



SCHOOL GUIDE

HANDBOOK FOR STUDENTS, PARENTS AND GUARDIANS

2018 – 2019

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WWW.LEARNINGSABA.COM

St. John's, August 2018

Dear parents/guardians and students,

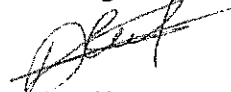
In November 2016, the SCS celebrated its 40th anniversary. For over 40 years students have been taught and education has been improved continuously and ... still going strong!

2018 will be the 3rd year of the implementation of the CCSLC (leading to the CCSLC-assessment at the end of form 3), preparations are made to assess students in the Lower Forms on Level 1 CVQ in the Vocational Stream.

Parents/Guardians are valued partners and are encouraged to be actively involved in the learning of their children, one of our goals for the upcoming Academic Year.

I wish everyone a successful and memorable school year in which we aim to further improve our collaboration and your participation.

Best regards,



Anton Hermans

Principal

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History and character of the school

The Saba Comprehensive School (SCS), located in the village of St. John's, is an English language secondary and vocational school. The SCS 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, which required S.C.S. to change its educational system. With English as the primary language of instruction the Saba Comprehensive School offers three educational streams (PrO, Vocational, and Academic). Although English is the language of instruction, Dutch is being taught as a strong foreign language given the status of Saba. For more history check our website.

Organizational structure

The Saba Educational Foundation is the employer of all staff at the Saba Comprehensive School.¹

The school board (SEF) is responsible for developing new and monitoring existing school policies for the school.

The school board consists of

Mr. Franklin Wilson	President
Mrs. Marva Donker	Secretary
Mr. Gied Mommers	Treasurer

The day to day management of the school has been delegated to the director and the management team.

There are two department leaders: Lower Forms & Special Needs Department, and upper forms. An assistant department

leader is appointed to lead the Vocational Department. The department leaders are members of the management team and part of teaching staff.

The school has 18 teachers. Some teachers work full-time, others work part-time. Most teachers teach in more than one stream. Each class has a homeroom teacher.

The non-teaching staff consists of a financial officer, an administrative clerk, a cleaner and a security officer.

Educational Organization

When students finish primary school they will be accepted at the SCS. During the first three years, in the lower forms, students will use the CCSLC-Syllabus² for 5 core subjects. These are English, Social Studies, Mathematics, Integrated Science and Spanish.

This CCSLC program incorporates the skills, abilities, attitudes and values that all secondary school students should have. The program is very flexible and targets students with a wide range of abilities. Students will be assessed at the end of form 3 when they have demonstrated readiness.

The outcome of these assessments, the results of the TerraNova tests, the teacher's recommendation and the student's/parental wish will determine whether a student will continue in the Academic or in the Vocational stream at the end of form 3.



¹ For the organization chart please turn to page 13

² Please visit CXC.org for more information

EDUCATIONAL REFORM

In November 2016, the Second Educational Agenda was signed for the Caribbean Netherlands. This agenda has been used to draft the New School Plan 2017-2021, which you can find on our website. Year plans derive from this 4-year plan to ensure that the SCS will continue to meet the Basic Standard Requirements and to take our education to the next level.

GENERAL INFORMATION

All important data such as report card meetings, parent evenings, and internship weeks can be found on the SCS Website.

You are also informed via our newsletter. This newsletter is sent home to the parents/guardians regularly with the students and is digitally available via our website.

SCHOOL HOURS

Lesson	Time
1	07.15 – 08.00
2	08.00 – 08.45
3	08.45 – 09.30
break	09.30 – 10.00
4	10.00 – 10.45
5	10.45 – 11.30
6	11.30 – 12.15
break	12.15 – 12.30
7	12.30 – 13.15
8	13.15 – 14.00
Break	14.00 - 14.30
9	14.30 – 15.15
10	15.15 – 16.00

VACATION SCHEDULE

Start of the school year August 27

Mid-term break October 15-19

Saba Day December 7

Kingdom Day December 15

Christmas vacation December 17 – January 4

Mid-term break February 18 - 22

Easter Vacation April 19 - 26

April 19/6

King's Day April 27

Labor Day May 1

Ascension Day May 30 + 31

Summer vacation July 8 – August 23

Please turn to page 11 for information about sports days and report cards.

TRANSPORTATION

The government of Saba provides school transportation to and from school.

The buses are also available for field trips and other events. Students are expected to respect the bus driver and behave well towards each other.

Students are not allowed to eat, drink and/or play music during the transportation.



Education is compulsory.

