



SCHOOL GUIDE

HANDBOOK FOR STUDENTS, PARENTS AND GUARDIANS

2019 - 2020

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St. John's, August 2019

Dear parents/guardians and students,

This school guide aims to provide useful information for the academic year 2019-2020. Please review this guide together.

Teachers and administrators are always available for help, advice if you need it, or to answer any questions you may have.

The following items should serve as a guide for continued academic achievement and success throughout the years in school. All students should:

1. Be ready mentally and physically to learn.
2. Demonstrate behavior that is safe and non-threatening in school.
3. Demonstrate respect for people and property.
 - o Every student, regardless of grade level, race creed, or gender, has the right to a harassment-free environment.
 - o Students will respect the rights of all other students and staff members.
 - o Students should address everyone with respect.
4. Take responsibility for their own behavior and learning.
5. Use time and resources wisely.
6. Share responsibilities when working as members of a group.
7. Meet the requirements of each class.
8. Monitor their own progress via Presentis.
9. Share ideas and concerns with their parents/guardians and school personnel.

Thank you for helping your child with our school rules and procedures. Have a great school year!

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

¹ For the organization chart please turn to page 13

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 21 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, two cleaners, a cafeteria employee, 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.



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

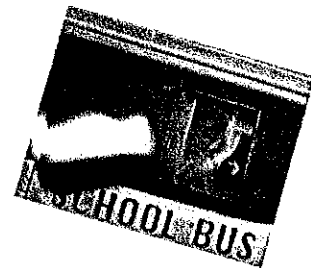
Start of the school year August 26, 2019

Mid-term break	October 14-18
Saba Day	December 6
Kingdom Day	December 15
Christmas vacation	December 16 - January 3
Mid-term break	February 17 - 21
Easter Vacation	April 10 - 17
King's Day	April 27
Labor Day	May 1
Ascension Day	May 21 + 22
Summer vacation	July 6 - August 21

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.



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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 21.

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 Truancy 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.

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.

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 Truancy Compulsory Education Officer.

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.

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

³ Members are Child Focus, School Social Worker, Public Health Nurse, Center for Youth and Family,

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

Police, MR, SCS Counselor, PE Teacher, Security Guard, Victim Support, Saba Reach Foundation

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.

The **SCS Lower School Uniform** consists of a blue polo shirt with the school logo, a navy-blue loose-fitting long pants, a hoody with school logo, 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, a hoody with 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, the knee length SCS shorts, pants, socks and sneakers⁴.

The **house uniform** consists of the house color T-Shirt, the P.E. shorts, 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 and shorts, 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.

2019

August 30, September 27, October 11 (Triathlon), October 25, November 22, December 13 (Christmas - school ends at 11am)

2020

January 24, February 28, March 27, April 30 (Inter-House Sports day), May 29, July 1 (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

⁴ Meaning sport shoes

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 CCSLC³ 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 (General Construction, Early Childhood Development, or Community Hosting Services).

ACADEMIC DEPARTMENT

Students in the Academic stream take CXC Examinations. School Based Assessments (SBAs) may start in form 4 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 choose the CVQ level 2 General Construction or Community Hosting Services at the end of form 3. Assessments are administered throughout the two years till the end of form 5, based upon the standards of the Ministry of Education, Science and Technology (OCW) and CXC. Students in the Vocational stream are also allowed to take CSEC 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, Home Economics & Management, 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 2019-2020

4V + 5V Nov 1 - Dec 5, 2019

4V + 5V February 28 -April 3, 2020



³ CCSLC : Caribbean Certificate of Secondary Level Competence

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.

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 PROCEDURE

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. .

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.

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 individual 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 will exclusively address all care/support related concerns. Guidance classes will be taught to all students by the Guidance teacher. This 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

70% overall average and sufficient (70%) 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.

70% overall average and sufficient (70%) 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.

70% 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, Community Hosting Services and Early Childhood Development.

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 11 - November 22, 2019

End of year Exam weeks

June 15 - June 26

Report cards (2019-2020)

November 22, 2019 Term 1 ends

November 29, 2019 Report card distribution

March 13, 2020 Term 2 ends

March 20, 2020 Report card distribution

June 26, 2020 Term 3 ends

July 2, 2020 Report card distribution

Teaching Staff			Subjects	Email
Mrs.	Claire	Badoux	Pro teacher	cbadoux@learningsaba.com
Mr.	Frederick	Charue	Vocational Department Leader, General Construction, CAPE Logistics and Chain Operation	fcharue@learningsaba.com
Ms.	Coney	Clement	Vice Principal, Academic Department Leader, English	cclement@learningsaba.com
Mr.	Mark	Dodds	History / Geography / Drama	mdodds@learningsaba.com
Ms.	Suzette	Fletcher	Business and Accounting	sfletcher@learningsaba.com
Ms.	Geertrude	Hellema	Dutch	ghellema@learningsaba.com
Mrs.	Maria	Hughes-Zagers	Care & Food Prep, Dutch	mhugheszagers@learningsaba.com
Mrs.	Carol	Irvine-Skinner	Counsellor	cirvineskinner@learningsaba.com
Ms.	Bianca	Johnson	Career & Guidance, Math/English	bjohnson@learningsaba.com
Ms.	Madelyn	Johnson	Pro teacher, Internship Coordinator	mjohnson@learningsaba.com
Mr.	Peter	Johnson	Physics, Mathematics, CAPE Economics	pjohnson@learningsaba.com
Mrs.	Rhiannon	Jorna	English A + English B	rjorna@learningsaba.com
Ms.	Angela	Van Maris	Physical Education	avanmaris@learningsaba.com
Ms.	Michelle	Martie	Social Studies	mmartie@learningsaba.com
Ms.	Brianna	Murray	Biology, Chemistry, Integrated Science	bmurray@learningsaba.com
Mr.	Floyd	Pryce	Early Childhood Development, Math, CAPE Integrated Math	fpryce@learningsaba.com
Ms.	Stacey	Simmons	Creative, Performing and Visual Arts	ssimmons@learningsaba.com
Ms.	Esther	Schasfoort	Dutch, Spanish	eschasfoort@learningsaba.com
Mr.	Defroy	Sinclair	Information Technology, CAPE IT	dsinclair@learningsaba.com
Mr.	Marlon	Sitiadin	General Construction, Technical Drawing	msitiadin@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	--
Ms.	Maria	Ortiz	Cafeteria	mortiz@learningsaba.com
Mr.	Randal	Thielman	Security Officer	--



