



Staff Handbook
Academic School Year
2014 - 2015

Welcome

Welcome to the Saba Comprehensive School, the only secondary school on the public entity of Saba, Dutch Caribbean.

First of all welcome to our new staff:

- Mr. A. Hermans, director;
- Mr. Z. Simpson, form 1 and 2 teacher;
- Mr. I. Babb, Business and Accounting teacher;
- Mr. G. Khan, Visual Arts teacher;
- Mrs. E. Koevoets, Care Coordinator & Guidance Counselor;
- Mrs. M. Martie, Social Studies teacher;
- Mrs. E. de Roos-Stoeken, Dutch teacher;
- Mrs. M. Zamore, Mathematics teacher.

Welcome as well to our new form 1- students from the Sacred Heart School and to all returning students. We have 84 students enrolled at the beginning of the school year.

Our school is unique in many ways, being as mentioned the only secondary school on island, means we are offering inclusive education to cater to the needs of all our students. Our uniqueness is also expressed through our language of instruction which is English. Although we are a small school with an average of 100 students, we offer a wide range of subjects to as much as possible enable our students to choose the career path they prefer. And we may be called unique since we are not only striving to meet minimal quality criteria in 2016 set by the Ministry of Education, Culture and Science, we strive for excellence!

We wish you all a successful school year.

The Saba Educational Foundation

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1. Our School

1.1 School address and Contact Number

Saba Comprehensive School

Thais Hill Road, St. Johns

Saba, Dutch Caribbean

Phone: 00599-4163270

Fax: 00599- 4163270

Website: www.learningsaba.com

The Saba Educational Foundation (School board): SEFSchoolboard@gmail.com

1.2 History and character of the school

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)..

The mission statement of the Saba Comprehensive School is *'to educate all students in a safe learning environment and prepare them for meaningful participation in the global society by providing diversified learning opportunities to enable all to develop to their fullest potential'*

We believe every student deserves equal opportunities to succeed, in academics as well as in 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 cultural differences also. 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 will be made to provide the highest quality instruction in academic, technical and service-oriented programmes.

In summary, we seek to:

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

1.3 Aims, standards and priorities

An *Educational Agenda for the Caribbean Netherlands* has been signed by the School board and the Ministry of Education, Culture and Science (OCW) during an Educational Conference in March 2011 in Bonaire. The objective of this Educational Agenda is to have the quality of education at *'an acceptable level by Dutch and Caribbean standards'* in 2016. The following five priorities were listed: to increase the quality of education, enhance the quality of teachers,

school management and school boards, to customize educational care, make vocational education more attractive and have all preconditions in place.

It was agreed upon that each school will prepare its own Educational Development Plan to reach the goals set. The 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 (a copy can be obtained from administration).

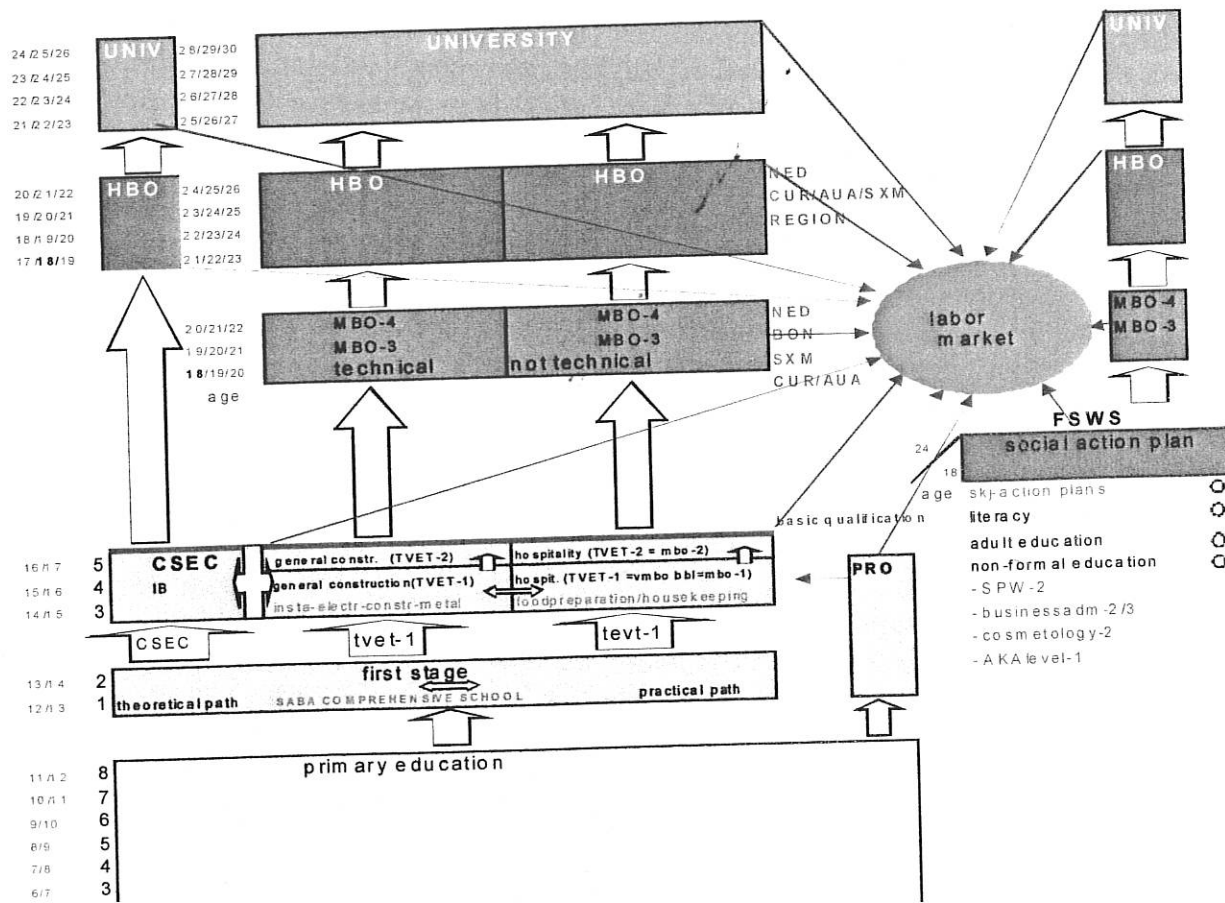
The Saba Comprehensive School does not only strive to meet the minimal standards set, the SCS strives for excellence: we aim to provide a high standard of education in ways which closely matches each student's own aptitudes and abilities:

- 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 global society;
- All our students are given access to a broad and balanced curriculum that enhances existing knowledge and skills;
- All our students are given learning experiences that are structured to challenge them to achieve their maximum potential both 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. Organisation

