



SCHOOL GUIDE

HANDBOOK FOR STUDENTS, PARENTS AND GUARDIANS

2023-2024

PASTURE ROAD 11 | ST. JOHNS | SABA
EMAIL | ADMINISTRATION@SABALEARNS.ORG

TEL. 416 3270
WWW.LEARNINGSABA.COM

St. John's, August 2023

Dear parents/guardians and students,

A warm and heartfelt welcome to the new academic year 2023-2024. We are delighted to welcome you to Saba Comprehensive School (SCS), where we promote an exceptional level of education within the (Dutch) Caribbean, in an effort to shape unique future leaders who demonstrate high moral values and are proud to be SCS students.

Firstly, I would like to thank you for the wonderful welcome I have received from the Saba community, since being named principal of SCS in January 2023. I cannot help but be proud to be part of a school where young people are holistically developed, so that they will make a meaningful contribution to the global society.

As we embark on the preparations for the upcoming year, we must stand still for just a moment and recognize the successes we have achieved and the persons who have gotten us where we are today. Our students, parents and guardians all work together to bring the *FIRST* core values of SCS at the forefront of everything we do.

With *Focus, Integrity, Respect, Self Determination and Teamwork (FIRST)*, we are guided in achieving an inclusive, quality secondary education, where our students are equipped with the necessary knowledge and skills to reach their academic and life goals. At SCS, we strive to create a learning and working environment that encourages and fosters a positive, safe and healthy place, in cooperation with all stakeholders.

Educators, we welcome and value your positive energy and dedication to excellence in education and service to our students, parents and guardians. You are the trailblazers who create a safe place for our students to make mistakes and to be accepted as they are. Thank you!

The School Guide is designed to strengthen the communication between school and home and aims to provide useful information for the academic year 2023-2024. Please make time to carefully review this guide and store it where you can easily find it. We are looking forward to collaborating with you this upcoming schoolyear.

Teachers and administrators are always available to help, guide and advise, if you need it, or to answer any questions you may have. From our own experience as well as research, it is very clear that when parents/ guardians take an active role in their child's education, the students perform better at school.

On behalf of Saba Comprehensive School, I would like to thank you for trusting us with the education of your child. It is an honor and privilege to serve as your principal.

I am confident that TOGETHER, we will make this school year one of growth and achievement for everyone.

Jessica Besselink

Principal

OUR CORE VALUES –

FIRST

FOCUS

INTEGRITY

RESPECT

SELF DETERMINATION

TEAMWORK

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HISTORY OF SCS

Saba Comprehensive School (SCS), located in the village of St. John's, is an English language secondary and vocational school. SCS was founded in 1976 as a Dutch language secondary school. With English as the primary language of instruction, now Saba Comprehensive School offers three educational streams: Praktijkonderwijs (PrO), Vocational, and Academic. Although English is the language of instruction, Dutch is being taught as a strong foreign language.

ORGANIZATIONAL STRUCTURE SEF

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

The school board of the SCS closely works together with the school board of the SHS. Both school boards aim to merge per January 2024. SKOSaba/SEF is responsible for evaluating and monitoring school policies for both SHS and SCS.

The school board consists of Mr. Anton Hermans, functioning as the Executive Director (also known as daily board).
Contact: anton.hermans@sabalearns.org

The supervisory board members are:

Mr. Franklin Wilson, Ms. Yamila Bulos, Mrs. Marva Donker-Hassell, Mrs. Trisha Gumbs-Yu, Mrs. Karen George-Hodge.
Contact: supervisory.board@sabalearns.org

¹ For the organization chart please turn to page 21.

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

The management consists of two Department Leaders, the Care Coordinator and the Principal.

The school has 29 teachers. Some teachers work full-time, others work part-time. Most teachers teach in more than one stream. Most classes have two homeroom teachers.

The non-teaching staff consists of a financial officer, two administrative clerks, one cleaner, two cafeteria employees, two security officers and teacher assistants.

