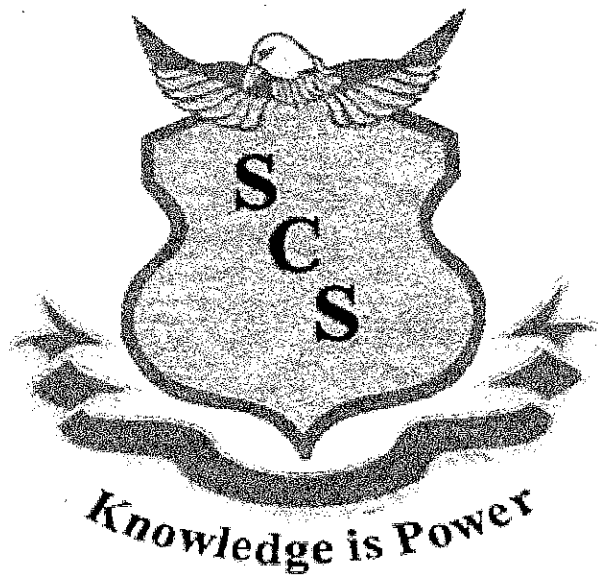


Saba Comprehensive School



Information Booklet

For Students and Parents

2005-2006

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

2.1. History

The Saba Comprehensive School, located in the village of St. Johns, is an English language secondary school catering to both the requirements of the Dutch Antillean educational system and the Caribbean Secondary Educational Certificate (CSEC) programs as articulated and administered by the Caribbean Examinations Council (CXC). S.C.S. was founded in 1976 as a Dutch language secondary school offering M.A.V.O., L.T.S., and Huishoud (Home Economics). The Island Government of Saba resolved to make English the language of instruction throughout both the primary and secondary levels therefore requiring S.C.S. to change its educational system. With English as the primary language of instruction the Saba Comprehensive School adopted the CSEC program with Dutch being taught as a foreign language. The Saba Comprehensive School currently enrolls over 100 students from various racial, ethnic, and national origins.

2.2. Mission Statement

The Saba Comprehensive School, in collaboration with all stakeholders, including the Government, administrative and teaching staff, School Board, students, parents and the wider community will educate all students in a clean, safe and healthy learning environment, and prepare students for meaningful and productive participation in the global society, by providing diversified learning opportunities for all students to enable each student to develop his or her full potential.

2.3. Philosophy

The Saba Comprehensive School (SCS) is committed to providing our diverse student population with a dynamic and meaningful educational experience, which will prepare them for the challenges of the twenty-first century.

As a collaborative learning community, SCS is committed to providing a rigorous academic programme for all students in a nurturing environment. A problem-based approach and a standards driven instructional programme are to be developed through which students will achieve high levels of performances as they acquire the knowledge necessary to become critical thinkers and problem solvers. Additionally, SCS is committed to ensuring that all of its students develop the skills needed to become productive citizens in a global community.

SCS is therefore committed to provide the environment which is conducive for its students to receive the academic and technical skills necessary to secure gainful employment, to continue post-secondary studies, or to pursue a combination of both. Every effort must be made to provide the highest quality instruction in academic, technical and service-oriented programmes.

SCS believes that every student deserves equal opportunities for success in his/her academic and personal growth. This can only be achieved through the creation of a high quality educational and technological programme, cooperative and active learning. The SCS is committed to promoting leadership and community service opportunities in a safe and supportive environment characterized by mutual trust in regard to individual and even cultural differences.

SCS will therefore seek to:

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

Students, upon leaving SCS, should have acquired the skills necessary to function responsibly, politically, economically, spiritually and socially in a democratic society.

2.4. Goals

1. To enable all students regardless of gender, economic status or physical limitations to be provided with equal opportunity to access all academic, technical/vocational programmes and extra-curricular activities, as part of a diversified curriculum.
2. To ensure that all students and staff function in a safe and cooperative learning environment.
3. To foster continuous curriculum and professional development among staff members that will promote implementation of a variety of instructional strategies and assessment that correlate with student's ability levels and learning styles.
4. To provide Basic Education for Year 1 and Year 2 students that provide the foundation for the development of lifelong learning skills necessary for survival in a global environment; specifically, learning to be, learning to learn, learning to know, learning to live together and learning to endeavour.
5. To strengthen and enhance the learning process while ensuring that the opportunities and advantages of the CSEC/CXC programmes at Years 3-5 are presented to prospective students and their parents, in order that informed decisions are made regarding student welfare and student choices.
6. To ensure that the Secondary Vocational Education programme is supported by academic, technical, personal/social counselling that will facilitate positive student development.
7. To strengthen academic and technical/vocational programmes by promoting competency-based, criterion-referenced assessment, enabling students to reach their highest level of proficiency.
8. To promote a sense of individual responsibility in students and foster a commitment to teamwork and pride in their accomplishments.
9. To ensure that students attain the competencies, skills and abilities that will equip them to function in a technological society, for success in the world of work or pursuing further studies, according to their aspirations.