2.1 Educational organisation

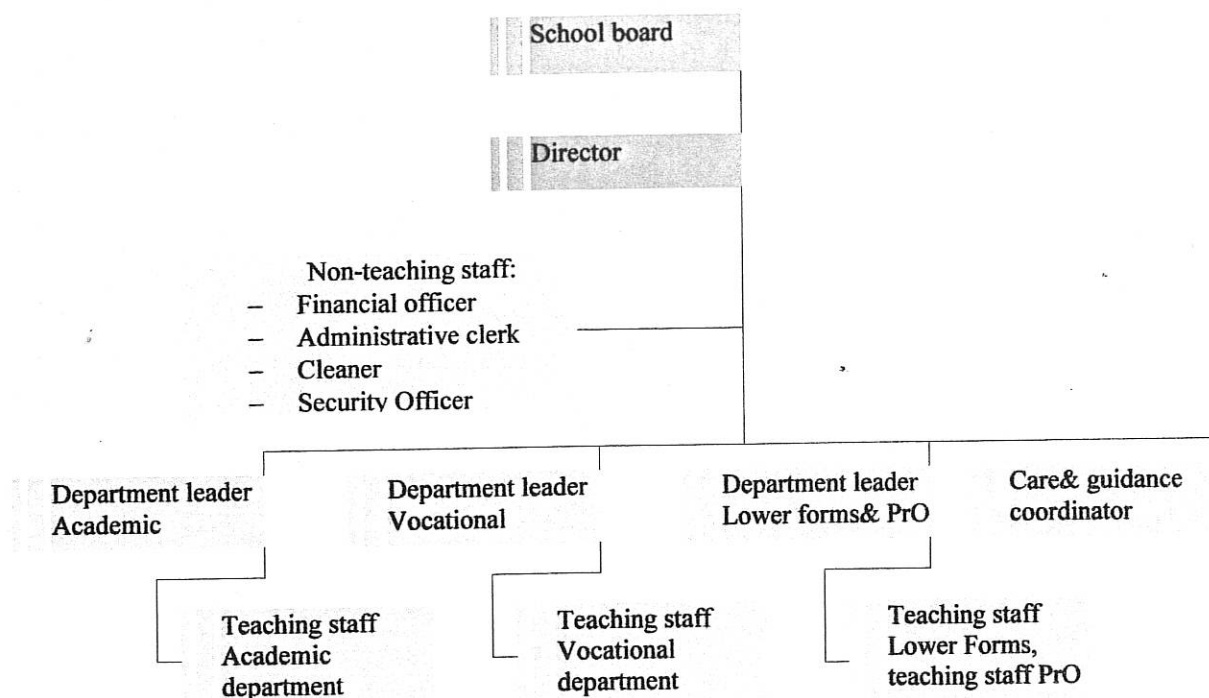
When students successfully finish primary school they will be accepted into the Saba



Comprehensive School and start in form 1. At the end of form 2 students are streamed (see promotion policy for conditions) into the Academic Stream, the Vocational Stream or the Praktijk Onderwijs (PrO)-stream (entry at all times). The diagram above (BES education legislation) gives an overview of the educational structure, including types of education, scope of courses in vocational education and the transfer opportunities within the Kingdom of the Netherlands and in the region (Caribbean and USA).

2.2 Organisational structure

The following chart shows the organisational structure of the Saba Comprehensive School.



The Saba Comprehensive School is under management of a director. There are three department leaders: Academic stream, Vocational stream, Lower forms & PrO. The department leaders are members of the management team and teaching staff. The school has 20 teachers and a care & guidance officer. Most teachers teach in more than one stream. Each class has a homeroom teacher. Non-teaching staff consists of a financial officer, an administrative clerk, a cleaner and a security officer. The school also houses a truancy officer. In addition to the SCS-staff there is a maintenance officer and a directors' secretary, the latter is also the truancy officer.

2.3 Staff

Management:

Mr. Anton Herman	director	ahermans@learningsaba.com
Ms. Coney Clement	department leader Academic stream and acting director	cclement@learningsaba.com
Ms. Nadine Granger	department leader Lower forms & PrO	ngranger@learningsaba.com
Mrs. Tracy Zagers-Johnson	department leader Vocational stream	tzagersjohnson@learningsaba.com

Teaching Staff

Mrs. Adiola Amsterdam	Biology, Chemistry,	aamsterdam@learningsaba.com
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	Mathematics	
Mr. Ian Babb	Business and Accounting	ibabb@learningsaba.com
Mr. Frederick Charue	General Construction	fcharue@learningsaba.com
Ms. Constance Clement	English	cclement@learningsaba.com
Mr. Derrick Goffe	Physics, Mathematics, Chemistry	dgoffe@learningsaba.com
Mr. Marc Dodds	Social Science	mdodds@learningsaba.com
Ms. Kamela Johnson	Housekeeping/Care/Food preparation	kjohnson@learningsaba.com
Ms. Madelyn Johnson	PrO teacher	mjohnson@learningsaba.com
Mrs. Rhiannon Jorna	English	rjorna@learningsaba.com
Ms. Nadine Granger	Dutch	ngranger@learningsaba.com
Mr. Genghis Khan	Visual Arts	gkhan@learningsaba.com
Ms. Elisabeth Koevoets	Care & Guidance officer	ekoevoets@learningsaba.com
Ms. Michelle Martie	Social Science	mmartie@learningsaba.com
Mrs. Elsje de Roos-Stoeken	Dutch	ederoosstoeken@learningsaba.com
Ms. Simone Saul	Housekeeping/Care/Food preparation	ssaul@learningsaba.com
Mr. Zavier Simpson	Form 1&2	zsimpson@learningsaba.com
Mr. Delroy Sinclair	Information Technology	dsinclair@learningsaba.com
Mr. Marlon Sitladin	General Construction	msitladin@learningsaba.com
Mr. Derek Spence	Physical Education	dspence@learningsaba.com
Mrs. Tracy Zagers-Johnson	Spanish	tzagersjohnson@learningsaba.com
Ms. Marcia Zamore	Mathematics	mzamore@learningsaba.com

Non-teaching Staff:

Ms. Charlena Hassell	Administrative Clerk and financial assistant	chassell@learningsaba.com
Mr. Jeff Johnson	Financial Officer	jjohnson@learningsaba.com
Mrs. Adrienne Latvia	Cleaner	alatvia@learningsaba.com
Ms. Lousie	Cleaner	
Mr. Randall Thielman	Security Officer	rthielman@learningsaba.com
Mr. Frank Granger	Maintenance	
Mrs. Sharon Oleana	Director secretary and Truancy Officer	soleana@learningsaba.com

3. Students

3.1. Students

The Saba Comprehensive School has 84 students enrolled at the beginning of this school year:

Form	Student number
1	15
2A	13
2B	14
Pro	8
3 Academic	4

3 Vocational	4
4 Academic	4
4 Vocational	8
5 Academic	11
5 Vocational	3

3.2. Student tracking and promotion policy

The Saba Comprehensive School uses an elaborated digital student tracking system. For more information, see: <https://www.engrade.com> or ask teacher Sinclair more information.

For each form, the staff has developed a set of promotion criteria. Students will be promoted when they meet these criteria which 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) Promotions are discussed with the complete teaching staff and management team. The promotion policy will be revised this school year but until further notice the current policy is applicable.

General promotion requirements:

- A student can only be promoted if he/she has attended at least 95% of school days;
- A student has no more than one failing grade below 40%;
- A student needs an overall average of at least 60%.

Entry to PrO is based upon a score in the range of 55-80 on the K-TEA test

In Forms 1 and 2, students take 14 subjects: English Language, English Literature, Library, Dutch, Spanish, Mathematics, Man and Nature (Science), Man and Society (Social Studies), Information Technology, Technical Science, Care and Food Preparation, Visual Arts, Physical Education, Guidance, Introduction to Business and Accounting (Form 2).

Conditions for promotion from Form 1 to Form 2¹:

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

Conditions for promotion from Form 2 to Form 3 Academic²:

- Sufficient (60%) in Core Subjects (English, Mathematics, Dutch)
- Sufficient (60%) in Core Package Subjects i.e. Science or Social Economic package
- Student must have an overall average of 60%
- Recommendation for Academic stream from teachers
- Student interests must be taken into consideration

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%
- Recommendation for Vocational stream from teachers

¹ 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.

² Students who are promoted to the Academic stream on probation, will be evaluated after Term 1 and may have to switch packages

- Student interests must be taken into consideration

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 50%, with only 1 being a Core subject and 1 being a package subject
- Student must have an overall average of 70%
- 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%
- 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

3.3. Homework, assessment and exams

Research indicates that schools in which homework is routinely assigned and assessed students tend to achieve higher. Homework fosters student achievement, independence, and responsibility and serves as a vital link between school and home. Homework is defined as meaningful and quality work assigned to students that is intended to be completed during non-instructional hours. Therefore, it is the policy of the Saba Comprehensive School that meaningful and quality homework is required at all grade levels. It will:

- reinforce principles, skills, concepts and information taught in the classroom;
- be meaningful and appropriate to the ability and instructional level of students;
- support creative, logical, critical and analytical thinking;
- foster self-discipline, self-motivation and the wise and orderly use of time;
- be adequately explained by teachers and clearly understood by parents.