EDUCATIONAL ORGANIZATION SCS

SCS is an inclusive school. This means that we provide education to all students who are on different levels in the same classroom, requiring teachers to differentiate. When students complete primary school, they will be placed in either Form 1 or PrO 1 at SCS based on cognitive test results and teachers' recommendations. During the first three years into the SCS, in the lower forms, students will use the CCSLC-Syllabus² for 6 subjects. These are English, Mathematics, Social Studies, Integrated Science, Digital Literacy and Spanish. There are other mandatory subjects: Dutch, Physical Education (PE), (PMLS), Technical Science, English Literature, Saban History and Career and Guidance.

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. Generally, students will be assessed at the end of Form 3. Students may be assessed earlier if they have showed their readiness.

The outcome of these assessments, report card grades, the teachers' recommendations and the student's/parental wish will determine whether a student will continue either in the Academic or in the Vocational stream at the end of Form 3.

EDUCATIONAL REFORM

In July 2021, the School Development Plan was presented to staff and board. This plan forms the basis for our educational reform for the period 2021-2025. This 4-year plan ensures that SCS will continue to meet the Basic Standard Requirements and take the education offered to the next level.



GENERAL INFORMATION

Important data such as report card meetings, information evenings, and internship weeks can be found on the SCS website. Parents are also informed via

² Please visit CXC.org for more information

newsletters, Facebook and E-mail. Please do make sure the SCS Administration has your up-to-date contact details so that you stay informed of all school related matters.

TRANSPORTATION

The Government of Saba provides school transportation to and from school. The buses are also available for field trips and other events, and after school activities. Students are expected to display safe, responsible and respectful behavior towards the bus driver as well as their peers. Students are not allowed to eat, drink and/or play music during the transportation.

SCHOOL HOURS

Lesson	Time
1	07.15 – 08.00
2	08.00 – 08.45
3	08.45 – 09.30
Break	09.30 – 09.45
4	09.45 – 10.30
5	10.30 – 11.15
6	11.15 – 12.00
break	12.00 – 12.30
7	12.30 – 13.15
8	13.15 – 14.00
9+10	14.30 – 16.00

VACATION SCHEDULE

Administration Open	August 14, 2023
Start of School Year	August 21, 2023
Mid-Term Break	October 9 -13, 2023
Study Day	October 16, 2023
Saba Day	December 1, 2023

Christmas Vacation	December 15, 2023 - January 5, 2024
Mid-Term Break	February 19 - 23, 2024
Easter Vacation	March 29 - April 5, 2024
Labor Day	May 1, 2024
Ascension Day	May 9 & 10, 2024
Summer Vacation	July 8 - August 26, 2024

Summer School starts July 8, 2024, ends on July 12, 2024 and is intended for students who do not meet the promotion criteria.

Grade 6 of Sacred Heart School is also expected to join the Summer School.

Education is compulsory

The obligation of parents/guardians is to ensure that a youngster is registered as a student in a school and 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 starting 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 starting 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 starting 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 principal at least 2 weeks in advance. 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.** Be reminded that even being absent of school for 1 day will cause disruption in the student's learning.

Students are required to attend all classes. Absences will be recorded in our digital system, Presentis. In this system, a distinction is made between authorized and unauthorized absenteeism. Failure of parents to give notice of their child's absence will result in their child being recorded as unauthorized absent. These records are passed on to the Truancy Officer. High absenteeism can lead to sanctions such as detention, warning letters, suspension, fines and/ or an official report to the Prosecutor/Judge.

SCHOOL DISCIPLINE

In order for the school to function, we have set rules and regulations.

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

Reporting sick/absenteeism

If a student is unable to attend school, the parent/guardian should contact the school administration before school starts stating the reason for not attending class at 4163270. This should be repeated every day 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 feels ill during the school day, parents/guardians will be contacted before sending the student home. In case the school is unable to contact the parents/guardian by phone, the student will remain in school until school gets in in contact with the parent.

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

During recess various healthy snacks and drinks are sold. We encourage students to bring their own lunch. Water coolers are located around the school and can be used before class and during recess times. We do not encourage fizzy or energy drinks. Students are required to bring their own water bottle in order to receive free water refills.

Code 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 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. Security or Management of SCS may require a student to open their bag;
- d) Theft is not allowed and would result in suspension.

The Code of Conduct for students can be found on our website and is available via the administration. The Code of Conduct will be discussed during homeroom.

BULLYING

Any form of bullying or teasing will not be tolerated.



