mr. Delroy Sinclair	Information Technology
Mr. Derek Spence	Physical Education
Mr. Marc Dodds	History, Geography, Man & Society
Mrs. Rhiannon Jorna	English
Mr. Laura Naish	Mathematics
Ms. Terry Cunningham	Business
Ms. Elsbeth Venhoeven	Dutch
Ms. Nadine Granger	Dutch
Mrs. Tracy Johnson	Spanish
	Visual arts

#### **Vocational teaching staff:**

Mr. Frederick Charue	General Construction
Mr. Marlon Sittladin	General Construction
Ms. Simone Saul	Housekeeping/Care/Food preparation
Ms. Kamela Johnson	Housekeeping/Care/Food preparation

#### **PRO teaching staff:**

Ms. Madelyn Johnson

#### **Additional Teaching Staff:**

Ms. Jill Yearwood                      Counselor/Care coordinator

### **3.3 Promotion Policy**

#### **Entry to Form 1:**

- Students should pass an entrance exam to be able to enter Form 1.
- There should also be a language policy in place for students whose first language is not English who wish to enter SCS. E.g. 1 year intensive English prior to entrance to SCS.

#### **Entry to PrO:**

- Teacher recommendation
- Student must score in the range of 55-80 on the K-TEA test

#### **In Forms 1 and 2, students take 14 subjects:**

1. English Language
2. English Literature
3. Library
4. Dutch
5. Spanish
6. Math
7. Man and Nature (Science)
8. Man and Society (Social Studies)
9. Information Technology
10. Technical Science
11. Care and Food Preparation
12. Visual Arts
13. Physical Education
14. Guidance
15. Introduction to Business (Form 2)

#### **Conditions for promotion from Form 1 to Form 2:**

- In cases where a student performs insufficiently (below 60%) in 2 or more of the Core subjects (English, Math, Dutch), this student will have to repeat.
- Student must have an overall average of 60%
- Student must have an attendance record of 95%
- Teacher recommendation

\*For all students: In special circumstances, such as sickness or a death in the family, the student may be allowed a re-examination or an extra assignment.

#### **Conditions for promotion from Form 2 to Form 3 Academic:**

- Sufficient (60%) in Core Subjects (English, Math, Dutch)
- Sufficient (60%) in Core Package Subjects i.e. Science or Social Economic package
- Student must have an overall average of 60%
- Student must have an attendance record of 95%
- Recommendation for Academic stream from teachers

- Student interests must be taken into consideration

\*Students, who are promoted to the Academic stream on probation, will be evaluated after Term 1 and may have to switch packages.

**Conditions for promotion from Form 2 to Form 3 Vocational:**

- No more than 4 insufficient grades (below 60%)
- Student must have an overall average of 60%
- Student must have an attendance record of 95%
- Recommendation for Vocational stream from teachers
- Student interests must be taken into consideration

\*For promotion, a summer program may be recommended for students who performed insufficiently. Successful completion of the summer program may result in promotion.

**Conditions for promotion from Form 3 Academic to Form 4 Academic and from Form 4 Academic to Form 5 Academic:**

- No more than 2 insufficient grades of a 50%, with only 1 being a Core subject and 1 being a package subject
- Student must have an overall average of 70%
- Student must have an attendance record of 95%
- Teacher recommendation

**Conditions for promotion from Form 3 Vocational to Form 4 Vocational and from Form 4 Vocational to Form 5 Vocational:**

- No more than 2 insufficient grades of a 50%
- Student must score at least 60% in package subjects i.e. General Construction or Food Preparation and Housekeeping
- Student must have an overall average of 60%
- Student must have an attendance record of 95%
- Teacher recommendation

**Conditions for promotion from PrO to Form 3 Vocational:**

- Students must perform sufficiently and achieve the acquired level necessary for entrance to Form 3 Vocational (see above)
- Teacher recommendation

**Graduation requirements:**

- For the Academic stream, students must achieve 6 CXC CSEC passes of a Grade I, II or III or 5 CXC CSEC passes of a Grade I, II or III and Cambridge Dutch Extended Level with a Grade C.
- Students must also score at least a 60% on all school exams.
- For the Vocational stream, students must successfully pass the MBO Level 2 exam with at least a 60%.