Usually a student in Form 1 and 2 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 (SBAs), which are part of the final CXC examinations, and which demand a responsible and independent attitude from the student. Skills like planning, organization, critical and analytical thinking will be emphasized.

At the beginning of the school year or term, students will be informed how the assessment of knowledge and skills will take place and how the results will count in the determination of the term and final grade. The following agreements apply, also in case of exams:

- 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 whereby 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. A catch-up letter can be obtained from 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;
- When more than 40% of a class has scored insufficiently on a test, the teacher, in conjunction with the department leader, can decide to let students repeat the test. In such cases, the test score will be the average of the two tests or the highest score of the two tests taken.

Students are required to take CITO tests until replaced by another test.

Students in the Vocational stream take MBO Level 2 exams, based on standards of the Ministry of Education, Science and Technology (OCW).

Students in the Academic stream take CXC exams. School based assessments starting from form 3 and up may count for the final CXC exam. For Dutch, students take Cambridge exams.

Graduation requirements:

- For the Academic stream, students must achieve 6 CXC CSEC passes with a Grade I, II or III or 5 CXC CSEC passes with a Grade I, II or III and Dutch (0515) (University of Cambridge) Core or Extended Level with a Grade I, II or III;
- 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%.

The school keeps a student file of all relevant documents such as test results, copies of reports, individual programmes. Only the teacher, management, care & guidance coordinator and parents of the student have access to this file.

3.4. Care and guidance

Educational Care is an area in need of drastic improvement at the Saba Comprehensive School. As of now, the majority of the students do not receive the care they need and should receive. The internal care policy therefore will be adapted/developed and implemented in the beginning of this

school year. When implemented, it ensures that every student at the SCS will receive the care they need and when the care coordinator and teachers of the SCS are unable to cater to the needs of the student, the student will be referred to the EC2, Educational Expertise Centre Saba (www.ec2saba.org).

The Care Coordinator of the SCS is also the guidance officer as well as dean of students. Guidance classes will be taught to all students and Ms. Elisabeth Koevoets can also be contacted with regards to any question upon career-choice and tertiary education, either in the Kingdom of the Netherlands, the Caribbean or the United States/Canada. Furthermore she will assist students in filling out e.g. application forms for study financing for studying outside of Saba or after form 4 Vocational and registrations forms for tertiary education abroad. She will also coordinate the internships and visit students during their internship at least once. She will work in close conjunction with all teaching staff and the management team as well as external stakeholders.

4. Parents/guardians

4.1 Communication

The school has a website: www.learningsaba.com. The website is currently being updated. The school has an open-door policy and we aim to establish effective co-operation between parents/guardians and teachers for the best interests of our students. This co-operation is expected to be based on mutual trust, understanding and respect. Parents/guardians of the students in our care are therefore always welcome to discuss anything that involves their child or the education of their child. It is appreciated if you could make appointments with home room teachers either before or after school hours. We try to involve you, as parent/guardian with every aspect of the school and the activities around it.

Student results will be hand-out to parents/guardians three times a year in report-card meetings (November, March, June). Parent/guardian evenings will be held regularly.

4.2 Participation board

A participation board will be installed in the beginning of the school year. Information evenings will be held in September and parents will be informed on beforehand. The SCS participation board will consist of a parent/guardian-, teacher- and student representative and voluntarily advises the School Board. If you have interest to join the participation board, kindly contact Ms. Clement.

4.3 Complaints

Complaints, problems, questions etc. should, in first instance, be discussed with 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. If it cannot be solved satisfactory, the matter can be taken to the department leader and/or director and if necessary to the school board. This will be implemented schoolyear 2014-2015.

The Educational Inspection in the Netherlands has a unit of inspectors who can be contacted in specific cases like sexual intimidation, sexual misuse, psychological or physical violence, discrimination or radicalisation: <http://www.onderwijsinspectie.nl/onderwijs/Caribisch+Nederland>

5. School guidelines and rules

5.1. School hours and holidays

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.

Vacation Schedule School Year 2014 – 2015

Name	Date	School holiday	Official holiday	Total nr. of days
Midterm October vacation	October 13 – 17, 2014	5 days		5
Saba Day	December 5, 2014		1 day	1
Christmas vacation	December 15, 2014 – January 2, 2015	11 days	4 days	15
Midterm February vacation	February 23 – February 27, 2015	5 days		5
Easter Vacation	April 2 – April 10, 2015	6 days	1 day	7
Kings Day	April 27, 2015		1 day	1
Labour Day	May 1, 2015		1 day	1
Ascension	May 14-15, 2015	1 day	1 day	2
Summer Vacation	July 6– August 14, 2015	30 days		30
Total		58	9	67

Note: 4 days left for possible workshops teachers to be approved by SEF.

Education is compulsory on Saba. A sworn truant officer supervises the adherence to the law: 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. This obligation will terminate 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/ 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.

Each youngster of school-going age must be registered in school. Exemption from registration can be requested:

- a) if the young child based on physical 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.

In case of special circumstances, extra leave up to a maximum of 10 schooldays per school year may be granted. You must submit a request to the director substantiated with proof. In case this is extra vacation it will not be granted during the first two weeks after the summer holiday. In the event the leave amounts to more than ten days per school year, the truant officer shall decide upon the request (submit request 8 weeks in advance). 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.

Students are required to attend all classes. 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 (students are not counted as late/tardy if the school bus is late). Only excused absences according to the rules on compulsory education can be accepted. 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.

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 director. 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. Unauthorized absenteeism as of 16:00 hours in 4 successive weeks will be reported to the truant officer.

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 occur for example 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 exceptional circumstances 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, 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.

5.2. Transportation

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.

5.3. Uniforms and personal appearance

The uniform is a symbol of the school and as such should be worn with pride and kept clean and tidy. Students are required to wear the correct school uniform while on the premises and while

travelling to and from school on any school day. Students who do not wear the correct school uniform will not be allowed to enter the school premises. They will be send home to change. Uniforms can be bought at El Momo, Windwardside. The school uniform should only be used for school purposes.

- Trousers should be dark blue/navy and preferable of the brand dickies. Shoes black, no sneakers. Neither tight pants, jeans, nor baggy/hanging pants are allowed.
- 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.
- All students must observe personal hygiene and grooming. Fingernails should be kept clean.
- Both male and female students:
 - o Hair should be clean and well groomed;
 - o Heads are uncovered, so no caps, hats etc. are allowed;
 - o No visible piercings are allowed, except ear rings for girls.
- Male Students:
 - o Face should be neatly shaved;
 - o No ear-rings.

5.4. Assembly

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.

5.5. Snacks and drinks

Students can bring a snack to school for eating during break time, fruit and other light healthy snacks are allowed. The school cafeteria provides fresh snacks and drinks which can be bought during break time. The School sees to it that the snacks are of good quality. Water fountains are located around the school and can be used at all times. Fizzy or energy drinks are not allowed.

5.6. Safety, rules and discipline

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. 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. 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

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. Lockers can be used at school according to the locker policy which will be finalized shortly. Lost property is kept in the administrative office and can be collected after school hours.

Additional Student Rules

General Conduct

- a) Your actions should never disturb others or interfere with the educational process, which is the sole reason for your being in school;
- b) You should be capable of accepting responsibility for your actions or the results of your actions;
- c) You should respect the rights of others as you wish them to respect yours;
- d) Any form of bullying will not be accepted;

- e) Once in school, you may not leave without first receiving permission from your department leader, who may refer you to the director;
- f) Students may be placed on periodic contracts for academic or behavioural issues. This measure will also require parental involvement;
- g) The Management of Saba Comprehensive School reserves the right to carry out random drug and weapon searches on students;
- h) The use of cell phones and other electronic devices (e.g. iPods, tablets, 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;
- i) Bringing or forwarding of articles portraying obscenity or drugs is not allowed.

Specific areas of conduct

- a) Abusive or belligerent behaviour by a student towards any member of staff will result in suspension;
- b) Fighting in school will result in the suspension of all participants;
- c) Possession and/or use of weapons, tobacco, alcohol, or illegal drugs at school will result in immediate suspension. The police will be informed. The Safety officer or Director may require a student to open his/her bag;
- d) Theft is not allowed.