If a student has been bullied or teased, the student should inform an adult at home as well as the homeroom teacher. Our bullying protocol can be found online on the school's website. The school has a Bullying Prevention Coordinator, Ms. Veronica Zaegers. The coordinator assists school when the students and/ or parents have questions or concerns and need advice or support.

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.

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

The **SCS Upper School Uniform** consists of loose-fitting khaki pants and a maroon polo shirt with the school logo and a hoody with school logo.

The **SCS ECD (6V) Adult School Uniform** consists of loose-fitting black pants and a purple polo shirt with the school logo and a hoody with school logo.

The **PE uniform** consists of a white t-shirt with the school logo, knee length SCS PE shorts, socks and sneakers.

The **house uniform** consists of the house color T-shirt, SCS PE shorts, socks and sneakers.

School uniform shirts, as well as PE T-shirts, house shirts, shorts and hoodies can be purchased at Everyt'ings in Windwardside (except ECD).

All students must observe personal hygiene and grooming (please see Code of Conduct). Hair (including facial hair) should be clean and well groomed. Students may not wear head covering of any kind including hats and hoodies unless for religious purposes. Students should only wear 1 pair of small studs, no hoops or dangling earrings. Students are not allowed to have acrylic nails or any kind of long nails.

Students are allowed to wear their **HOUSE** colors on the following days:

2023

August 25, September 29, October 27, November 24.

2024

January 26, February 16, March 22, April 26, May 31, June 28.

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 unless a note is provided by the parents. Acrylic nails will be removed at school.

ASSEMBLY

A general assembly is held every first Monday of the month. This gives students to work collaboratively on their presentation skills. The assembly is also used to share general information and school announcements. Parents/guardians are always welcome to attend.

EDUCATIONAL ORGANIZATION

PRAKTIJKONDERWIJS/ PrO

Praktijkonderwijs (PrO) is an educational program that includes some basic academic subjects combined with practical or hands-on subjects. PrO students generally range in age between 12 and 18 years.

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

Besides basic academic work and much hands-on training, the student will also have to do job training when he or she is ready. The PrO-program caters to each student's talents and interests, while assisting with the student's needs. This program allows each student to work in their area of interest at their level and pace.

Job Shadowing 2024 PrO 2 & 3

Wednesday February 14 + Thursday February 15

Monday April 22 - Wednesday April 24

Monday May 20 - Friday May 24

LOWER FORMS

Students in Form 1 start the CCSLC³ program and will be assessed when they have acquired the skills at the end of Form 3 or earlier if they have showed their readiness. The core subjects in CCSLC are: English, Mathematics, Social Studies, Integrated Science, Digital Literacy and Spanish (also see page 16).

At the end of Form 3, students can choose either between the Academic (Science, Business or Social Economic) or Vocational stream (General Construction or Community Hosting Services).

Our lower forms are heterogenous meaning that we provide inclusive education so that students can accelerate by moving up and sit their exams earlier.



UPPER FORMS

ACADEMIC DEPARTMENT

Students in the Academic stream take CXC/ CSEC Examinations. School Based Assessments (SBAs) start in Form 4 and partly determine the final CSEC Exam results. For the subject Dutch the students take the Certificaat Nederlands als Vreemde Taal (CNaVT) exam.

³ CCSLC : Caribbean Certificate of Secondary Level Competence

Based on teachers' recommendations, the level of readiness and a student's attitude and aptitude, they are free to take (some) CXC Examinations in Form 3 and/or Form 4.

VOCATIONAL DEPARTMENT

Students in the Vocational stream may choose the CVQ level 2 General Construction or Community Hosting Services at the end of Form 3. Community Hosting Services is a working and learning program. Assessments are administered throughout the two years until 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 their level of readiness, their attitude and aptitude and teachers' recommendations. Form 4 students can start preparation for the CSEC English and CSEC Mathematics. Other subjects offered include IT, and Technical Drawing.

Dutch is a compulsory external exam (CNaVT) on either A2 or B2 level.

Internship weeks 2024 Form 4V & 5V

Friday March 1 - Thursday March 28.

Monday April 8 - Friday April 12.