The obligation of parents/guardians to ensure that a youngster is registered as a pupil in a school starts on the first school day of the month after he/she has turned four years old. This obligation will terminate 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 general this will be the case at the end of the school year in which the youngster has attended one or more schools for at least twelve academic years of complete education. If a youngster has not obtained a start qualification at that age, an obligation to follow a complete education or to follow a combined learning and working trajectory will remain in effect until he or she has either achieved a start qualification or reached the age of 18.

In case of special circumstances, extra mitigating leave may be granted up to a maximum of 10 school days per school year. A request must be submitted to the director. Extra leave will not be granted during the first two weeks following the summer holiday. In cases in which the requested leave amounts to more than ten days per school year, the Truant Officer shall decide if leave can be granted. Requests for extra leave must be submitted 8 weeks in advance.

Students are required to attend all classes. Tardiness will be recorded in our digital system. In this system, a distinction is made between authorized and unauthorized absenteeism. Students who do not give notice of their absence will be recorded as unauthorized absent. These records are passed on to the Truancy Officer. High absenteeism can lead to sanctions such as detention, suspension or an official report to the Prosecutor/Judge. The procedure can be found on the next page.

SCHOOL DISCIPLINE

In order for the school to function we have set a few rules and regulations. Discipline, courtesy, good manners and respect for each other's personal property are expected norms of behavior.

School starts at 7.15 am. Students who come in late will be registered in the digital tracking system before entering a class.

Assembly Every Monday the school gets together to start the week and to give the students the opportunity to work on their presentation skills. This assembly is also used to share general information and school announcements. Parents/Guardians are cordially invited to join.

Reporting sick/absenteeism If a student is not able to attend school the parent/guardian should contact the school administration stating the reason for not attending class. This should be repeated for all the days that a student is unable to attend school.

During the recess various healthy snacks and drinks are being sold. We encourage students to bring their own packed lunch. Water fountains are located around the school and can be used at all times. Fizzy or energy drinks are not allowed.

Students are not allowed to leave the school grounds unless with permission from the management.

If a student falls ill during the school day, parents/guardians will be contacted before sending him/her home. In case the school is unable to contact the parents by phone, a form may be given to the student which, must be signed by the parent/guardian

and brought in when the student returns to school.

Unauthorized absenteeism of 16 hours or more in 4 successive weeks will be reported to the Truant Officer.

Specific areas of conduct

- a) Abusive or belligerent behavior by a student towards any member of staff will result in an appropriate punishment;
- b) Fighting in school will result in (in school) suspension;
- 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 and is punishable.

The code of conduct for students can be found on our website, in every classroom, and is available via the administration. The Code of Conduct will be discussed during homeroom.

SCHOOL TIME

Because the students are brought to school and taken home again in the afternoon by school bus, the starting and ending times are set as indicated in the schedule. It is customary not to schedule free periods. This means that all students have a schedule of 35 teaching periods of 45 minutes duration per school year. This yields (on average 39 school weeks) a total scheduled classroom time of 1050 clock hours. The number of scheduled cancelled class days is limited; over a school year between 5 and 10 days, 30 to 50 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. In exceptional circumstances teachers may be absent. The SCS, being a small school, this can hardly be handled through substitution by subject teachers. If a teacher is scheduled to be absent, he/she prepares assignments. Cancelled classes from the first three grades are most of the time substituted, in the higher grades this depends on the available substitutes.

BULLYING

Any form of bullying or teasing will not be tolerated.



If a student has been bullied or teased, he should inform an adult at home as well as the homeroom teacher. Our bullying protocol can be found online as well as the form to report bullying. The school has a Bullying Prevention Coordinating Committee³. The Committee assists the school when they have questions or concerns and need advice / support.

The bullying forms can be dropped in the 'idea' box near the staff room.

SCHOOL UNIFORM

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.

³ Members are Child Focus, School Social Worker, Public Health Nurse, Center for Youth and Family, Police, MR, SCS Counselor, PE Teacher, Security Guard, Victim Support, Saba Reach Foundation

The **SCS Lower School Uniform** consists of a blue polo shirt with the school logo, a navy blue loose fitting long pants, socks and white or black closed-toe shoes. Sneakers are allowed too.

The **SCS Upper School Uniform** consists of a loose fitting Khaki pants and a maroon polo shirt with the school logo, socks and white or black closed-toe shoes. Sneakers are allowed too.

The **P.E. uniform** consists of a white T-shirt with the school logo, a knee length black sports pants, socks and sneakers⁴.

The **house uniform** consists of the house color T-Shirt, a knee-length black sports pants, socks and sneakers.

Undergarments should be white, blue or black and without any print.

School uniform shirts, as well as the P.E. t-shirts, can be purchased at Everyt'ings in Windwardside. All house shirts can be purchased at Everyt'ings too.