6. HR-Policy

6.1. The Saba Educational Foundation

The Saba Educational Foundation is the school board of the Saba Comprehensive School and as such responsible for the SCS and the education offered. The Board, consisting of three, maximum five members of the community is the competent authority. Based on a 'directiestatuut' the Board mandates responsibilities to the director. Under special circumstances the Board may revoke these responsibilities. The school board can be reached by e-mail: board@learningsaba.com

6.2. Contract

A contract is signed between the employee and the employer, which is the Saba Educational Foundation (SEF).

6.3. Working hours

The Employee shall work 39, 5 hours per week, divided over 5 days and not on Saturdays and Sundays. Teachers are required to be in school fifteen (15) minutes before classes start.

Based on the nature of his position, the Employee is not eligible for overtime compensation.

6.4. Organisation and staffing

The following positions are included in the organisation of the school.

– Management Team

The Management Team, including the director, is responsible for the implementation of the strategic policy adopted by the Board. Within any organization you must make sure that decisions are made by majority vote. This in turn creates more support and encourages active participation and mutual understanding which should ultimately lead to a healthy organization. For the Saba Comprehensive School a 4-headed management team consisting of the director and three department leaders has been chosen. Decision making takes place during the weekly management team meeting. The management team is in fact the driving engine of the school.

Working method Management Team

- e) Once in school, you may not leave without first receiving permission from your department leader, who may refer you to the director;
- f) Students may be placed on periodic contracts for academic or behavioural issues. This measure will also require parental involvement;
- g) The Management of Saba Comprehensive School reserves the right to carry out random drug and weapon searches on students;
- h) The use of cell phones and other electronic devices (e.g. iPods, tablets, 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;
- i) Bringing or forwarding of articles portraying obscenity or drugs is not allowed.

Specific areas of conduct

- a) Abusive or belligerent behaviour by a student towards any member of staff will result in suspension;
- b) Fighting in school will result in the suspension of all participants;
- c) Possession and/or use of weapons, tobacco, alcohol, or illegal drugs at school will result in immediate suspension. The police will be informed. The Safety officer or Director may require a student to open his/her bag;
- d) Theft is not allowed.

6. HR-Policy

6.1. The Saba Educational Foundation

The Saba Educational Foundation is the school board of the Saba Comprehensive School and as such responsible for the SCS and the education offered. The Board, consisting of three, maximum five members of the community is the competent authority. Based on a 'directiestatuut' the Board mandates responsibilities to the director. Under special circumstances the Board may revoke these responsibilities. The school board can be reached by e-mail: board@learningsaba.com

6.2. Contract

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Working method Management Team

- a) The director and other management team members communicate openly and unreservedly with each other; conversations emphatically are of a bi-lateral nature;
- b) The members of the management team inform the director immediately and fully about important matters that arise within their responsibility. Also less important matters are communicated unsolicited to the director so that he can continue forming a comprehensive picture of the school. If the director wishes to have information about a matter within the responsibility of a department, the respective department leader informs him systematically and fully;
- c) The management team meets once a week, with the objective of informing each other and take decisions on de general state of affairs. The management team meets as often as it deems necessary. The meetings mainly relate to substantive education related matters and the efforts of the teaching staff;
- d) The preparation, adoption and implementation of policy for the school shall be discussed with the management team. In making decisions within the meeting, consensus is deliberately sought; as such each member shows his willingness to reconsider his position if this is necessary to reach consensus. Decisions taken are, where necessary, defended by each member of the MT.

Director

The director together with his department leaders is responsible for the implementation of the strategic policy adopted by the Board. The director together with his department leaders constitutes the management team of the school.

Tasks and responsibilities director

- managing the institution;
- ensuring the preparation and implementation of educational coherence between the departments, school organizational and internal policy of the institution;
- preparing and implementing the human resources policy of the institution;
- preparing and implementing the financial policy of the institution;
- performing policy formulation for the Board and preparing monthly Board meetings in consultation with the chairman of the Board;
- maintaining internal and external contacts with respect to the abovementioned tasks;
- ensuring good communication and PR, including the monthly production of the information bulletin also towards parents;
- performing tasks ordered by mandate by the Board;
- preparing, recruiting and selecting staff;
- chairing the management team meetings;
- acting as chairman of the examination committee;
- preparing and adjusting schedules;
- granting additional days off to the staff;
- organizing personnel activities;
- preparing an annual planning;
- preparing an annual report;
- maintaining contact with all stakeholders; ROA, FSWS, Ministry of OCW, inspectorate,..... ;
- is a member of the island education platform;
- chairing final report meetings and exam meetings;
- perform all necessary that is expected from a director.

Department leaders

Due to the smallness of the Saba Comprehensive School all department leaders are first and foremost teachers. In addition to their teaching duties, department leaders (DL) have ten (10) hours per week to conduct their duties as DL. Job descriptions are currently under review, but in general can be described as follows:

The department leaders are responsible for teaching and organization within their department. The departments at the Saba Comprehensive School can be divided into;

1. A two-year lower form with heterogeneous classes or a theoretical-oriented stream and a practical-oriented stream where an attempt is made to place students in a stream where there needs can be fully catered,
2. Upper forms academic to be considered as secondary education, and
3. (pre-) vocational education which consists of tvet-1 and 2 and practical education.

General tasks of Department Leaders:

- Regarding school organization:
 - to contribute in a constructive way to discussions within the MT
 - to discuss, explain or transfer decisions from the MT in the own department/team
 - to contribute in the organization of school events
 - to organize department specific events
- Regarding the own team:
 - responsible for the quality of education of the own team by
 - control of the lesson planning throughout the year
 - attending classes
 - feedback sessions and performance reviews together with the director
- Regarding parents and students:
 - contact in case of questions, complaints, requests for leave to conclude permission to leave early (e.g. sickness), and submit this to the Student Administration System & disciplinary penalties (Note: to suspend a student, permission of the director is needed!)

Specific tasks per Department (can also be supervisory)

- Lower forms:
 - contacts with Sacred Heart School about new 1st formers, connecting programs etc.
 - involvement of parents
 - organizing of information, choice and determination of streaming of the students in 2nd form
- Upper forms Vocational:
 - TVET programs
 - organization and progress of work study (together with Int. Guid. Officer)
 - organization of examination (e.g. registration, IBA's, central exams, results)
- Upper forms Academic:
 - CSEC programs
 - additional programs
 - organization of exams (e.g. registration, SBA's, central exams, results)
- Acting Principal:
responsible for daily affairs by absence of Principal in case of serious problems or Principal's absence of more than 1 week contact with the board is required

The Core team

The core team provides education and guidance to a group of students with a small fixed group of teachers /mentors. During the core team consultation with the department leader as chairman of the core team meeting, the following topics are discussed: team agreements on teaching and guidance, school atmosphere, monitoring of group developments and individual development of the students and evaluation of previous team agreements.

Objectives core team

- Promoting a safe school environment;

The department leaders are responsible for teaching and organization within their department. The departments at the Saba Comprehensive School can be divided into;

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Objectives core team

- Promoting a safe school environment;

- Developing or enhancing the mutual consistency in teaching and pedagogical approach;
- Giving positive influence on staff members with the aim of increasing their involvement, flexibility, creativity and commitment;
- Taking responsibility for the enforcement of the department agreements and school rules;
- Discussing special needs students and the implementation of the action plans;
- learning to coach each other.

Teachers and homeroom teachers/mentors in a core team

Some teachers have a task as a mentor in addition to the subject specific tasks. The class mentor is appointed annually at the beginning of each school year by the management team.

Each mentor has one guidance teaching period per week in which he/she discusses specific topics or student-specific matters individually as well as in class.

Furthermore, the mentor identifies study and learning problems, social-emotional problems, problems with peers and/or teachers and physical problems and absenteeism.