HOMEROOM TEACHER

Education it is not just about teaching knowledge and skills, but also about the development of the student into a well-rounded, holistic, 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. The Homeroom

teacher is assigned to a group of students for preferably a number of years and as such the homeroom teacher is able 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	
Form 1	Nicole Wynter-Williams	Coulton Johnson
Form 2A	Kasia Betton-Burke	Camille Silent
Form 2B	Shaigan Marten	Gaitrie Chandai
Form 3	Suzette Fletcher	Delroy Sinclair
Form 4A	Collis Dundas	Veronica Zaegers
Form 4V/5V	Marlon Sitladin	Frederick Charue
Form 5A/CAPE	Julijnes Woods	Niké Dekkers
Lower PrO	Bianca Johnson	Alejandro Londoño
PrO 3	Alao Olelakan	
Upper PrO	Shelly Zagers-Hughes	Floyd Pryce

Parent information sessions

For the Academic year 2023-2023 there are several information sessions scheduled for parents/guardians and students to provide the necessary information. Check our calendar on the website or in Itslearning. More information will be shared throughout the year.

SCHOOL IMPROVEMENT

Every year a survey (School Scan) is 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 learning environment in the school.

The Dutch Inspectorate visits the school annually 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.

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 to find an acceptable solution.
- If this conversation doesn't lead to a satisfactory solution, 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 resolved.
- If you have a complaint pertaining to the management of the school first discuss this with the principal, if it does not lead to a satisfactory agreement or solution, your complaint should be submitted lodged in writing to the executive director (ED).
- The executive director will present the written complaint to the school board. The board will issue a statement after all concerned parties have been heard. You can send your letter to:

anton.hermans@sabalearns.org

If your complaint still hasn't led to an acceptable solution, you can turn to Mr Franklin Wilson of the Supervisory Board.

For confidential issues, Mrs. Carol Irvine-Skinner is appointed as the confidential counselor. You can contact her via

carol.irvine-skinner@sabalearns.org or via +599 416 5978.

PARTICIPATION

In accordance with the stipulations of Dutch law, the school has organized participation via the School Advisory Council (SAC). The SAC represents the staff, parents/guardians, the Public Entity, the business community and the students, and is consulted on a variety of topics.

It is also very important to know what students think of their school and the education they receive. As such, every form has a representative in the **Student Body**, who sits down regularly with the principal and/or management.

CARE & GUIDANCE

With the School Development Plan in place, all students at SCS will receive the care they need to fulfill their full potential and work on their individual development plan as much as possible. When extra support is required and SCS is unable to cater to the needs of the student, the student will be referred to EC2, the Educational Expertise Centre Saba (www.ec2saba.org) or other external care providers. Students receiving support via EC2 will have an Individual Education Plan (IEP).

INCLUSIVE SPECIAL EDUCATION

Inclusive Special Education (ISE) focuses on offering additional support, and/or alternative provision for students with learning difficulties, disabilities, social/emotional challenges, and special needs. The ISE team at EC2 along with SCS

ensures that these students' individual differences and needs are accommodated with the school setting. Support can be given through the Small Care Team meetings, curriculum development sessions and meetings with the department leaders.

Parents/guardians will always be contacted to inform and give consent for any care recommendations and support.

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

GRADUATION REQUIREMENTS

For the Academic stream, students must obtain 6 CXC CSEC subject passes with a Grade I, II or III or 5 CXC CSEC subject passes with Grade I, II or III and a passing grade for CNaVT⁴ 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, at

least a passing Grade for CNaVT on B2 level, and a sufficient for the extra modules, PE, Cultural Education and Social Studies.

For the Vocational stream, students must successfully pass the CVQ Level 2 Assessments and be deemed competent. Dutch is administered as a school exam or students can take part in the CNaVT on A2 level. To be deemed competent in Dutch a passing grade on A2 level has to be obtained.

PENALTY FEE CXC EXAMS

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

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 teachers' recommendations, the learning attitude of the student, and their age.

Conditions for Form 1 to Form 2 to Form 3:

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

Conditions for Form 3 to Form 4:

Grades obtained, students' interest, and teachers' recommendations are the

⁴ Certificaat Nederlands als Vreemde Taal

determining factors in deciding which stream a student will be promoted to.

Academic

70% overall average and sufficient (70%) in at least two core subjects (English, Math, Dutch), as well sufficient (70%) in the stream (Science, Business or Social Economics).