All students must observe personal hygiene and grooming (please see code of conduct).

– Both male and female students;

- 0 Hair should be clean and well groomed;
- 0 Heads are uncovered, so no caps, hats etc. are allowed;
- 0 No visible piercings are allowed, except earrings for girls.

– Male Students:

- 0 Face should be neatly shaved;
- 0 No earrings.

Students are allowed to wear their house colors on the following days.

⁴ Meaning sport shoes

2018

August 31, September 28, October 12 (Triathlon), October 26, November 23, December 14 (Christmas – school ends at 11am)

2019

January 25, February 15, March 29, April 18 (Inter-House Sports day), May 29, July 3 (Family BBQ)

On all other days only the regular school uniform is permitted.

Students who do not wear the correct school uniform will not be allowed to enter the school premises.

They will be sent home to change.



PRO EDUCATION

Praktijksonderwijs is an educational programme that includes some basic academic subjects and a lot of practical or hands-on subjects. Special Needs students generally range in age between 12 and 18 years.

The main purpose of Special needs is to offer education to students in such a way that they are well equipped with the social and practical skills in order to obtain a job and function properly in society. In some case a student will have the possibility to further his or her studies at an MBO level.

Besides basic academic work and much hands-on training, the student will also have to do a job training- when he or she is ready. The Special Needs program caters to each student's talents and

interests, while assisting with the student's needs. This program allows each student to work in his/her area of interest at his/her level and pace.

LOWER FORMS

Students in form 1 start the CCSLC⁵ program and will be examinable when they have acquired the requisite skills at the end of form 3. The core subjects in CCSLC are: English, Mathematics, Social Studies, Integrated Science and Spanish (also see page 16).

At the end of form 3 students can choose either between the Academic (Science, Business or Social Economics) or Vocational stream (Hospitality or General Construction).

ACADEMIC DEPARTMENT

Students in the Academic stream take CXC Examinations. School Based Assessments (SBAs) may start in form 3 and partly determine the final CXC Exam results. For Dutch the students take the Cambridge Exams.

Based on the level of readiness, and a student's attitude and aptitude, he or she is free to take (some) CXC Examinations in form 3 and/or form 4.

In the school year 2017-2018 Academic students will also be able to take CSEC Examinations for vocational subjects.

VOCATIONAL DEPARTMENT

Students in the Vocational stream take the MBO level 2 General Construction or Hospitality assessments at the end of form

5, based upon the standards of the Ministry of Education, Science and Technology (OCW). Students in the Vocational stream are also allowed to take CXC examinations based upon the level of readiness, attitude and aptitude. The form 4 students will start preparing for the CSEC English and Mathematics. Other subjects offered include IT, EDPM, Technical Drawing.

Dutch is a compulsory external exam (Dutch Cambridge).

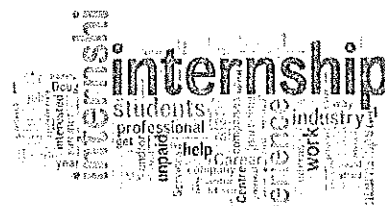


All students who are enrolled in Form 5 Vocational are entitled to Study finance. For more information surf to : www.rijksdienstcn.com/en/education/studiefinanciering

(Please also see page 16)

Internship weeks 2018-2019

5V November 2 – 30



SCHOOL IMPROVEMENT

Every two years a survey will be conducted among students, parents/guardians, and staff to ask them what they think of the SCS. The results of this survey are used to improve the quality of teaching, the working and the learning environment in the school.

⁵ CCSLC : Caribbean Certificate of Secondary Level Competence

The Dutch Inspectorate visits the school regularly and assesses amongst others the targets set, the quality of the lessons, examinations, and the results. You can find the reports on the inspectorate's website: www.onderwijsinspectie.nl. The next survey will be administered in 2018.

COMPLAINT PROCEDURES

Our school aims to foster good relationships with each and every parent/guardian. As a parent/guardian it is possible that you disagree with your child's teacher or the school. When this is the case, it is important to know where to go with your complaint. We have set a procedure for this. This procedure takes legal obligations into account.

- When you have a complaint concerning your child's teacher, you first discuss it with the teacher and try to find an acceptable solution.

-If this conversation doesn't lead to a satisfactory solution, or your complaint concerns school management, you can submit your complaint to the management of the school. You will be invited for a meeting in which your complaint will be discussed and hopefully solved.

- If this meeting doesn't lead to a satisfactory agreement, you can turn to the school board. You have to report your complaint in writing to the board. The board will issue a statement after all concerned parties have been heard. You can send your letter to:
board@learningsaba.com

If your complaint still hasn't led to an acceptable solution, you can turn to the Complaints Committee for Education. There is a separate procedure in place for submitting a complaint to this committee.