In preparing students to make choices in this vulnerable and impressionable time of their lives, the homeroom teacher is the person who knows students well and can meet with them on a one-on-one basis in order to monitor academic and social development. The homeroom teacher provides ongoing guidance for each student; by forming supportive student – teacher relationships and by listening and responding to student concerns. Students are encouraged to think critically and to develop problem-solving skills. The homeroom teacher may call together other teachers, parents, counselors and/or administrators when needed to assess students' special needs. Homeroom teachers at each level work as a team under the guidance and of the department leader to plan not only instructional programs, but also student activities and co-curricular projects. Time is allocated within the regular school day to enable teachers to spend time with students individually and collectively. The homeroom teacher has the responsibility for gathering information concerning students' performance and general conduct to be conveyed to the parents.

Tasks and responsibilities of a Homeroom Teacher

- General Duties of the Homeroom Teachers:
 - Get to know each student in the homeroom;
 - Be available and approachable, setting tones of friendship;
 - Encourage students to feel "important" and to be moral persons;
 - Develop a sense of community in the Homeroom;
 - Monitor behavior, advice and encourage observance of School Code;
 - To guide students in preparation for their assembly preparation.
- Special Duties of Homeroom Teachers:
 1. Records
 - a. Keep accurate records of attendance
 - b. Take notice of each student's Report Card and Academic Progress
 - c. Write commendations on the Report Card when appropriate
 2. Report
 - a. Report to the department leader any student absent for more than two days who will then inform the subject teachers.
 - b. Report to the department leader any student with a pattern of late arrival or behavior problems
 - c. Refer matters of concern or risk to the department leader in due time
 - d. Contact parents when issues of concern arise
 3. Communicate
 - a. Bring to notice of students Bulletin matters during each Homeroom period
 - b. Deliver memos from school personnel or counselors to student

- c. Discuss issues of relevance with the students
 - d. Advise students on issues such as organization of work/time management, and how to deal with conflicts
 - e. Give feedback to the Administration or Student Council when issues of importance have been discussed
 - f. Dialogue with Counselors, Parents, or with the subject teachers when there is concern
4. Develop Community Awareness
 - a. Plan team-building activities, assist in Inter-House events
 - b. Cooperate with the Student Council on events, elections, plans, etc
 - c. Celebrate successes, birthdays and friendship in the classroom
 5. Support and Care
 - a. Set a tone of kindness, openness and friendship with the students and create a sense of belonging and unity in the class
 - b. Be available, with set times for sharing one-on-one
 - c. Dialogue with the homeroom group on matters that interest them
 6. Monitor
 - a. Check attendance, and encourage respect at the Monday Morning Assembly
 - b. Monitor Dress and Behaviour Code
 7. Meetings
 - a. Participate in Care meetings monthly and all other meetings when necessary.
 - b. Welcome Parents for dialogue as needs or when the occasion arises

Teachers

Tasks and responsibilities as a teacher:

- Contributes to the broadest possible education of the students,
- Transfers knowledge and ensures teaching the right skills,
- Teaches the students a positive attitude,
- Encourages the students to develop all their qualities to the max,
- Gives the proper attention, guidance and service to students, works action-oriented, to obtain good results that way;
- Enters all student results within five business days after administering a quiz in the student tracking system (Engrade);
- Enters all relevant data of the day in the student tracking system before 16:00hrs every day.

Care and guidance department

Due to the small student population the Care and Guidance department consists of only one person as of yet who holds four different positions. The same person is the care coordinator (1/3), career counselor/dean (1/6), counselor (1/6), internship coordinator (1/3)

Tasks and responsibilities care coordinator

The internal care policy is currently under review. Until further notice, the following information applies.

The tasks and responsibilities of the Care Coordinator focus on three domains:

- Education care in the classroom: assisting teachers in achieving general and specific education goals for all pupils, identifying developmental or behavioural issues and extra care needed and providing this care
- Education care in school
 - Coordinate internal care for students;
 - Encourage information, training, professional development for team members;
 - Help develop an educational care policy for the school;
 - Coordinate the care team at school.

- c. Discuss issues of relevance with the students
 - d. Advise students on issues such as organization of work/time management, and how to deal with conflicts
 - e. Give feedback to the Administration or Student Council when issues of importance have been discussed
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- External education care
 - Preparing submissions for the EC2;
 - Contributing to the application of the ET;
 - Ensure feedback on recommendations from the ET;
 - Ensure the referral by the CART to RT/SE/PrO.

Tasks and responsibilities career- and study counselor

In general it may be stated that the career and study counsellor has the primary task to guide students towards a responsible choice of study and on that journey towards the most coherent subjects in the appropriate department, based on the capabilities and interests of the students.

The activities mentioned take place both in groups (classes) and individually, moreover recommendations are made toward the management of the school on education content and organization. In all grades and in all three departments, classes are given in the field of study and career choice in cooperation with the respective department leader.

Regarding the advising, guiding of individual students on selection, screening and choice of career various test methods can be used. Students in groups and the individual student are given information on the various programs outside the school and related matters such as student loans, care abroad, and enrolment in a school outside Saba. Furthermore he/she assists students with the filing out of application forms for study financing and/or registration forms relating to studying abroad. The career counsellor is a member of all core team meetings and in consultation with the department leader provides all necessary schedule information to the director in order to prepare a schedule.

Tasks and responsibilities Counsellor

A counsellor is a social worker who can identify social-emotional problems and help where possible. The counsellor is a member of the care team and falls into the category of the primary line of assistance within the school. In severe cases where the care team is unable to help the student, he/she is referred to the secondary line of assistance (EC2) for more specialist assistance and guidance. The referral is based on a transfer file that describes which steps, exercises the care team has already undertaken to remedy the issue.

Guidance Counsellor

Some tasks of the Guidance counselor are overlapping those of the Care Coordinator, which makes the combination of these tasks useful.

- Responsible for updating the social part of the student tracking system;
- Meet individually with students who are experiencing difficulty in academics or behavior, and include parents/guardians in meetings when necessary;
- Counsel students on psycho-educational issues as needed (e.g.: truancy, creating positive study habits, drug or alcohol (ab)use, self-esteem, anger management, sexuality, personal problems);
- Meet with teachers to discuss any students experiencing problems, and assist teachers when needed;
- Meet with parents/guardians when necessary.

Career Guidance Counsellor

- Assist students in choosing a package or direction in higher forms;
- Counsel students regarding choice of tertiary education, study financing etc.;
- Organizes job training (internships), contacts and visits local companies;
- Teaches guidance to all students.

Tasks and responsibilities Internship coordinator and BPV- supervisor

The workplace training (BPV) is an important part of the vocational education of the student. He/she therefore, needs to be well prepared by the educational institution, properly supervised and trained by the training company and properly evaluated and assessed by both institutions. The quality of education is very essential, where all parties (school, student and company) must cooperate well to enhance the students' success. The internship coordinator is responsible for the overall coordination of the BPV at school level and is assisted by one or more BPV-supervisors/teachers who visit the students frequently at the workplace. On the work floor within the company the practice trainer/apprentice trainer provides the daily supervision and training of the student.

Executive secretary

The executive secretary provides administrative and secretarial support to the members of the management team.

She:

- Keeps the agenda of the director;
- Takes the minutes of all staff, care and management team meetings;
- Is the school receptionist;
- Arranges for the sending of school records to the Ministry, government and stakeholders;
- Implements the human resources policy and evaluates the adopted human resource policy and manages the staff;
- Keeps records of absenteeism and tardiness of the staff;
- Prepares the resolutions of the management meetings and takes care of the distribution;
- Performs all the administrative and secretarial work that is normally expected from an executive secretary;
- is the head of the facilities department.

Facilities department

Directly under the head facilities department are the housekeeping/cleaning department and the janitor (safety officer). The facilities department meets on a weekly basis to monitor the work progress.

Tasks and responsibilities of the head facilities department

- manage the cleaning department and janitor;
- Policy advice to management on facilities related matters and finance;
- Managing the financial resources of the institution;
- Management and implementation of the book fund;
- Accounting and registration;
- The ordering, purchasing and sales for the institution;
- Preparing a quarterly financial report and the annual financial report.