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,

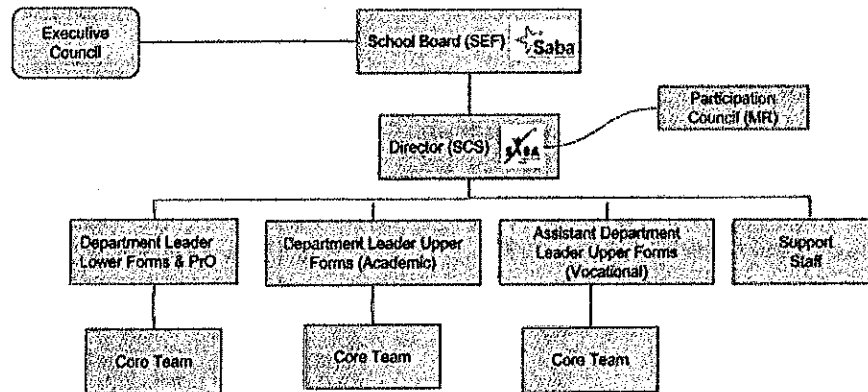
St. Eustatius (GvP)

<http://www.gvpschool.com>

Inspectorate (onderwijsinspectie)

www.onderwijsinspectie.nl

Organizational 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 1	Shelly Zagers-Hughes	CCSLC
Form 2A	Michelle Martie	CCSLC
Form 2B	Marlon Sitladin	CCSLC
Form 3	Esther Schasfoort	CCSLC
Form 4	Peter Johnson	CSEC / CVQ
Form 5	Suzette Fletcher	CSEC / MBO
Form 6	Carol Irvine-Skinner	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

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 CCSLC 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 2019-2020

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

CAPE

Since school year 2019-2020 we started offering the Caribbean Advances Proficiency Examination (CAPE) as a pilot with 1 student.

For the academic year 2019-2020 and beyond, we are securing continued education for students after form 5 Academic.

CAPE is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organized in one-Unit or two-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council (CXC) offers three types of certification.

- 1) the award of a certificate showing each CAPE Unit completed.
- 2) The CAPE diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies.
- 3) the CAPE Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CAPE Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

A CAPE syllabus tells what the rationale is for offering the subject, provides the general aims of the syllabus, gives the general objectives and the specific objectives that students must satisfy, outlines the content to be covered and explains the evaluation procedures. In most cases, the syllabus also provides a list of suggested resources and special notes for the further guidance of the teacher.

CAPE is a two year program. Students who are accepted in the program will have to study more than just the periods allotted at school.

In the allotted study periods students must stay in school and can use the Study & Research lab.

The students will receive the following items:

- a laptop
- the study materials (books)
- library card

The CAPE program consists out of the following mandatory subjects:

Integrated Math, Caribbean Studies, Communication Studies, Economics, IT, Logistic and Supply Chain Operations.

If students complete the program, they will be awarded the *Associate of Arts in Business Studies - Logistics and Supply Chain Operations*.

To enroll in CAPE, students have to meet the entry requirements.

ENTRY TO TERTIARY EDUCATION

Regional Universities, tertiary institutions and external educational institutions in Canada, the United States of America

(USA) and the United Kingdom (UK) have accepted CSEC and CAPE certification for matriculation and entry level programs, based on the institution's requirements for a particular course of study.

The University of the West Indies (UWI) and the University of Guyana will accept six CAPE Units for normal matriculation.

The UK National Academic Recognition Information Centre (UK NARIC), the only body which advises universities on entry qualifications has also recommended six CAPE Units for general entry requirements to British higher education institutions.

Today, the CAPE qualifications are treated similarly to UK Advanced level qualifications. Recently, the CXC Council engaged in collaborative discussions with US-based Universities in an effort to align CAPE programs with the entry level programs offered by these universities and also with a view to students receiving credits and exemptions in selected subject areas.

On achieving certification of a certain cluster of subjects, students can use several combinations of these subjects for optimal opportunities in choosing specific areas of study.

PENALTY FEE CAPE EXAMS

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



EXTRA-CURRICULAR ACTIVITIES & CLUBS

The SCS offers extracurricular activities for the Lower Forms and after school clubs for all students.

These activities are mandatory.

Extracurricular activities will be offered on Tuesdays from 12.30 pm - 2 pm.

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

Clubs will be offered 4 days / week, starting at 2.30 pm and ending at 4pm. Clubs can also be held on Saturdays. We try not to schedule clubs on Fridays. Student can use this time to meet with peers to work on projects.

Students must choose 2 clubs (out of the available 20). Clubs enable students to work on the following aspects:

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

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