## 4. Care

### 4.1 Internal care in the SCS

First priority of first-line care in the SCS is prevention. Internal care is always related to education; help is given to optimize the primary process of the student or group. Care aims for three aspects: cognitive, pedagogical-didactical and social-emotional.

Students in need of more support than the basic care in the lessons, can receive additional care outside of the classroom. This care aims for the same domains: cognitive, pedagogical-didactical and social-emotional. The Small Care Team (SCT) per department assesses the specific care need. The SCT looks for the best match between care needed and care offered.

- Remedial teaching can be offered to students with learning deficiencies, diagnosed and discussed by the CART.
- Counseling is offered to students with social-emotional problems.
- The care need of individual students is determined based on (transition) data and identification by subject teachers and parents.
- Before the beginning of the schoolyear, transition data are reviewed by the new mentor and department leader in order to set up a group plan and individual care need of the students.
- Internal care is executed as much as possible by the subject teacher in the lessons. Group plans and IEPs are made available to the teacher as soon as possible.
- Care is action-oriented and aims for result, meaning that measurable goals are evaluated regularly.
- When internal care options are exhausted, the external care comes in view. This is directed by the CART-sessions. The CART deals with integral care for problems that can't be solved by school alone but for which cooperation with external care providers is needed.

The Department Leader (DL) is responsible and therefore takes the decisions. The DL guards the principles of the internal care. Within the department regular conferences take place pertaining to the guidance of students between the DL, the mentor and the care coordinator (CC or IGO). This is called the small care team. The DL is the president of the SCT. The care coordinator coordinates the meetings and submits, with the mentor, the appropriate data.

The DL directs the IGO and the mentor, and should be well aware of the situation of the students. The DL evaluates the progress of previous agreements prior to reportcard meetings with mentor and care coordinator. The DL, if necessary, follows up on agreements.

The CC participates in the CART-meetings.

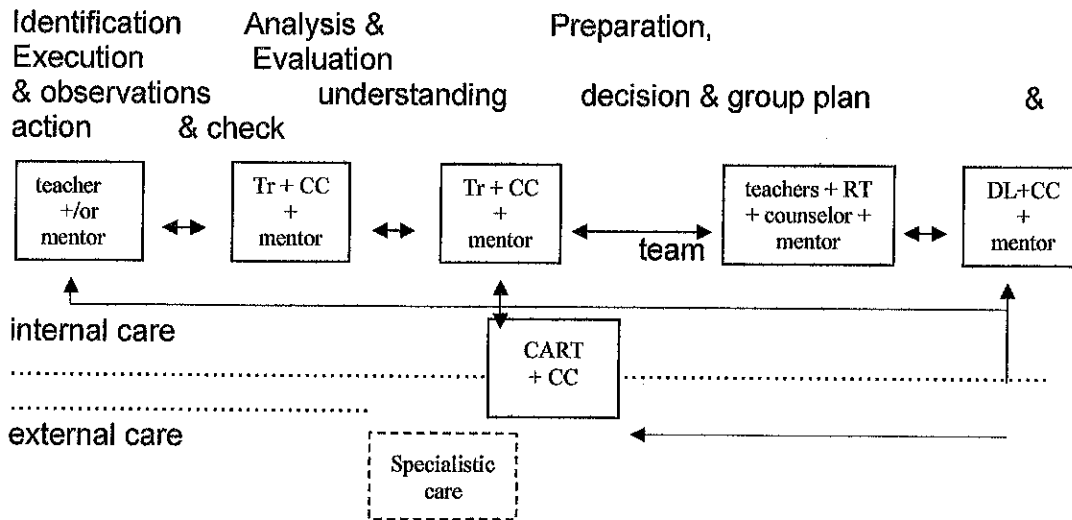
The mentor plays a pivotal role in the internal education care. The mentor monitors the developments systematically (in the SVL<sup>1</sup> of *Schoolfit*<sup>2</sup>) and contacts the DL timely in case of problems. The mentor together with the care coordinator is responsible for making the action plans. He guides the subject teachers with regards to classroom care and evaluates, with the DL and the CC, the action plans. The mentor has contact with the parents.