Conditions for Form 4 Academic to Form 5 Academic.

70% overall average and sufficient (70%) in at least 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 exam, an extra assignment or may be promoted under probation, meaning that the student must meet the terms of an educational agreement, signed by parent(s)/guardian(s), student, care coordinator, department leader and homeroom teacher by the mid-term break. Students failing to live up to the requirements of an educational agreement would have to repeat the entire year.

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

70% average package subjects⁵ and sufficient (60%) in at least two core subjects (English, Math, Dutch).

⁵ Package subjects are General Construction and Community Hosting Services

No more than 2 insufficient grades of a 50%.

Conditions for PrO 2/3 to Vocational:

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

Conditions for Form 5 CSEC to CAPE:

Students should have a grade I or II for the following subjects:

English, Math, IT, Stream Subjects, Choice Subject (English B, Spanish, Technical Drawing, Visual Arts, Home Economics)

GUIDELINES EXAM WEEK

Mock Exams 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 possibly missing part of their examination.

Students are required to stay in the examination room for the duration of the exam.

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.

Form 5 Internal Mock Exam week

November 13 - November 24, 2023

End of year Exam weeks

FINANCIAL ASSISTANCE

If you are in need of financial assistance, you are kindly requested to contact the Community Development Department of the Public Entity and/or the Social and Labor Affairs Department.

They might be able to provide support to assist parents and guardians financially in the purchase of required school supplies such as uniforms, computer/printer, schoolbag, pens, books, etc.

School textbooks are provided by the school and parents/guardians will not be charged as long as the books are returned in good condition on the final day of exams of each particular subject.

REQUIRED SCHOOL

MATERIALS

1. School uniform, at least 3-5 pants and 3-5 shirts, 1 gym shirt and gym shorts.
2. A sturdy and good size school bag
3. Pencil case
4. Agenda
5. 14 Copy books
6. 14 folders for subject handouts

June 17 - 28, 2024

Report cards

November 30, 2023	Report card distribution
March 22, 2024	Report card distribution
July 4, 2024	Report card distribution

7. pens(black/blue), pencils (#2b)
8. Correction fluid and eraser
9. Pencil sharpener
10. Ruler
11. Geometry set (includes compasses, protractor and small ruler)
12. Scientific calculator
13. At least 2 highlighters
14. Small scissors
15. Glue stick
16. Sticky notes
17. Paper clips
18. Small stapler along with staples
19. Staple remover
20. Tape
21. Colored pencils
22. Markers
23. 256 MB Thumb drive
24. Laptop or tablet with internet access and printer
25. Flash cards for studying

WHAT IS CCSLC?

CCSLC (Caribbean Certificate of Secondary Level Competence) 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 Candidates

The core program incorporates the skills, abilities, attitudes and values that all secondary school leavers should have. The program is very flexible and makes provisions for students with 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 and Digital Literacy. 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 (Caribbean Vocational Qualification) is a competency-based approach to training, assessment and certification. Students can obtain a CVQ in the following industry sectors and occupational areas: General Construction, Early Childhood Education and Community Hosting Services.

CVQ Candidates

Students can enter the CVQ-program after completing the CCSLC-program and

meeting the promotion requirements for vocational education.

CVQ structure

As the CVQ is a competency-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 the prescribed units.

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 preparations the candidate should undertake
- assess their needs and & seek feedback regarding their readiness
- advise the 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 the candidate signs 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 the candidate's 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 the candidate was deemed Not Yet Competent
- information on gaps in competence and ways to overcome these

WHAT IS CAPE?

Since school year 2018-2019, SCS started offering Caribbean Advanced Proficiency Examination (CAPE) as a pilot.

CAPE is designed to provide advance certification for the academic students in the Caribbean, after completing a minimum of five years of secondary education. 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 separately.

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

- 1) award of a certificate showing each CAPE Unit completed.
- 2) CAPE diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies.
- 3) CAPE Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies, Communication Studies and Integrated Math. 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:

- indicates 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,
- 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, lower six and upper six. Students are expected to be independent learners and critical thinkers. Additionally, students would need to dedicate significant time outside of school hours to ensure their success.