Tasks and responsibilities of the housekeeping department

- To ensure that all school rooms are clean and remain clean on a daily basis;
- Disinfecting and cleaning of the school furniture.

Tasks and responsibilities of the janitor

- Managing school keys;
- Keeping a log of the visitors;
- Ensuring the overall safety on the school premises;
- Performing small maintenance work among others painting, repairs of doors, windows,.....;
- Ensuring students who have been expelled from class to not hang around on the premises without having gone to the relevant department leader;
- Hiring external assistance for major maintenance works; in consultation with the head of finance;

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- Ensuring students who have been expelled from class to not hang around on the premises without having gone to the relevant department leader;
- Hiring external assistance for major maintenance works; in consultation with the head of finance;

- Purchasing materials and products for the school upon instruction of the head of finance;
- Management of the school warehouse;
- Ensures the school premises look well cared for;
- Is responsible for the accessibility and functional use of the buildings and performs supporting services.

System- and network administrator

The system and network administrator is responsible for managing, operating and developing the network system and the hard- and software running on it, as well as the user support. This happens on a contract bases.

Tasks and responsibilities system administrator

- Managing the existing network
- Maintaining software programs and applications
- designing / adjusting / updating applications and templates of for example schoolfit
- supporting (possibly training including courses) of staff members in the use of software and applications, including specifically those programs that are used in school
- managing the website
- managing the computers
- drawing up a list of all available computers, features, year of purchase, maintenance
- advising management on the purchase of computers
- repairing and maintaining computers

NOTE: any issues should be reported during the week in the red IT logbook in the IT lab according to instructions on the first page. The system-and network administrator has a master key and will come every weekend to address the issues reported in the logbook as well as perform his other duties. The system-and network administrator will provide detailed answers in the logbook to issues reported according to instructions on the first page.

6.5. Annual workload, salary and allowances

The standard annual tasks amount to 1659 clock hours. For one lesson period of 45 minutes, 50% clock hours will annually be included in the standard annual tasks. This includes preparation and reviewing time, meetings with parents, entering of grades etc. In terms of a fulltime position, the following will hold good on a yearly basis:

<u>Lesson task:</u>	
28 lesson periods (45 minutes)	28 x 45 clock hours = 840 clock hours
<u>Overhead tasks for each teacher:</u>	
Meetings (department, care, staff, parents(evening))	80 clock hours
Surveillance during recess (40 x 15 min or 40 x 30 min)	10 or 20 clock hours
Graduation/Prom	30 clock hours
<u>Total overhead</u>	120 or 140 clock hours
<u>Training and other tasks</u>	
Training 10 % max	166 clock hours
Mentor (reportcard meetings and preparation)	30 clock hours
Emergency Responce Team	20 clock hours
Participation Council	20 clock hours
<u>Total on year basis</u>	1659 clock hours

To supplement the above, the following holds good:

- the director has the authority to distribute the lessons amongst the staff members and to assign them, if need be;
- a teacher may spend 10 % of his standard annual workload on training on condition that he has compiled an individual training plan which has been approved by the director. If the teacher receives less than 10% training, the remaining hours will be spent on extra lessons or tasks;
- At the beginning of each school year, the teacher will get a new tasks schedule. The number of lessons that will be included will be determined by the timetable and the number of classes. The number of classes and the lessons may vary from year to year and consequently also the number of tasks. The director is authorized to assign the lessons as well as the tasks;
- If it is in the benefit of the school organization, an individual tasks schedule may be modified during the school year;
- All meetings are mandatory. If an employee cannot attend for whatever reason, he/she reports to his supervisor stating the reason. The supervisor may grant permission. Arriving late at and leaving early from a meeting does not show appreciation and respect for the work and for others and must be counteracted by the director and department leaders. The director and department leaders keep strict records of the meeting times and attendance. An attendance sheet is made in advance, is signed by all Staff members who attend the meeting. Scheduled meetings and activities in the annual planning have precedence over extracurricular or non-school related activities.

Types of meetings:

- Management team meetings: meeting with director and department leaders.
- Core team meeting: meeting of teachers who are under the direct responsibility of the department leader
- Department meeting: meeting with the members of the departments
- School team meetings
- a teacher with less than 28 hours gets more tasks. A teacher, who teaches more lessons, gets less tasks:

Example 1 : Teacher A teaches 20 lessons. His tasks schedule is as follows:

	Yearly basis	
20 lessons : 20 x 45 minutes	600 clock hours	
preparation, grading etc	300 clock hours	
Overhead	120 clock hours	
10% training		166 clock hours
<u>Other tasks</u>		473 clock hours
Total	1659 clock hours	

Teacher A gets apart from his 20 lessons for 473 clock hours other tasks. The director discusses the tasks with the teacher. The director is authorized to assign the tasks to the teacher.

Example 2

	Yearly basis	
30 lessons : 30 x 45 minutes	900 clock hours	
preparation, grading etc	450 clock hours	
Overhead	120 clock hours	
10% training		166 clock hours
<u>Other tasks</u>		23 clock hours

To supplement the above, the following holds good:

- the director has the authority to distribute the lessons amongst the staff members and to assign them, if need be;
- a teacher may spend 10 % of his standard annual workload on training on condition that he has compiled an individual training plan which has been approved by the director. If the teacher receives less than 10% training, the remaining hours will be spent on extra lessons or tasks;
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10% training		166 clock hours
<u>Other tasks</u>		473 clock hours
Total	1659 clock hours	

Teacher A gets apart from his 20 lessons for 473 clock hours other tasks. The director discusses the tasks with the teacher. The director is authorized to assign the tasks to the teacher.

Example 2

	Yearly basis	
30 lessons : 30 x 45 minutes	900 clock hours	
preparation, grading etc	450 clock hours	
Overhead	120 clock hours	
10% training		166 clock hours
<u>Other tasks</u>		23 clock hours

Total

1659 clock hours

- Salaries, including agreed-upon allowances will be paid no later than the last day of the month, with the exception of December and June when payment can be expected earlier due to respectively the Christmas holiday and the Summer Holiday. It usually takes two working days for the bank to put the salary on your account or in case you do not have a bank account (yet), you will be paid by check;
- Vacation allowance will be paid with the June salary;
- A procedure is in place to ensure all stakeholders respect the deadlines;
- A salary advance form can be obtained from the financial officer. Do note the form needs to be handed in before the 15th of the month;
- The Saba Educational Foundation is gratifying personnel when employed 10 years (one payment of 25% of monthly salary), 20 years (one payment of 50% of monthly salary), 30 years (one payment of 75% of monthly salary), and 40 years (one payment of 100% of monthly salary). Do note this allowance is taxable (30,6%);
- In case you would like to have more information about your salary and allowances (for example which are taxable), you can ask the financial officer. The financial officer can also provide you with the contact information of PCN (Pensioenfonds Caribisch Nederlands) in case you have questions about your pension.

6.6. Vacation

The Saba Comprehensive School has the following vacation policy:

- Teacher: entitled to vacation leave with full pay equal to the amount of working days falling in the school holidays, which can only be taken off within those school holidays. However, the week prior to the beginning of a new school year is not a school holiday in this sense;
- Non-teaching personnel, unless stated differently in contract: entitled to 23 vacation days per year, preferable taken off during the school holidays.

6.7. Absenteeism protocol

- Illness causing one to be absent from one's duties at school shall be communicated to the director immediately;
- It is the intention that during one's illness or incapacity for work, that the staff member can be contacted at home by management. The telephone number on which the staff member can be reached must be communicated to the school;
- The staff member has to contact a physician on the second day of his illness. The latter has to confirm the illness and communicate the expected duration of one's incapacity for work to the director. If the staff member remains longer incapable for work, the director may instruct the staff member to consult the physician again;
- The staff member submits the sick leave letter from the physician to the director when he/she resumes work;
- The staff member is expected not to undertake any activities that could hamper a speedy recovery. The staff member is also compelled in the case of prolonged absence, to work along with the measures taken together by management and said staff member in order to return to work;
- The staff member may not leave the island on the days he is absent due to illness unless instructed by the doctor or with permission from the director;
- The staff member may not be engaged in any gainful activities outside the school during his incapacity for work except when said activities have been prescribed for his recovery, or when the staff member has been permitted to do so by the director;

- The staff member shall inform the director as soon as possible when his duties can be resumed;
- The Employee can apply for leave with full pay for a short period, to be determined equitably, in the event he is not able to perform his duties due to very exceptional personal circumstances.