This procedure can be found on the SCS website.

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 radicalization.

PARTICIPATION

In accordance with the stipulations of Dutch law on participation in schools the **participation council**. The PC represents the staff (teaching and non-teaching), parents/guardians and the pupils, and defends the interests of these groups. You can contact the participation council via pc@learningsaba.com.

It is also very important to know what students think of their school and the education they receive. Every form has a representative in the **student body** and sits down regularly with the principal.

Parents speak to other parents, hear what their child is saying at home and discuss with other SCS students as well. Since we are continuously striving to improve the school, parents are invited to informal meetings with the **parent body** and principal every 6–8 weeks.

CARE & GUIDANCE

With the new School Plan in place all the students at the SCS will receive the care they need and work on their own development plan. 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) or other external care providers.

Parents/guardians will always be contacted in advance to inform them about the care that will be provided for your son or daughter.

The Care Coordinator of the SCS is also the Guidance and Career Officer of the students. Guidance classes will be taught to all students and the Guidance & Career teacher can also be contacted with any question on career-choice and tertiary education, either in the Kingdom of the Netherlands, the Caribbean or the United States/Canada. Furthermore the Guidance & Career teacher will assist students in filling out forms e.g. application forms for study financing and registration forms for tertiary education abroad.



STUDENT TRACKING

All teachers use Presentis as the student tracking system. Every student and parent will receive a (separate) username and password to log in to the system. In Presentis you can see the attendance, grades and also the outcome of meetings about the students, including the specific goals that students have to work on.

<https://sabacs.presentis.nl> (for Windows and Apple systems).

Graduation requirements

For the Academic stream, students must obtain 6 CXC CSEC passes for Grade I, II or III subject or 5 CXC CSEC passes for Grade I, II or III subjects and should obtain at least a C grade for the Cambridge Dutch for a school diploma.

HAVO EQUIVALENT DIPLOMA

In order to graduate with an equivalent HAVO diploma, the students must obtain 6

CXC CSEC passes for Grade I,II or III subjects, at least a C-Grade for the Dutch Cambridge, have a sufficient for the extra modules, PE, Cultural Education and Social Studies.

For the Vocational stream, students must successfully pass the MBO Level 2 exam with at least a 60% rating on each their Dutch (externally assessed), English, Spanish and Mathematics.

PROMOTION POLICY

In general it can be stated that a student needs a good attendance record in order to be promoted. Other important factors are the teacher's recommendation and the learning attitude of the student.

Conditions for Form 1 to Form 2 to Form 3

A 60% overall average and sufficient (60%) in two core subjects (English, Math, Dutch).

Conditions for Form 3 to Form 4

Academic

60% overall average and sufficient (60%) in two core subjects (English, Math, Dutch) as well as the Stream (Science, Business or Social Economics).

Conditions for from Form 4 Academic to Form 5 Academic.

60% overall average and sufficient (60%) in two Core Subjects (English, Math, Dutch).

No more than 2 insufficient grades of a 50%, which can include maximally 1 core subject and 1 package subject.

For all students: In special circumstances, such as sickness, a death in the family or

other mitigating circumstances, the student may be allowed a re-sit, an extra assignment or may be promoted under probation, meaning that the student must meet the terms of a strict contract, signed by parent(s), student and homeroom teacher by the end of term 1.

Conditions for Form 3 to Form 4 Vocational and from Form 4 Vocational to Form 5 Vocational.

60% average package subjects* and sufficient (60%) in two core subjects (English, Math, Dutch).

No more than 2 insufficient grades of a 50%.

*Package subjects are General Construction, Food Preparation and Housekeeping.

Conditions for PrO 2/3 to Vocational.

Students must achieve the required level for entrance to Form 4 Vocational (see above).

GUIDELINES

End of term 1 and End of year exams

Students must come to the examinations (and regular classes) with all necessary materials, such as pens, pencils, erasers, white out, rulers, calculators, geometry sets, etc., and will be informed of such by their subject teachers.

Students must wear the correct uniform to the examinations. Failure to do so will result in the student being sent home to change and missing part of their examination.

Students are not allowed to leave the exam room until the time is over for that particular exam. Students are not allowed

to leave the examination room to go to the bathroom or for water during the first half hour of each examination. Students must therefore bring other materials to study or a book to read if they finish their examination before the allotted time.

Students are expected to be quiet during the examination period. Failure to adhere to this rule will result in the student having to hand in their examination.