10. To encourage and facilitate increased parent/guardian, government and wider community involvement in the educational process and extra-curricular activities at the school level.

School and community relationships will be strengthened through cooperative attachments, guest speakers, monitoring programmes and close collaborative initiatives with the School Board and Department of Education, functioning in advisory capacities.

3.0. SCHOOL BOARD/OFFICE POSITIONS/TEACHING FACULTY/SUPPORTING STAFF

3.1. School Board Members:

Mr. H. Roy Smith	President, Saba Educational Foundation
Mrs. Kathy Hassell	Treasurer, Saba Educational Foundation
Mrs. Elka Charles	Secretary, Saba Educational Foundation

3.2. Office Positions:

Mr. Jonathan G.A. Johnson	Director
Ms. Charlena Hassell	Administrative Clerk
Mr. D. Jeff Johnson	Finance Officer
Ms. Kathy Sagers	Guidance Counsellor
Ms. Yvonne Alexander	Educational Psychologist

3.3. Teaching Faculty:

Subjects taught:

Mrs. Kathleen Bauman	Man & Nature/Biology/Chemistry/Integrated Science/ Human & Social Biology
Mr. Philip Bauman	Information Technology/Math
Mr. Mark Beland	English/ Math/Man & Society
Mrs. Sarah Beland	Care/Home Economics/Food Preparation/Man & Nature
Ms. Constance Clement	English
Mr. Antonius Cyril	Prin. of Business/Prin. of Accounts/Economics/Math
Ms. Gwen Dawson	Mathematics/Physics
Ms. Tracy Johnson	Spanish
Mr. Joseph Oke	Technical Sciences (Bench Work, Machine Work, Building Construction, Technical Drawing)
Mr. Robert Perica	Physical Education
Mrs. Carmen Peters	Man & Society/Geography/Social Studies/History
Ms. Evelyn Rietkerk	Dutch
Ms. Kathy Sagers	Guidance Counsellor
Mrs. Susan ten Holt	Visual Arts
Mr. Robert Zagers	AutoCAD/Technical Sciences

3.4. Supporting Staff

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

4.0. ADMISSION, REGISTRATION AND SCHOOL FEE

4.1. Admissions Policy

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

4.1.1. Admissions Committee

An Admissions Committee will consist of the following individuals:

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

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

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

Head of the Insular Department of Education, Saba

Inspector of Secondary Education

Inspector of Primary Education

4.2. Registration

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

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

4.3. School Fees

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

5.0. ORGANIZATION OF EDUCATION

5.1. Lesson Hours:

1 st	7:15 – 8:00
2 nd	8:00 – 8:45
3 rd	8:45 – 9:30
Break	9:30 – 10:00
4 th	10:00 – 10:45
5 th	10:45 – 11:30
6 th	11:30 – 12:15
Break	12:15 – 12:30
7 th	12:30 – 1:15
8 th	1:15 – 2:00

5.2. PERIODS PER SUBJECT FOR 2005-2006

SUBJECT	BAVO 1	BAVO	ACAD	ACAD	ACAD	TECH	TECH	EH	EH
	A&B	2	3	4	5	3	4	3	4
English	5	5	5	5	5	4	4	4	4
Dutch	4	4	4	4	4	4	4	4	4
Spanish	2	3	2	4	4	2		3	3
Mathematics	5	5	5	5	5	4	4	4	4
Physics			2	4	4	2	2		
Biology			2	4					
Chemistry			2	4	4	2	2		
Man & Nature	3	3							
Integrated Sc.					3				
Human & Social Biology				4					
History			2	4	3				
Geography			2	4					
Man & Society	3	3				1	1	1	1
Social Studies			2	4	4				
Guidance			1	1	1				
Mentoring	1	1							
Job Skills						2	2	2	2
Care	2	2						2	2
Food Prep.								6	6
Visual Arts	2	2	2	4	4	2	2	2	2
Prin. of Business			2	4	4				
Prin. of Accounts			2	4	4				
Economics		2						3	3
Information Tech.	2	2	2	4	3	1	1	2	2
Technical Science	2	2							
Tech. Drawing						4	4		
Bench Work						3	3		
Machine Work						3	3		
Building Constr.						2	2		
Physical Ed.	2	2	2	2	2	2	2	2	2
Total Hours	33	36	39	37	39	36	36	35	35

1 period = 45 minutes.