6.8. Teacher- and teaching rules

Teachers' rules

Teachers are responsible for the educational process and make efforts to impart good teaching. They are an example to students. This includes (among others) the following matters:

- Teachers focus on the functioning and well-being of students, i.e. focus on the individual student and the group process;
- Teachers create an atmosphere of safety and confidence;
- Teachers address students who do not respect the rules of the school;
- Teachers also stick to the rules and agreements;
- Teachers begin and end classes on time according to the schedule;
- Teachers always behave appropriately towards the students; that is clear and student-friendly;
- Teachers are aware that, also outside school, they are in function. Also in friendly relations with students their professionalism cannot be forgotten or compromised;
- Teachers make a curriculum plan which is available to students and parents at the beginning of each school year;
- Teachers deliver a good presentation and give clear explanation of the subject matter;
- Teachers are responsible for the selection of appropriate textbooks and teaching materials;
- Teachers ensure that the assigned homework connects well with the curriculum. They check the work which had to be made and learned;
- Teachers are always on time in the classroom and must not end the class prematurely (i.e. not before the bell rings);
- Teachers ensure that the classrooms are kept tidy and organized;
- Teachers ensure that students do not visit prohibited websites, such as pornography and Facebook, when in school;
- Teachers submit or enter grades, absences and other relevant information in due time;
- In case of sick leave teachers act according to the sick leave protocol;
- Teachers are on island during school time and in the last week of the summer vacation, unless permitted by the director;
- Teachers should check school e-mails daily and respond to these in a timely manner;
- Teachers act in their function according to laws and regulations;
- In case of reasonable suspicion of sexual relationship and/or harassment between any member of staff and a student, teachers and other staff members are legally obliged to report this to the director.

Agreements concerning teaching

Teachers make sure that:

- They are present in the classroom at the beginning of the class. According to the regulations of the school, teachers must be present on school premises 15 minutes before the beginning of the class;
- Students are not left unsupervised in the classroom;
- As a teacher you leave the classroom only when absolutely necessary. If such a situation arises, please inform the nearest colleague first;
- The door is locked when leaving an empty classroom;
- Register absent students at the beginning of the class;
- The particulars are processed in Engrade as soon as possible;

- The staff member shall inform the director as soon as possible when his duties can be resumed;
- The Employee can apply for leave with full pay for a short period, to be determined equitably, in the event he is not able to perform his duties due to very exceptional personal circumstances.

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- Teachers also stick to the rules and agreements;
- Teachers begin and end classes on time according to the schedule;
- Teachers always behave appropriately towards the students; that is clear and student-friendly;
- Teachers are aware that, also outside school, they are in function. Also in friendly relations with students their professionalism cannot be forgotten or compromised;
- Teachers make a curriculum plan which is available to students and parents at the beginning of each school year;
- Teachers deliver a good presentation and give clear explanation of the subject matter;
- Teachers are responsible for the selection of appropriate textbooks and teaching materials;
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Teachers make sure that:

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- Students are not left unsupervised in the classroom;
- As a teacher you leave the classroom only when absolutely necessary. If such a situation arises, please inform the nearest colleague first;
- The door is locked when leaving an empty classroom;
- Register absent students at the beginning of the class;
- The particulars are processed in Engrade as soon as possible;

- No grade can be given for tests that weren't taken. If a student fails the appointments made to take catch-up tests, or refuses to take them, the mentor will contact the parents;
- Students may only leave the classroom under urgent circumstances and with a written message;
- It is not allowed to expel a student from class because he/she does not have books or homework assignments or other with him/her;
- It is not allowed to deny students access from a certain class on your own initiative and without consultation with the director or department leader;
- Students shall not leave the classroom before the final signal;
- Students shall not eat and drink in class. In exceptional cases students may have something just outside in the hallway in front of the classroom;
- In case of accidents where First Aid is required, the janitor is immediately notified. In severe cases, the student is taken for medical treatment as soon as possible. In such cases the teacher draws up an accident report of the incident and hands this in to the director;
- The use of electronic devices (such as phone, MP3, iPod, cameras, blackberry and the like) is not allowed in the classrooms or after classrooms unless required by a teacher for a specific subject task. Confiscated devices are handed over to the department leader;
- Attendance to meetings is mandatory;
- The use of inappropriate language is not permitted;
- A teacher has an exemplary and educational task both inside and outside the classroom;
- Hitting or verbally abusing students is strictly prohibited and may lead to disciplinary action;
- Teachers are expected to wear representative/respectable attire.

Sanctions teachers can apply

- **Expel:** expelling students from a class happens in an exceptional situation when the student's attitude and/or behaviour hinder teaching. Expelling happens with a completed time-out form by the teacher and the expelled student must report immediately to the department leader or janitor. After the class, the respective teacher contacts the mentor to agree on the follow-up. Without a time-out form students are not expelled from class.
- **Imposition:** teachers can give students imposition. The imposition must be related to the punishment or to the subject taught by the respective teacher, The level of punishment must be fair, feasible and doable.
- Other measures / guidance plan: during core team meetings agreements can be made about other measures in the interest of the student. These agreements are recorded through a guidance plan and distributed among the department and core team teachers for a uniform approach.

6.9. Performance review

The SCS recognizes that a core competency of the school is its ability to recognize, develop, and retain a highly effective staff. Toward that end, SCS has instituted the following performance model to be known as the Goals and Performance Appraisal (GPA). The GPA policy is currently under revision, until further notice the following applies: the GPA is intended to have a twofold purpose: performance evaluation & improvement as well as ongoing staff development. It serves as the primary instrument for the eligibility for annual salary increases. The GPA consists of 2 forms: Tasks and Targets (Performance Contract) and Goals and Performance Appraisal. The GPA will be utilized to monitor performance for all teaching and administration staff based on:

- Job description teaching position;
- Job description additional responsibilities;
- Classroom observation in October and April.

The GPA cycle will be the twelve-month period beginning on August 1 and ending on July 31. If a teacher leaves SCS during the rating period, it is expected that the director will complete the process prior to departure from school. All completed GPA forms will be retained for two years. The GPA

process will be reviewed on a regular basis to assess its current effectiveness and will be amended as required to carry out the intent of the policy.

Procedures

- **Before the start of the new school year:** incoming and existing staff will read and discuss with the department leader both job descriptions and the tasks and targets for the coming school year. Incoming staff will receive GPA forms. Existing staff will revise their existing forms. The teacher and department leader complete the task and targets (performance Contract) and sign all forms.
- **In October:** the functioning of the teacher will be reviewed at a formal meeting, during which both parties have an equal status. This is a progress interview. The lesson observation, which takes place in October, will be viewed as the main discussion item. At the end of the meeting, both parties will sign the observation form and relevant information will be documented on the task and targets form. A copy will be kept in a personnel file.
- **In April:** the functioning of the teacher will be reviewed at a formal meeting. This is an assessment interview. The observations, which took place in October and in April, will be part of the discussion. The Goals and Performance Appraisal form for end-of-year will be completed (including evidence) by the teacher and department leader. The GPA form should be based on the job descriptions and the task and targets form, as well as on any class observations. The Goals and Performance Appraisal form will be signed by the teacher and the department leader and processed for appraisal. A copy will be kept in a personnel file.
- **In June/July:** a start will be made with revising job descriptions. A management meeting might be held to discuss new tasks and targets. After this review, the management team decides about the job descriptions for the following school year.

6.10. Professional development

Staff of the Saba Comprehensive School have different opportunities for professional development, however conditions apply. Among others, teachers can request for a scholarship for a bachelor-or master-degree (lerarenbeurs OCW), or competence subsidy (bekwaamheidsbeurs OCW). For more information, contact the director.