End of Term 1 Internal Mock Exam weeks (Upper Forms)

November 12 - November 23, 2018

End of year Exam weeks

June 17 – June 28

Report cards (2017-2018)

November 23, 2018 Term 1 ends

November 30, 2018 Report card distribution

March 15, 2019 Term 2 ends

March 22, 2019 Report card distribution

June 28, 2019 Term 3 ends

July 4, 2019 Report card distribution

End of year Exam weeks

June 17, 2019 till June 28, 2019, review day July 1+2, 2019

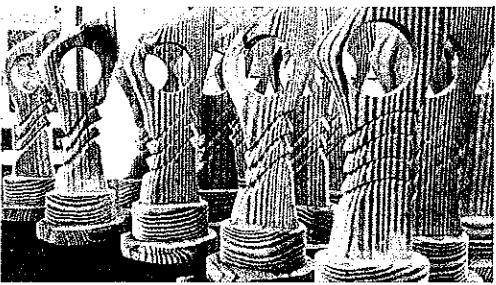
Memory lane



The President of the SEF thanking Satel N.V. for sponsoring the SCS with school materials



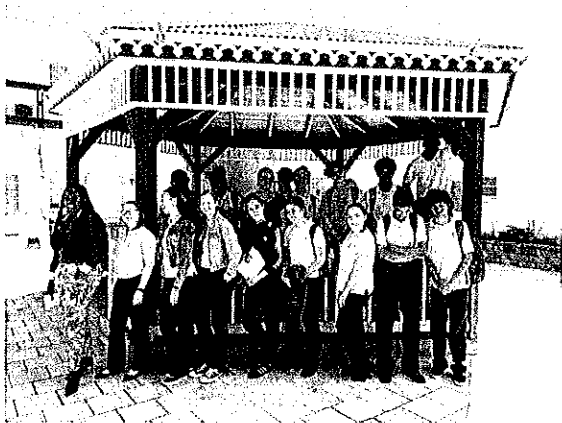
Collaboration with ROA CN is important for the vocational students and labor market.



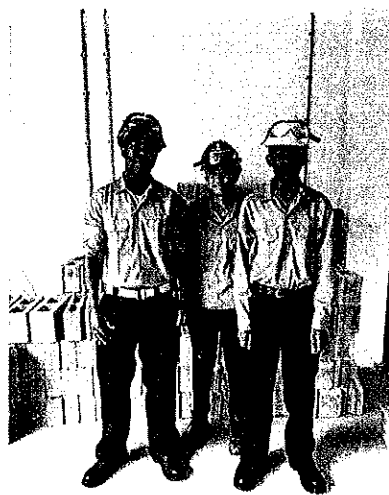
The Visual Arts Department assists the Triathlon Foundation with the trophies



Red House winner of Sports Day 2018



Dahlia Hassell (Former Student @ SCS) informed Form 5 about studying abroad



The vocational Tech students with their new uniform.

Teaching Staff			Subjects	Email
Mr.	Frederick	Charue	Vocational Department Leader, General Construction	fcharue@learningsaba.com
Ms.	Coney	Clement	Vice Principal, Academic Department Leader, English	cclement@learningsaba.com
Mr.	Mark	Dodds	History / Geography / Participation Council Member	mdodds@learningsaba.com
Ms.	Suzette	Fletcher	Business and Accounting	sfletcher@learningsaba.com
Mrs.	Shelly	Hughes-Zagers	Care & Food Prep + Cafeteria	mhugheszagers@learningsaba.com
Mrs.	Carol	Irvine-Skinner	Counsellor	cirvineskinner@learningsaba.com
Ms.	Madelyn	Johnson	Special Needs teacher, Internship Coordinator	mjohnson@learningsaba.com
Mr.	Peter	Johnson	Physics, Mathematics	pjohnson@learningsaba.com
Mrs.	Rhiannon	Jorna	English / Dyslexia Unit	rjorna@learningsaba.com
Ms.	Angela	Van Maris	Physical Education	avanmaris@learningsaba.com
Ms.	Michelle	Martie	Social Studies	mmartie@learningsaba.com
Mrs.	Dehanney	Miller	Biology, Chemistry, Integrated Science	dmiller@learningsaba.com
Mr.	Twan	Robben	Creative, Performing and Visual Arts	trobben@learningsaba.com
Mrs.	Petra	Roel	Dutch	proel@learningsaba.com
Ms.	Esther	Schasfoort	Dutch, Spanish	eschasfoort@learningsaba.com
Mr.	Delroy	Sinclair	Information Technology	dsinclair@learningsaba.com
Mr.	Marlon	Sitladin	General Construction	msitladin@learningsaba.com
Mrs.	Tracy	Zagers- Johnson	Department Leader Lower Forms and PrO, Spanish	tzagersjohnson@learningsaba.com
Administrative Staff				
Ms.	Charlena	Hassell	Administrative Clerk, Financial Assistant	chassell@learningsaba.com
Mrs.	Sharon	Hassell	Local Registrar, Director's Secretary	shassell@learningsaba.com
Mr.	Anton	Hermans	Director	ahermans@learningsaba.com
Mr.	Jeff	Johnson	Financial Administrator	jjohnson@learningsaba.com
Mrs.	Adrienne	Latvia	Custodian	--
Mrs.	Gisela	Herrera- Ramirez	Custodian	--
Mr.	Randal	Thielman	Security Officer	rthielman@learningsaba.com