The students will receive the following items:

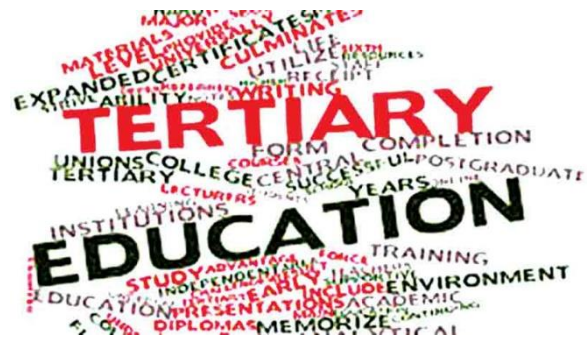
- text books and,
- library card.

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

ENTRY TO TERTIARY EDUCATION

Tertiary institutions in the region, The Netherlands (EU), 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 regard to students receiving credits and exemptions in selected subject areas.

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.



Our digital learning environment is accessible via www.scs.itslearning.com and is mainly used for communicate between students and teachers. In the academic year 2023-2024 we will further implement this learning environment.

SAFETY AND SECURITY

All students are required to adhere to the health, safety and security rules and practices of SCS. SCS will hold students responsible for the rules and their <https://sabacs.presentis.nl/start>

consequences. Entry to and exit from the school compound is monitored and regulated by security personnel and security cameras.

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



EXCHANGE AND OFF ISLAND ACTIVITIES

Leaving the island to represent the Saba Comprehensive School and to participate in a range of activities is a privilege, not a right. Participating in student exchange



Erasmus+

programs as well as other off island activities is an unparalleled opportunity for learning and growth. Most exchanges and

off island activities expose students to foreign cultures. Some programs are

designed for language immersion, while others are geared towards sports or tertiary education planning. Some will be for the duration of 1 day, some might be longer.



All students are eligible for participating in these exchange programs as mentioned above and by doing so, you are representing the Saba Comprehensive School and above all, the island of Saba. Students can, however, lose their opportunity to participate as they have not been able to embrace the core values of SCS and hence cannot act as an ambassador of SCS nor Saba.

The following will be considered when approving a student to participate in an exchange program and/or off island activity:

- overall conduct in and outside of the classroom (suspension, behavior, attendance)
- academic performance
- previous (approved) request for special leave
- medical circumstances

BRING YOUR OWN DEVICE



The SCS recognizes that technology enhances learning and working.

Students are required to bring their own device (BYOD) such as a laptop or chrome book to school. The devices have to be purchased by the parents.

Importance of devices

Being able to use technology in the classroom instead of just the computer lab provides a fully integrated learning experience for students. Digital devices combined with digital learning tools provides for a blended learning experience where students have access to educational apps, interactive textbooks, videos, online research sources, and the capability to collaborate in the classroom environment with peers and the teacher.

Students and parents/guardians have to sign the BYOD-agreement before they are allowed access to the WiFi network.

Laptops, Chromebook or tablets are only to be used for educational purposes. This means that this privilege can be taken away if students are unable to adhere to the conditions. Students are not expected to browse non-educational websites, social media, and gaming websites.

Lost, stolen or damaged

Students are responsible for the security of their own device whilst in school. SCS will not accept any responsibility for devices that are misplaced, lost, stolen or damaged. Students bring their devices on their own risk and are responsible for the proper care and use of their own device. It is recommended that students do not share or lend their device to other students.

Devices need to be charged at home nightly and should be stored in a device case to prevent any accidental damages.

Mobile phones are not allowed on SCS premises.

To promote social interaction with each other, mobile phones are not allowed to be used when travelling on the school bus.

If students are caught using their phone it will be confiscated and parents/guardians will be asked to collect the device.



PHOTO'S



For the Yearbook individual pictures are taken once a year and during several events (such as house hour) the Yearbook committee will take pictures throughout the year. These images can be used for our social media pages as well as newsletters. At the beginning of the school year, we ask permission to use these images for publication purposes.

The permission applies for the entire Academic Year and can be modified or withdrawn at any time on request of the parents/guardians.