The CC attends and coordinates the SCT-meetings, submits the appropriate data with the mentor, supports the mentor in making group plans and IEPs, gives advice to the subject teachers and contributes to the evaluation of the action plans. The CC presents data of the students to the CART, maintains contact with external care and guards the process with the external line.

The CC, together with the mentor, maintains contact with the parents. The CC can actively offer help to students.

The school will reform the current remedial teaching lessons. Subject teachers will be expected to offer more basic care in the classroom. This concerns students with learning problems. Mentors will be assisted by the care coordinator and the EC2 in setting up a group plan for 3 levels in their mentor group (differentiation). This information is shared with the team.

Internal care at the SCS is depicted as follows:





## **4.2 Recording and Assessment**

At the beginning of the school year or at least at the beginning of a period, the student should be informed how the examination of knowledge and skills will take place and how the result will count in the determination of the period and final grade.

With respect to the tests / exams a number of agreements apply:

- A test shall cover a large portion of the curriculum, there must be a reasonable relationship between the curriculum and the tests;
- The test must meet the established exit qualifications;
- A test is announced, in accordance with the schedule, at least 5 school days in advance;
- A student may only do two (2) tests on one school day (exception test weeks);
- The teacher corrects written tests and quizzes within 5 working days;
- A test is always discussed afterwards in class.
- A next test is not administered before the previous one has been discussed;
- In the event of illness of the teacher the test shall be moved to the next class that the teacher is present again and shall not be cancelled or will be administered by a substituting teacher
- No score is given for tests or assignments that were not taken or done;
- If a student fails the appointments made to take tests or take catch-up tests, the parents are immediately notified by the mentor;
- The lowest score for tests taken is 2;
- The student makes sure that he/she has the allowed aids to take the test with him/her. Lending aids to others during the taking of a test is not permitted;
- If a student is caught for fraud during the taking of a test, this is reported to the department leader. After considering the facts, the punishment is determined where by the exam regulation is leading in the upper forms;
- A student who falls ill on the day of a test, but before the test is taken, reports with a catch-up letter to the respective teacher within 5 business days after returning from illness. the catch-up letter must be picked up at the department leader;
- The subject teacher determines together with the student when the catch-up tests will take place in his/her classroom. In any case this shall take place before the end of the current period;
- The student must strictly follow the instructions of the invigilator;
- A week before the start of the test week no tests are administered anymore;
- Per period at least 2 test moments per subject are held. With a minimum of 6 test moments per school year;

**Re-examination**

When more than 40% of a class has scored insufficiently for a test, the teacher determines with the department leader if the tests will be repeated. The test score will then be the average of the two tests or the highest score of the two tests taken.

**Promotion rules**

The promotion rules are distributed during the first school week of each school year to all students.

**4.3 Recording Students' Progression and Parental Contact**

Daily, the work of the students is marked and discussed with the students to help them play an active role in their own learning. During each term observations of how the children learn, work and behave in school, are made. The school keeps a student file of all relevant documents such as test results, copies of reports, individual programmes, etc. Only the teacher, coordinator, director or parents of the student has access to this file.

The first Parent's Evening of the academic year is held in September, it will give you the opportunity to meet the teachers and to understand the Curriculum Outline for the year.

Parents receive a report card three times a year (December, April and June).