LIBRARY

To stimulate reading in especially the lower forms and Pro, the students will visit the library regularly with their teacher.

The SCS will finance all library cards.

Book week 2019 is planned for May.

Partners & Links

Sacred Heart Primary School (SHS)

<http://www.sabasacredheartprimary.com>

Saba Reach Foundation

<http://sabareach.com>

Body, Mind and Spirit (BMS)

<http://www.bmssaba.org>

Child Focus

<http://www.childfocussaba.org>

Expertise Center Education Care (EC2)

<http://www.ec2saba.org>

Presentis

www.presentis.nl

Caribbean Vocational & Trade Schools

www.c-vet.com

Ministry of Education, Culture and Science

<https://www.rijksdienstcn.com/>

Raad Onderwijs Arbeidsmarkt Caribisch Nederland

<http://www.roacn.com/>

Centrum Youth and Family (CY&F)

<https://www.rijksdienstcn.com/>

Study finance

<https://www.rijksdienstcn.com/en/education/studiefinanciering>

Caribbean Examinations Council (CXC)

<https://www.cxc.org/>

Cambridge International Examinations (CIE)

<http://www.cie.org.uk/>

Everyt'ings

<http://www.etsaba.com>

Queen Wilhelmina Library

<http://qwlsaba.com>

Gwendoline van Putten School,

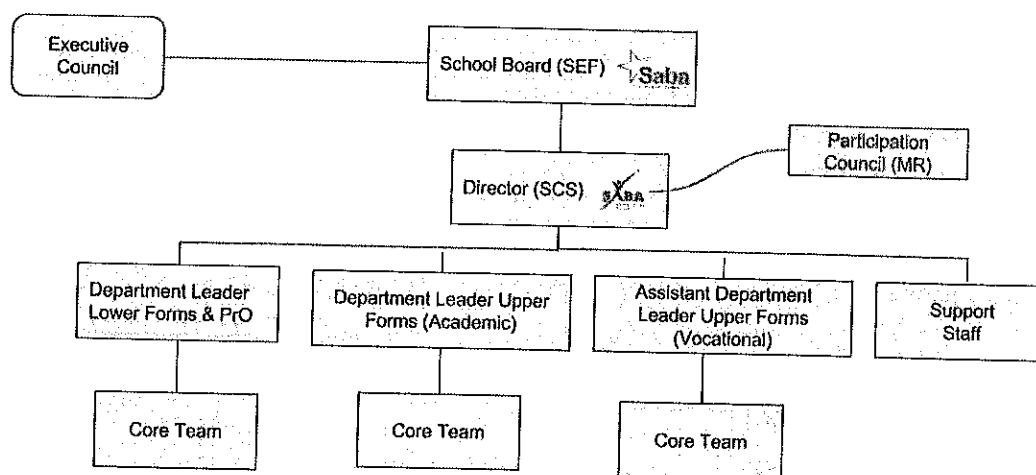
St. Eustatius (GvP)

<http://www.gvpschool.com>

Inspectorate (onderwijsinspectie)

www.onderwijsinspectie.nl

Organisational Structure SEF / SCS



HOMEROOM TEACHER

In education it is not just about teaching knowledge and skills, but also about (and particularly) the development of the student into a free, independent individual. This means that in education ample attention is also dedicated to the social-emotional development of the student.

The Homeroom teacher plays a very important role in this.

Since the Homeroom teacher is assigned to a group of students for preferably a number of years (first and second form or form 3 up to and including form 5) the homeroom teacher is capable to build a strong relationship with the students (and their parents). If you have any questions about your child, please contact the Homeroom teacher first.