Teachers	Subject	Email address
Mr. Olelakan Alao	PrO Teacher	olelakan.alao@sabalearns.org
Mrs. Kasia Betton-Burke	History, Geography, Caribbean Studies	kasia.betton-burke@sabalearns.org
Ms. Gaitrie Chandai	Dutch	gaitrie.chandai@sabalearns.org
Ms. Niké Dekkers	Integrated Science, Biology	nike.dekkers@sabalearns.org
Mr. Colis Dundas	Integrated Science, Physics, Chemistry	colis.dundas@sabalearns.org
Ms. Suzette Fletcher	Business and Accounting, Office Administration	suzette.fletcher@sabalearns.org
Ms. Roxana la Flor	Dance	roxana.laflor@sabalearns.org
Mr. James Granger	Physical Education	james.granger@sabalearns.org
Ms. Bianca Johnson	PrO Teacher	bianca.johnson@sabalearns.org
Mr. Coulton Johnson	Mathematics	coulton.johnson@sabalearns.org
Mr. Shaigan Marten	Saban History, Career and Guidance	shaigan.marten@sabalearns.org
Ms. Michelle Martie	Social Studies	michelle.martie@sabalearns.org
Mr. Johan Notnagel	Music	johan.notnagel@sabalearns.org
Mr. Floyd Price	Mathematics	floyd.price@sabalearns.org
Ms. Camille Silent	English	camille.silent@sabalearns.org
Ms. Stacey Simmons	Visual Arts	Staceysimmons_na@hotmail.com
Mr. Delroy Sinclair	Information Technology Teacher	delroy.sinclair@sabalearns.org
Mr. Marlon Sitladin	General Construction, Technical Drawing	marlon.sitladin@sabalearns.org
Ms. Julijnes Woods	English, Dutch	julijnes.woods@sabalearns.org
Mrs. Nicole Wynter-Williams	Spanish, Dutch	nicole.wynter-williams@sabalearns.org
Mrs. Shelly Zagers-Hughes	Personal Life Management Skills	mariashelly.zagers-hughes@sabalearns.org
Support Staff	Role	
Mr. Michael Bautista	Assistant Physical Education	michael.bautista@sabalearns.org
Ms. Charlena Hassell	Administrative Clerk	charlena.hassell@sabalearns.org
Ms. Sharon Hassell	Executive Secretary, Local Registrar	sharon.hassell@sabalearns.org
Ms. Gisela Herrera-Ramirez	Chef/Cook	gisela.herrera-ramirez@sabalearns.org
Mr. Deiby Herrera Ramirez	Technical Assistant	deiby.herreraramirez@sabalearns.org
Mr. Jeff Johnson	Financial Administrator	jeff.johnson@sabalearns.org
Mr. Sundiata Lake	IT Support	ict@sabalearns.org
Ms. Adrienne Lavia	Custodian	adrienne.lavia@sabalearns.org
Mr. Alejandro Londoño	Assistant PrO	alejandro.londono@sabalearns.org
Ms. Maria Ortiz	Chef/Cook	maria.ortiz@sabalearns.org
Mr. Randall Thielman	Security Officer	randall.thielman@sabalearns.org
Ms. Eefje Vorage	Remedial Teacher	eefje.vorage@sabalearns.org
Mr. Calvin Winston	Security Officer	calvin.winston@sabalearns.org
Ms. Veronica Zaegers	Student Counselor	veronica.zaegers@sabalearns.org
Administration	Role	
Ms. Jessica Besselink	Principal	jessica.besselink@sabalearns.org
Mrs. Carol Irvine-Skinner	Care Coordinator	carol.irvine-skinner@sabalearns.org
Ms. Madelyn Johnson	Department Leader	madelyn.johnson@sabalearns.org
Mrs. Tracy Zagers-Johnson	Department Leader	tracy.zagers-johnson@sabalearns.org



Vision

At the Saba Comprehensive School we develop our young people holistically, so that they will make a meaningful contribution to the global society.

We establish a clean, safe and healthy learning environment, in cooperation with all stakeholders.

We bring our students to a level of readiness by equipping all with the necessary knowledge and skills. We provide inclusive quality secondary education & care.

Mission

At the Saba Comprehensive School we promote an exceptional level of education within the (Dutch) Caribbean in an effort to shape unique future leaders who demonstrate high moral values and are proud to be SCS students.

Organizational Chart SEF / SCS