5.3. Educational Program

• BAVO: YEAR 1 & YEAR 2 (BASIC SECONDARY EDUCATION)

The goals of Basic Secondary Education are:

- To provide innovation in content in order to ensure a better linkage to the social and cultural situations on the islands, and economic and technological modernization. The struggle is to create a type of education that will promote individual aptitude and social justice.
- To develop a modernized social program that will be accommodated in a core curriculum which will be the same for all students.
- To increase the level of education of all students, and the participation of future members of the Antillean community in those elements of Antillean culture which the society considers important and which should be taught to everyone.
- To decrease unequal opportunities in education by avoiding premature definite choices of vocation or school, and by promoting social integration.
- To focus on innovations in the labor market.
- To reorient secondary education towards increasing social relevance (Netherlands Antilles. Ministry of Education. 1999).

The subjects taught during the BAVO years are:

English Language & Literature	Mathematics	Integrated Science
Social Studies (History, Geography)	Art & Craft	Physical Ed.
Social Skills	Information Technology	Dutch, Spanish
Practical Subjects (Introduction to Home Economics – Management; Woodwork) Drama		

• CXC/CSEC Stream

This will be the main focus of the curriculum from Form 3 to 5. Students leaving BAVO will either proceed, following testing, to the CXC/CSEC Stream or to the Secondary Vocational Education Programme (VSBO). This will be determined by:

- 1) Test results at end of Year 2 of BAVO;
- 2) BAVO progress reports; and
- 3) Discussion of students' potential by teachers, counsellor, and Director.

CXC/CSEC subjects usually require three years to adequately cover the syllabuses and complete the School Based Assessments. Typically, School-Based Assessment skills for each subject are developed in Form 3. Actual work on School Based Assessments should commence in Form 4 and are usually completed in the second term of Form 5. In Form 5, students will take subjects at either CSEC General Proficiency or Technical Proficiency.

Final examinations at the end of Form 5 are taken with the following examination boards:

- CXC Caribbean Examination Council
- IGCSE International General Certificate of Secondary Education (Dutch)

• The Preparatory Secondary Vocational Education Programme (VSBO)

The Secondary Vocational Education Programme (VSBO) is generally a two-year programme, but which may be extended to three years. At the end of two years (Years 3 & 4), students may:

- 1) proceed to the labour force;
- 2) proceed to a polytechnic type program, or SBO.

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

5.4. Homework and assignments

All students, regardless of the year group, are assigned homework most days. Homework is considered an integral part of the day's lessons and is **mandatory**. Therefore, it plays an important role in the student's success at school.

Usually a student in the BAVO 1 will have about 1 ½ to 2 hours of homework and assignments each day. As the student progresses the amount of study time will increase. Students will also be required to work on projects and do research. This is a critical aspect of School Based Assessments. School Based Assessments, which are part of the final CXC exam results, demand a responsible and independent attitude from the student. Skills such as planning, organization, critical and analytical thinking will be emphasized in order for the students to do well.

6.0. GRADING, REPORT CARDS AND PROMOTION

6.1. Grading

Students are graded on a scale from 10 to 100. The **passing grade** for each subject is 60.

Explanation of Grading System

100	Excellent
90 – 99	Very Good
80 – 89	Good
70 – 79	Ample Sufficient
60 – 69	Sufficient
50 – 59	Insufficient
40 – 49	Quite Insufficient
30 – 39	Poor
20 – 29	Bad
10 – 19	Very Bad

The academic school year is divided into three (3) terms. A final comprehensive exam for each subject is given at the end of the academic year. The final grade at the end of the school year is calculated as follows:

$$\text{Final grade} = \frac{\text{Term 1} + \text{Term 2} + \text{Term 3} + \text{Final Exam}}{4}$$

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

6.2. Report Cards

Three times a year, before the report cards are handed out, the school has a staff meeting where the academic performance of every student is discussed and recommendations are made. At the end of the academic year the staff meeting decides on the promotion of students.

At the end of each term report cards are issued to parents/guardians of all students during the report card evening.

6.3. Promotion Policy

For each year group the staff of the school has developed a set of promotion criteria. A student is promoted when he/she meets the criteria. The promotion requirements 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. (See 6.1)

General promotion requirements:

1. A student cannot be absent more than 10 days of school, and of which all 10 days must have a valid excuse by the parent/guardian and/or doctor.
2. A student has no more than one failing grade below 40.
3. A student needs a grade average of at least 60.