## **5. The Parents**

“Opening up” the school for the parents is of key importance to us, and by doing so we aim to establish effective co-operation between parents and teachers with the best interests of their students. This co-operation is expected to be based on mutual trust, understanding and respect. Parents of the students in our care are therefore always welcome to discuss anything that involves their student, or the education of their student. It is appreciated if you could make appointments with home room teachers either before or after school hours. We try to involve you, as parents with every aspect of the school and the activities around it.

### **5.1 The Parents Teachers Panel**

SCS has a Parent Teachers' Panel. The purpose of the PTP is to encourage and enhance communication between parents, teachers and the school management. It is similar to what might be called a PTA in other schools.

### **5.2 Parental Contact**

A formal Parents' Evening is held termly throughout the school year and details of appointments and open afternoons etc. are sent out to parents as appropriate.

Parents are able to make additional appointments to discuss their child's/ren's progress and any other issues concerning them or their child/ren whenever required.

### **5.3 Complaints**

Complaints, problems, questions etc. should, in principle, be addressed first to the person that is directly involved in the matter. For instance, if a parent has a complaint about a teacher they should speak to the teacher first. A parent cannot involve any other mediator unless the parent(s) has/have discussed the matter first with the teacher concerned. Most situations can be easily resolved in this way. If for any reason you are still unhappy the dilemma can then be taken to coordinator. If there is still a disagreement the matter is taken to the director and if necessary to the school board.

When parents have a complaint, there are several steps that should be taken in the following order:

Step 1.

The parents discuss their complaint directly with the teacher.

Step 2

If the parents and/or the teacher cannot find a satisfactory solution for the problem, the coordinator of the specific teacher will be involved.

Step 3

In case the matter cannot be agreed, the director will then get involved and will look into the complaint

The Educational Inspection in the Netherlands has a special unit of inspectors who can be contacted in specific cases like sexual intimidation, sexual misuse, psychological or physical violence, discrimination or radicalisation. To read more about this possibility and to report an incident to the inspection please visit the website <http://www.onderwijsinspectie.nl/onderwijs/Caribisch+Nederland>

#### **5.4 Communication**

The school has a new website which can be visited at [www.Learningsabe.com](http://www.Learningsabe.com)

This website will keep you up to date with the latest developments in and around school. It also allows you to read about your child's termly program.

Besides the website we would like to issue a school newsletter, mainly developed by students and parents with any information pertaining the school as a whole.

## 6. The Development of the Education in School

### 6.1 Activities Aimed to Improve Educational Standards in School

As agreed upon in the Education Agenda, the policy of the SCS is aimed at meeting the basic requirements for education quality as established by the Education Inspectorate. According to the agenda, the following aspects should be worked on in particular: learning outcomes, curriculum, classroom time, school climate, educational practice, care and guidance, and systematic quality assurance.

#### 6.1.1 Learning outcomes

As also mentioned by the inspectorate in the 'Notitie Basiskwaliteit' (Memorandum on Basic Quality Standards in the Dutch Caribbean), standards for the education levels to be expected at the end of the lower grades and examination results for the upper grades must still be developed. An important step was taken at the end of the 2010-2011 school year by dividing the students of the second year in *Academic* (Havo), *Vocational* (Vmbo-BBL) and PrO. The determination will be streamlined in the coming years and is based on information from elementary school, results and attitude in the lower grades and possible test results. It is expected that over time (as of 2016) the graduation percentages for the various courses of study will be over 90%.

#### 6.1.2 Curriculum

Education in the lower grades (first two years) should cover the attainment targets, as included in the "Besluit kerndoelen onderbouw VO BES" (Bes Decree on Attainment targets for the Lower Grades in Secondary Education). The attainment targets for English and Dutch should be switched in this case (draft "Decision Saba Comprehensive School"). It is being investigated whether the current program actually covers these attainment targets. To this end, these attainment targets need to be partially translated. If it turns out that certain attainment targets are not addressed in the current program, then the teacher will be requested to complete the program. This was started in 2011. Furthermore, also partly upon request of parents, the curriculum of the first quarter of the first two years has been described. This will be repeated each quarter and distributed to parents. The goal is to provide transparency about the curriculum and clarity for new teachers.