6.11. Open credit line policy

The Saba Comprehensive School has the following procedure for open credit lines in place, effective since August 1, 2014:

1. The Saba Comprehensive School has open credit lines with the following stores:

Category A:

- MyStore, the Bottom
- Big Rock Supermarket, Windwardside
- Unique/D+A Supermarket, Windwardside

Category B

- E&H Home Center, the Bottom
- Do-it Best/Hes Home& Hardware, Windwardside

Category C

- Office World, Sint Maarten

2. The following staff can make use of the open credit lines **for school purposes only:**

Category A:

Kamela Johnson
Madelyn Johnson

Category B:

Frank Granger
Frederick Charue

Category C:

Charlena Hassell³

³ In case of absence: Sharon Oleana

process will be reviewed on a regular basis to assess its current effectiveness and will be amended as required to carry out the intent of the policy.

Procedures

- **Before the start of the new school year:** incoming and existing staff will read and discuss with the department leader both job descriptions and the tasks and targets for the coming school year. Incoming staff will receive GPA forms. Existing staff will revise their existing forms. The teacher and department leader complete the task and targets (performance Contract) and sign all forms.
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2. The following staff can make use of the open credit lines **for school purposes** only:

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Madelyn Johnson

Category B:

Frank Granger
Frederick Charue

Category C:

Charlena Hassell³

³ In case of absence: Sharon Oleana

Simone Saul
Sharon Oleana
Charlena Hassell

Sharon Oleana
Charlena Hassell

Further referred to as 'shoppers'

3. Category A shoppers can purchase items up to a maximum of \$500,- per month; Category B shoppers can purchase items up to a maximum of \$350,- per month; Category C shoppers can purchase items up to a maximum of \$650,- per month.
4. When items are purchased from the above mentioned stores, an itemized receipt should be signed by the shopper, name should be printed on the receipt clearly and a copy handed in to the financial officer by the end of the week in which items have been purchased. In case of absence, the financial officer has to be informed and agreements made to get the receipt to the financial officer before end of the month.
5. The financial officer will ensure 1, 2, 3 and 4 of this procedure are executed accordingly. In case of deviation, the financial officer will remind all stakeholders of this procedure and report to director and school board.
6. Above-mentioned stores are kindly requested to send in a monthly invoice. If invoices have not been received by the financial officer two months sequential, the financial officer will contact the store and request the invoices within a week to date. If invoices are still not received, the open credit line will be closed. The financial officer will inform all stakeholders if such a situation occurs: the store, the appointed 'shoppers', the director and the school board. If invoices are received and correct, the financial officer will inform all above mentioned stakeholders that the credit line is open again.
7. The financial officer will compare the invoice with the itemized receipts (also called stubs) received from the shoppers. In case the invoice is incorrect (too much or too less), the financial officer will contact the store until the invoice is correct. The invoice will then be submitted to the board for approval and the existing invoice procedure will be followed.
8. In case the financial officer is absent, these steps will be conducted by the administrative clerk.
9. All stakeholders will be informed about this procedure. Any deviation from this procedure has to be approved by the school board first.

6.12. Travel policy

The Saba Comprehensive School has a travel procedure in place since August 1, 2014. A copy can be obtained from the financial officer.

6.13. Code of good conduct

All staff of the Saba Comprehensive School is required to follow the Code of Conduct:

A. Put the wellbeing, development and progress of children and young people first

SCS teachers:

- Use their professional expertise and judgment to do the best for the children and young people in their care
- Take all reasonable steps to ensure the safety and wellbeing of children and young people under their supervision

- Follow their school's child protection policies and procedures
- Establish and maintain appropriate professional boundaries in their relationships with children and young people
- Demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put children and young people at risk of harm
- Use appropriate channels to raise concerns about the practice of other teachers or professionals if this has a negative impact on learning or progress or risks harming children and young people.

B. Take responsibility for maintaining the quality of their teaching practice

SCS teachers:

- Meet the professional standards for teaching relevant to their role and the stage they have reached in their career
- Develop their practice within the framework of their school's curriculum
- Base their practice on knowledge of their subject area's and specialism, and make use of research about teaching and learning
- Make use of assessment techniques, set appropriate and clear learning objectives, plan activities and employ a range of teaching methodologies and technologies to meet individual and group learning needs
- Reflect on their practice and use feedback from colleagues to help them recognise their own development needs; actively seek out opportunities to develop their knowledge, understanding, skills and practice

C. Help children and young people to become confident and successful learners

Registered teachers:

- Uphold children and young people's rights and help them to understand their responsibilities
- Listen to children and young people, consider their views and preferences, and involve them in decisions that affect them, including those related to their own learning
- Have high expectations of all children and young people, whatever their background or aptitudes, and find activities that will challenge and support them all
- Promote children and young people's confidence and self-awareness by clarifying how assessment will be used to support improvement, providing clear and specific feedback, and celebrating their success
- Communicate clear expectations about pupil behaviour to ensure disruption to learning is minimised and children and young people feel safe and secure
- Help children and young people prepare for the future by engaging them in the implications of changes in society and technology and offering them impartial advice and guidance about their future options.

D. Demonstrate respect for diversity and promote equality

SCS teachers:

- Act appropriately towards all children and young people, parents, carers and colleagues, whatever their socio-economic background, age, gender, sexual orientation, disability, race, religion or belief
- Take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying
- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator
- Help create a fair and inclusive school environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement

- Follow their school's child protection policies and procedures
- Establish and maintain appropriate professional boundaries in their relationships with children and young people
- Demonstrate self-awareness and take responsibility for accessing help and support in order to ensure that their own practice does not have a negative impact on learning or progress or put children and young people at risk of harm
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- Address unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator
- Help create a fair and inclusive school environment by taking steps to improve the wellbeing, development and progress of those with special needs, or whose circumstances place them at risk of exclusion or under-achievement

- Help children and young people to understand different views, perspectives, and experiences and develop positive relationships both within school and in the local community.

E. Strive to establish productive partnerships with parents and guardians

SCS teachers:

- Provide parents/guardians with accessible and accurate information about their child's progress
- Involve parents/guardians in important decisions about their child's education
- Consider parents'/guardians' views and perspectives, including those that relate to their children's development
- Follow school policies and procedures on communication with and involvement of parents/guardians, including those that relate to sensitive areas such as attendance and exclusion.

F. Work as part of a whole-school team

SCS teachers:

- Endeavour to develop productive and supportive relationships with all school colleagues
- Exercise any leadership and management responsibilities in a respectful, inclusive and fair way, and in accordance with contractual obligations and national standards
- Uphold school policies and procedures, and raise any concerns about the life or running of the school in a responsible and appropriate way
- Contribute to colleagues' learning and development; provide honest, accurate, and justifiable comments when giving references for, or assessing the performance of, colleagues
- Participate in whole-school development and improvement activities
- Recognize the important role of the school in the life of the local community, and take responsibility for upholding its reputation and building trust and confidence in it.

G. Cooperate with other professionals in the children's workforce

SCS teachers:

- Seek to understand the roles of other professional colleagues in the children's workforce
- Communicate and establish productive working relationships with other professional colleagues
- Ensure that they are clear about their own professional contribution to joint working, seeking clarification where this is needed
- Understand that in sharing responsibility for children and young people's wellbeing and development they should always act within their own competence and responsibilities.

H. Demonstrate honesty and integrity and uphold public trust and confidence in the teaching profession

SCS teachers:

- Exercise their responsibilities in relation to the examination and assessment of achievement and attainment in a fair, transparent and honest way
- Demonstrate honesty and integrity in management and administrative duties, including in the use of school property and finance
- Understand that their duty to safeguard children and young people comes first, but otherwise acknowledge the rights of children and young people, families, and colleagues to confidentiality, in line with statutory requirements and school policies
- Represent their professional status accurately and avoid taking advantage of their professional position
- Maintain reasonable standards in their own behaviour that enable them to maintain an effective learning environment and also to uphold public trust and confidence in the profession.