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

<i>YEAR GROUP</i>	<i>SPECIFIC PROMOTION REQUIREMENTS</i>
BAVO 2 to ACAD 3	Passes in at least 10 subjects.
BAVO 2 to VSBO 3	For promotion to VSBO 3 a mean average of at least 60%.
ACAD 3 to ACAD 4	Passes in at least the 8 subjects to be attempted at CXC level.
VSBO 3 to VSBO 4	A mean average of at least 60%.
ACAD 4 to ACAD 5	Passes at least the 7 subjects to be attempted at CXC level.

7.0. IMPORTANT DATES

7.1. Vacation Schedule 2005/2006

Preschool Vacation	1 Aug. – 12 Aug. 2005	10 days
First school day 15-08-05		
Mid-term	10 Oct. – 14 Oct. 2005	5 days
Antillean Day	21 Oct. 2005	1 day
Saba Day	2 December 2005	1 day
Christmas	19 Dec. – 3 Jan. 2006	12 days
Midterm	2 Feb. – 3 Feb. 2006	2 days
Easter Break	13 Mar. – 21 Mar. 2006	7 days
Queen's B-day/Labour Day	1 May 2006	1 day
Ascension	25 May – 26 May 2006	2 days
Summer Vacation	3 July – 31 July 2006	21 days

The first school day of academic year 2006-2007 will be **August 14, 2006**.

7.2. Report Card Schedule

Report Card 1	Thursday, November 17, 2005
Report Card 2	Thursday, March 9, 2006
Report Card 3	Wednesday, June 28, 2006

8.0. RULES AND REGULATIONS FOR STUDENTS

General Conduct:

1. Your actions should never disturb others or interfere with the educational process, which is the sole reason for your being in school.
2. You should be capable of accepting responsibility for your actions or the results of your actions.
3. You should respect the rights of others as you wish them to respect yours.
4. Once in school, you may not leave without first receiving permission from the Director.

There are 4 specific areas of conduct which will result in immediate suspension from school.

1. Abusive or belligerent behavior by a student toward any faculty or member of staff will result in suspension.
2. Fighting in school will result in the suspension of **ALL** participants.
3. Possession and/or use of weapons, tobacco, alcohol, or drugs at school will result in immediate suspension. A police report will be made. The Director may require a student to open his/her bag upon entering the school premises.
4. Theft.

Attendance:

1. Students are required to attend all classes.
2. Students may not exceed 10 excused absences in order for promotion. (Total number of school days are 200)
3. A written note of explanation from the parent/guardian must support all absences.
4. If a student must leave school because of an illness a note from the parent/guardian must be brought in when the student returns to school. If the illness causes absence on the 2nd consecutive day, the student must also bring a letter from the doctor.
5. If you don't know whether the reason for absence is acceptable, call the school before you are absent or before you make plans.
6. Tardiness (coming late to class) will be recorded and students will be required to make up the time missed from class after school. Parents will be contacted and if persistent students will be kept on after-school detention.
7. Students are not counted as late/tardy if the school bus has mechanical problems.
8. If the whole class is going to be late, the teacher will accompany them to their next class.

Personal Appearance:

1. All students must observe personal hygiene and grooming. Fingernails should be kept short.
2. Students must wear the correct school uniform as specified in the school's guidelines while on the premises and while traveling to and from school on any school day. The uniform is a symbol of the school and as such should be worn with pride and kept clean and tidy.
3. The school uniform should only be used for school purposes. Neither tight pants nor baggy/hanging pants will be tolerated.
4. Undergarments should not be conspicuous in color or revealing prints.
5. Male/Female
 - Hair should be:
 - Clean
 - Well groomed
 - Absolutely no bleached hair or bleached braids
 - No nose-rings, tongue rings or eye-rings
6. Male Students:
 - Male students must wear simple low hair cuts. No designs will be allowed by the school. The hair should be neatly groomed.
 - Face should be neatly shaved.
 - No beard.
 - No fringe of beard.
 - No long hair (locks)
 - No braids
 - No pony tails
 - No ear-rings

The following articles are **NOT ALLOWED** to be brought to school:

- Articles portraying obscene language or drugs.
- Cellular phones and the use of it.
- Knives, matches, lighters, guns, firearms or weapons of any kind.

- CD players and headphones.
- Walkmans and headphones.
- Excessive jewelry.
- Clothing containing political slogans.