In de upper grades, the curriculum content should cover the exam programs. As for the programs for the subjects to be examined by CXC and Cambridge this is no problem. School exam programs (in accordance with draft "Decision SCS" additional modules Mathematics A and B and Biology, as well as school exams in Civics/Social Studies,

Cultural Education and PE) will be developed in the coming years; the first completion of these programs will take place in the 2013-2014 school year.

### **6.1.3 Classroom time**

On this matter the SCS need not take many steps. Because the students are brought to school by school bus and go home again in the afternoon the starting and ending times are set. It is customary not to schedule free periods. This means that all students have a schedule of 39 teaching periods and 45 minutes. Per school year this yields (on average 39 school weeks) a total scheduled classroom time of 1140 clock hours. The number of scheduled cancelled class days is limited, over a school year between 5 and 10 days, 30 to 60 clock hours. The scheduled classroom time is therefore sufficient.

Unscheduled cancellation of classes may very well occur. First of all, on Saba those are class cancellations due to weather conditions: when there is a hurricane threat the school must be closed, and also during frequent power outages classes cannot be taught. In addition, teachers may be absent. In the small school that the SCS is, this can hardly be handled by colleague subject teachers. If a teacher is scheduled to be absent than he/she prepares assignments. Cancelled classes from the first two grades are always substituted, in the higher grades this depends on the available substitutes. Due to the generously scheduled classroom time the incidentally cancelled lessons do not put the realized classroom time in the danger zone. A registration system to keep track of the classroom time must still be developed.

A policy on absenteeism must also still be formulated. What requires further attention is the effective use of the teaching period. Too often, the starting and ending times are very loosely applied, by both students and teachers. (Re-) establishing rules and enforcing these in a more consistent manner should bring about improvement.

### **6.1.4 School Climate**

The SCS is a small school, with small classes. This allows for strong social control, creating a safe school climate. However, this doesn't happen by itself: rules are necessary, not only on paper, but also in practice. In addition, it is good to regularly examine how the school climate is experienced by students, parents and staff.

Although there are some disciplinary problems in the school, it is mainly in the (present) lower forms that action is required in the area of peace and discipline. Possibly this has not been entirely and automatically taught in primary school, but also starting puberty plays an important role in this matter. In addition, the division of departments from the 3<sup>rd</sup> year causes students to adopt a more focused approach. In the next few years the focus on teaching and acquiring good habits must be put in particular in the 1<sup>st</sup> and 2<sup>nd</sup> forms.

Initiatives to improve the school climate that have already been initiated are:

- Setting up a student council with class representatives
- Making a job description for mentors
- Setting up a student charter
- Re-formulation of school rules, for both students and staff.

These initiatives will be further developed and realized in the course of the 2011 -2012 school year. Also the first school satisfaction survey is scheduled for the second half of this school year. In subsequent school years matters such as incident registration, bullying protocol and the preparing a safety policy should take place. Also the promotion of parental involvement can benefit the school climate. This is done through regular PTA- meetings, newsletters and by establishing a parent council (also see 3.1.1.7).

A bottleneck in the school is the limited mixing of the culturally diverse groups of teachers. Compared to previous years, however, this seems to have improved somewhat already in the 2010-2011 school year, but still requires further integration. This is being addressed by assigning department managers (also see 3.1.1.5) an own "team" of 5-6 teachers, to be composed by teachers who work in the respective department but also taking the mixing of the cultural groups into account. This way further integration can be worked on in a smaller context while this can also influence the entire team. A budget needs to be reserved for team activities.