Form	Homeroom Teacher	Studies
Form 1A	Michelle Martie	CCSLC
Form 1B	Petra Roel	CCSLC
Form 2	Esther Schasfoort	CCSLC
Form 3	Peter Johnson	CCSLC
Form 4A	Suzette Fletcher	CSEC
Form 5A	Mark Dodds	CSEC
Form 5V	Marlon Sitladin	MBO
Form 6A	Peter Johnson	CAPE
PrO	Madelyn Johnson	PRO

FINANCIAL ASSISTANCE

The Department of Social Affairs and Labor has specific funds available to assist parents and guardians financially in the purchase of required school supplies such as uniforms, computer/printer, pens, books, etc.

Criteria to apply for school supplies, financed by the Department of Social Affairs and Labor are:

- Proof that parent(s) or guardian(s) live(s) on Saba and is/are registered at the Census Office;
- Income up to a minimum wage (= max. \$ 1,480).

Even if you earn more than the minimum wage, you might still be eligible for financial assistance, either from Social Affairs and Labor or the SCS. So please contact the department of Social Affairs and Labor to fill out the form. The SCS administration is able to assist you too, if necessary, to fill out the forms.

School textbooks are provided by the school and parents/guardians will not be charged as long as the books are returned in good condition.

PENALTY FEE CSEC Exams

Students who sign up for CSEC examinations but fail to hand in their SBA on time and/or do not sit the actual CSEC Examinations due to other reasons than illness, will have to reimburse the SCS for all costs involved (registration + subject fee)

REQUIRED SCHOOL MATERIALS

1. School uniform, at least 3-5 pants and 3-5 shirts, 1 gym shirt and gym shorts, and closed black or white shoes-no toes

exposed.

2. A sturdy and good size school bag.
3. Pencil case
4. Agenda
5. 14 Copy books
6. 14 folders for subject handouts
7. Dictionaries for all language classes – English, Dutch and Spanish
8. Thesaurus for English class
9. Student's Atlas
10. At least 3 blue and 3 black pens
11. At least 3 #2B pencils
12. Correction fluid
13. White eraser
14. Pencil sharpener
15. Ruler
16. Geometry set (includes compasses, protractor and small ruler)
17. Scientific calculator
18. At least 2 highlighters
19. Small scissors
20. Glue stick
21. Sticky notes
22. Paper clips
23. Small stapler along with staples
24. Staple remover
25. Tape
26. Colored pencils
27. Markers
28. 256 MB Thumb drive
29. Computer with internet access
30. Printer
31. Letter size paper- 8.5 x 11
32. Flash cards for studying
33. A watch so students can be more mindful of the time
34. Umbrella for rainy days
35. Jacket/wind breaker for cold or rainy days

What is CCSLC

CCSLC stands for Caribbean Certificate of Secondary Level Competence. CCSLC was developed by the Caribbean Examination Council (CXC). The CCSLC program is the answer to a need, expressed by policy makers and educators across the Caribbean region for a secondary level program, examination and certification that will meet the needs of students with a wide range of abilities.

CCSLC: for whom

The core program incorporates the skills, abilities, attitudes and values that all secondary school leavers should have. The program is very flexible and makes provision for students of a wide range of abilities.

CCSLC structure

The CCSLC program comprises three years. It consists of two parts – a core of CCLSC Mathematics and English and several options from which candidates must choose an additional three subjects, being Spanish, Social Studies and Integrated Science. Students may qualify using subjects from a variety of sources and may enter for one or more CCSLC subjects at a sitting. Students will be assessed when they have demonstrated readiness, and will, therefore, be able to take the CCSLC examinations at different stages of their secondary schooling.

What is CVQ

CVQ stands for Caribbean Vocational Qualification. The program is based on a competency based approach to training, assessment and certification. Students can obtain a CVQ in the following industry sectors and occupational areas General Construction and Hospitality.

CVQ: for whom

Students can enter the CVQ-program after completing the CCSLC-program or coming from mbo.

CVQ structure

As the CVQ is a competence based program, there is no examination in the traditional sense. Candidates are expected to demonstrate competence in attaining occupational standards developed by practitioners, industry experts and employers.

Candidates are entered for assessments in specific skill areas (units of competence). Their subject teachers are trained to instruct and perform continuous assessment. When a candidate is ready, the assessor assesses the competence of the candidate. He/she must demonstrate competence in work-based activities in a classroom environment, through a simulation in the school workshop or laboratory or in the workplace.

A candidate can be assessed as many times as it takes to prove competence in the occupational area. The CVQ is awarded when the candidate has met the required standards in all of the prescribed units of competence.

CVQ will be implemented in the Academic School Year 2018/2019

SAFETY AND SECURITY

All students are required to adhere to the health, safety and security rules and practices of the SCS. The SCS will hold students responsible for the rules and their consequences. Entry and exit of the school compound is monitored and regulated by security personnel.

Health and safety signs are strategically placed in the classrooms, common areas and offices. Kindly take note of the information in these signs and adhere to these safety principles.