#### **6.1.5 Educational Practice**

Around the transition in 2010, the number of visitors to the SCS increased enormously also in the classes. Teachers and students therefore have gotten more used to classroom observations. Classroom observations were also performed by management and classes were discussed with the respective teachers. This will be further elaborated on in the 2011-2012 school year. By assigning the members of the Management team (MT) their own area of responsibility (resp. lower forms, (upper forms) Vocational education and upper forms Academic education) and team, these department leaders get a small number (5-6) of teachers they pay classroom observation visits to. By developing a set of guidelines that to which attention is paid during the classroom observations a clear structure is created for career development interviews. It goes without saying that these department leaders should be given sufficient task hours for this. Individually and also in groups, teachers are coached by the teacher coaches. These do not report to the managers but allow the teachers share their experiences in the career development interviews.

#### **6.1.6 Care and guidance**

The education care coordination also has duties as dean and guidance counselor. To this end, a job description was drafted in the 2010-2011 school year. The internal care team (for the entire school) is formed by

the education care coordinator, the Remedial Teacher and the mentor of the PrO-class, supplemented if necessary by the department manager or mentor of the students to be discussed. The entire internal care structure still needs to be described in a coherent internal care plan. An external care advice team is also active, working in accordance with the already established insular care plan.

The student administration system (LAS) including tracking system (LVS) purchased in August 2011 by SHS and SCS should make it possible to improve the transfer of student records from elementary school to the SCS. The same system will also be used to track the development of the students within the SCS. To this end however, each classroom must have a computer with internet at its disposal; this should already have been realized in the summer of 2011.

For a few years already the tests of the Cito Tracking system (formerly VAS) are administered. Although the usefulness of these tests for the Saban students is seriously questioned, this will be continued for the time being as long as the Ministry of OCW covers the costs. In the meantime other valid tests that suit the Saban context better are sought.

#### **6.1.7 Quality assurance**

Quality assurance is still in its infancy at the SCS. A lot is thought up and solved on an ad hoc basis; a systematic and cyclical quality policy should be developed. Many policy documents such as a school guide, student charter, management charter etc., are not in place or completely outdated at best. Also participatory decision making, constituted in the past through a Teacher Parent Association (TPA), does not exist since years.

The intention is that, with support from the school coach, policy documents are developed and established. Actions are implemented as much as possible according to a fixed format and SMART (Specific, Measurable, Acceptable/Attainable, Realistic and Time-bound), with scheduled evaluation making the policy cyclical. This School Development Plan can be considered as a start of this policy. Because many of these policy documents will be developed in Dutch they will have to be translated in English for school use. A teacher cannot be constantly burdened with this. Some translation expenses will therefore be unavoidable.

As already stated in 3.1.1.4, satisfaction surveys must provide insight into the aspects of the school organization perceived as strong and weak. The results of these surveys can subsequently form the basis for further improvement actions.

By establishing a student council a start will be made with participatory decision-making; a parent council will also be instituted. Due to the absence of a union, certain matters such as salary structure need to be agreed upon with the staff by the School Board and Island Government through an OOGO (Op Overeenstemming Gericht Overleg or Consensus Oriented Consultation) with a representative delegation of



the staff; a staff council may develop out of this. A formal participation council (MR) may develop over time from these initiatives

## **6.2 Compulsory Education**

1. The obligation of parents and/or guardians to ensure that a youngster is registered as a pupil in a school, starts on the first school day of the month after which he/she turned four years.
2. This obligation will terminate:
  - a. at the end of the school year in which the youngster has attended one or more schools during at least twelve academic years of complete education;
  - b. at the end of the academic year in which he or she has reached the age of sixteen and has obtained a start qualification. In the event these youngsters have not obtained a start qualification at that age, the obligation to follow complete education or to follow a combined trajectory of both learning and working will remain in effect until they have either achieved a start qualification or have turned 18 years.
3. Each youngster of school-going age, must be registered in school.
4. Exemption from registration can be requested:
  - a. if the young child based on psychical or psychological grounds is not capable to be admitted to respectively a school or an institution;
  - b. if parents and/or guardians have strong objections against the persuasion of education of all schools, respectively institutions, situated within the public entities, all of which at a reasonable distance from the home- or, if they do not have a permanent address,-where the youngster can be placed;
  - c. if the youngster is registered as a student at an educational institution situated outside one of the public entities and is attending this institution regularly.

### **Supervision**

The public entity Saba supervises the adherence to the law and has appointed to this end a sworn truant officer (compulsory education officer).

### **Leave owing to important circumstances**

The school principal is authorized to grant extra leave in special circumstances. You must submit a request to the school principal substantiated with proof.

The school principal is allowed to grant maximally 10 schooldays leave per school year.

In the event the leave amounts to more than ten days per school year, the truant officer shall decide the request after having consulted with the school principal.

The parents shall submit the request for additional leave at the school principal who thereafter will look at the request himself or will forward it to the truant officer.

### **Vacation**

Requests for extra vacation, in the case of 10 school days or less, shall be dealt with by the school director himself. Once per school year such a request can be submitted. This request for extra vacation days may never be requested during the first two weeks after the summer holidays.

A request for leave for a period of more than 10 days must be requested 8 weeks beforehand by the school directorate.

According to the General Administrative Law, anyone who does not agree with a decision, has the right to submit a petition with the entity that promulgated the decision. It is the Director of the school for requests for extra leave of 10 schooldays or less. It is the truant officer if the request concerns leave of more than 10 school days based because of important circumstances.

### **Absenteeism**

School directors are compelled to report immediately unauthorized absenteeism as of 16:00 hours in 4 successive weeks to the truant officer (compulsory education officer).

## 7 School Hours and Holiday Dates

### 7.1 School hours

The SCS has the following school hours

1. 7:15 - 8:00
2. 8:00 - 8:45
3. 8:45 - 9:30  
Break
4. 10:00- 10:45
5. 10:45- 11:30
6. 11:30- 12:15  
Break
7. 12:30- 13:15
8. 13:15- 14:00

Students are expected to be on time. Teachers are expected to be in school 15 minutes before the lesson starts.

### 7.2 School Calendar Academic Year 2012/2013

Term 1	August 12 – October 11	First period term 1 (45 days)		
	October 14 – 18	Vacation	5 days	
	October 21- December 12	Second period term 1 (39 days)		
	December 6	Saba Day		1 day
	December 19 – January 3	Christmas vacation	12 days	3 days

Term 2	January 6 – February 21	First period term 2 (35 days)		
	February 24 – February 28	Vacation	5 days	
	March 3 – April 17	Second period term 2 (37 days)		
	April 18 – April 25	Vacation	6 days	2 days
	May 1 and 2	Vacation	1 day	1 day

Term 3	May 5 – June 27	Final period (38 days)		
	May 29 + 30	Ascension day	1 day	1 day
	June 9	Pentecost	1 day	
	June 30 – August 8	Summer Vacation	30 days	
		(194 days)	61 days	8 days

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## **8 School Guidelines and Rules**

### **8.1 Assemblies**

The school joins together for assemblies to celebrate student's birthdays, for stories relating to personal and social issues, for school announcements, house system information and general gatherings throughout the year.

### **8.2 School busses**

The Government of Saba provides school transportation to and from school by having a number of school busses available. Students are expected to respect the bus driver, who is in charge and in full control. Any misbehaviour will be reported to the school.

### **8.3 Care of Property**

Students are responsible for taking care of their own and school property.

Students need a school bag for carrying their study books, and homework to and from school.

Lost property is kept in the administrative office and can be collected after school hours.

### **8.4 Duties**

Teachers have playground and various other duties to perform as part of their working day. A duty list for staff is available at the administration. If you need to speak with a teacher who is not available due to their duty schedule, please make an alternative after school appointment to meet.