CVQ ASSESSMENT PROCESS

Assessments are guided by the CXC- Assessment Policy. The Certification Policy also outlines the institutions procedure for ensuring students are certified within established guidelines. These policies are available on our website. The assessment process is based on the gathering of evidence and the making of decisions about the outcomes of learning and competence. Assessment methods include but are not limited to simulation, practical demonstration, oral questioning, written test, testimonial, projects and portfolio of work. The assessment process can be described as a basic three-step process as outlined below:

Step 1 – Planning the Assessment

In this step the assessor meets with the candidate to:

- discuss the context and purpose of the assessment
- explain the competency standards to be assessed and evidence to be collected
- complete self-assessment
- outline the assessment procedures and preparation you should undertake
- assess your needs and & seek feedback regarding your readiness
- Advise them candidates of their rights to appeal
- Complete the relevant planning documents

Step 2 – Conducting the Assessment

This step also involves the candidate and the assessor. In this step the assessor meets with the candidate to:

- ensure you sign an assessment register
- the assessor will collect evidence and assess this against the competency standards
- oversee the evidence gathering process
- record details of evidence collected
- make judgment about your competence based on the evidence collected

Step 3 – Providing Feedback on the Assessment

At this point, the assessor provides feedback to candidates on the outcomes of the process. This involves:

- clear feedback on the decision e.g. why you were deemed Not Yet Competent
- information on gaps in competence and ways to overcome these

EXTRA-CURRICULAR ACTIVITIES

Since school year 2017-2018, the SCS organizes Extra-Curricular Activities (ECA) for students in the Lower Forms and Pro.

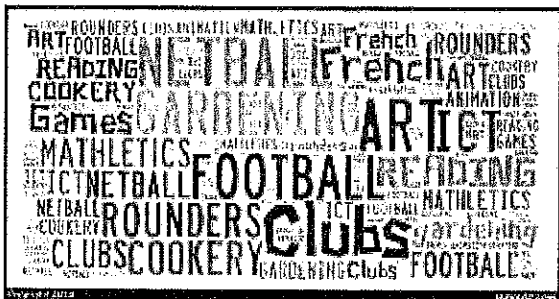
For students it can be difficult to see just how the extra time and dedication will benefit them. From strengthening the mind to promoting better time management skills, extra-curricular activities can help students succeed in much more than just their academic endeavors.

For the upper forms extra-curricular support will be provided for SBA, Oral Examinations, and the Portfolio.

These activities are offered before 2pm.

Additionally, all students will have to choose 2 clubs (out of the available 20). These clubs are held after school between 2.30 pm – 4.00 pm and enables students to work on the following aspects:

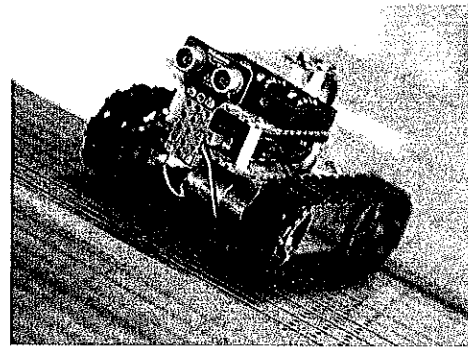
- Physical activity
- Development of leadership qualities
- Empowerment
- Career and guidance
- Community involvement



Extra-curricular and after school activities allow students to pursue interests outside of a standardized academic context. A student with a flair for mathematics, for example, might become a member of the school's robotics program. This decision

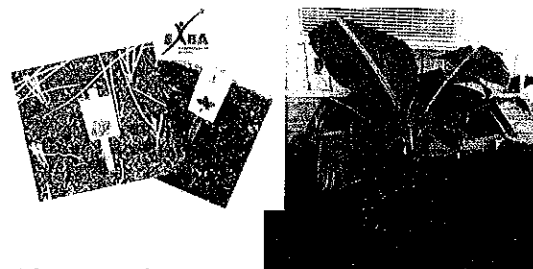


could help them decide if math will be something to pursue in higher education. Students can also use these activities to explore interests they have never encountered, exposing students to a more diverse range of interests in students.



Examples of extra-curricular activities are: snorkeling, music, hiking, archeology, swimming, web design, Leos, and boat building.

Examples of Clubs are: Sail Club, Spanish Club, Cooking Club, Archeology Club, Hiking Club, Leo Club, Drama/Music club, Debate club, Chinese Club, Robotics Club, Tech Club, Life Skills Club, Agriculture Club, Teen Times Club, and Sport Club.



Pictures above show items from the agriculture 'Grow your own in the school' project.