### **8.5 Safety & Discipline**

We are committed to providing a safe and caring school environment for all our students. Any unsafe or inappropriate behaviour is challenged immediately by the teachers, coordinators and/or the Director.

### **8.6 Student Rules**

#### **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. Any form of bullying will not be accepted.
  5. Once in school, you may not leave without first receiving permission from your Department Leader, who may refer you to the (Vice) Director.
  6. Students may be placed on periodic contracts for academic or behavioural issues. This measure will also require parental involvement.
  7. The Management of Saba Comprehensive School reserves the right to carry out random drug and weapon searches on students.
  8. The use of cell phones and other electronic devices (e.g. iPods, MP3 players) in class time and in classrooms is not allowed. Failure to adhere to this rule will result in confiscation of device for two weeks.
  9. Bringing or forwarding of articles portraying obscenity or drugs is not allowed.

#### **Specific areas of conduct**

1. Abusive or belligerent behaviour 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 weapons, tobacco, alcohol, or illegal drugs at school will result in immediate suspension. The police will be informed.  
The Director may require a student to open his/her bag.
4. Theft.

#### **Attendance**

1. Students are required to attend all classes.
2. Only excused absences according to the rules on compulsory education can be accepted.
3. A written note of explanation from the parent/guardian or doctor must support all absences. In case of suspicion of unlawful absences, the truant officer will be informed.
4. If a student must leave school because of an illness, permission has to be given by the Department Leader, who may refer the student to the (Vice) Principal. In case the school is unable to contact the parents by phone, a form may be given to the student which, signed by the parent/guardian, must be brought in when the student returns to school.
5. Tardiness (coming late to class) will be recorded and students will be required to attend detention after school. Parents will be contacted and bus transportation will be provided.
6. Students are not counted as late/tardy if the school bus has mechanical problems.

#### **Personal Appearance**

1. All students must observe personal hygiene and grooming. Fingernails should be kept clean.
2. Students must wear the correct school uniform while on the premises and while travelling to and from school on any school day. Neither tight pants, jeans, nor baggy/hanging pants are allowed. 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. Students who are out of uniform should submit a letter from the parent/guardian with a valid explanation to the principal before attending class.
4. Undergarments should be white, blue or black and without print. Students will be asked to remove their undershirt if they do not adhere to this rule.
5. Both male and female students:
  - Hair should be clean and well groomed
  - Heads are uncovered, so no caps, hats etc. are allowed
  - No visible piercings are allowed, except ear rings for girls.
6. Male Students:
  - Face should be neatly shaved.
  - No ear-rings

### **8.7 Snacks and drinks**

Students can bring a snack to school for eating at playtime, fruit and other light healthy snacks are allowed.

The school cafeteria provides healthy snacks which can be bought during break time. The School sees to it that the snacks are healthy and of good quality.

Water fountains are located around the school and can be used at all times. Fizzy drinks are not allowed.

## **9. Useful Addresses**

### **9.1 School Board**

Ms. Raquel Granger  
President

Ms. Tabetha Hassell  
Secretary/treasurer

### **9.2 P.T.P.**

### **9.3 Organisations**

Caribbean Examinations Council  
The Garrison, St. Michael  
BB 14038  
Barbados, W.I.  
Tel: (246)2271757  
Email: [cxcezo@cxsc.org](mailto:cxcezo@cxsc.org)  
Website: [www.cxc.org](http://www.cxc.org)

Ministry of Education, Culture and Sciences  
Tel: +31-774656767  
Website: <http://www.rijksoverheid.nl/ministeries/ocw/>

### **9.4 Expertise Centre Education Care**

Ms. Henriette van Heijnsbergen  
St. Johns  
Saba  
Tel: 4163809  
Email: [ec2saba@gmail.com](mailto:ec2saba@gmail.com)  
Website: [www.ec2saba.org](http://www.ec2saba.org)