

Developing a Generic School Manual Draft Report

Mandate

To develop a draft generic school manual for students and parents with inputs from broad stakeholder consultations, perusal of relevant documentation and related reports conducted by the respective MOEs the OERU, and other Regional and International Organisations/Institutions.

Conduct of Consultancy

In keeping with the principle of stakeholders' ownership and joint partnership of the exercise, the consultant embraced a participatory approach. Consultations span the major categories of stakeholders in education through workshop sessions, focused interviews and interface *inter alia* with principals, teachers, students, parents, education officers, the community at large and representatives from the Teachers' Unions.

In the preparation of this first draft manual, visits were made to eight countries (St Lucia, Dominica, Grenada, St Kitts and Nevis, Antigua and Barbuda and BVI), where workshop sessions were conducted with a sample of education officials, school principals, teachers, students and parents across primary and secondary levels.

Owing to circumstances beyond the consultant's control the mission to St Vincent and the Grenadines was aborted.

A list of participants is found in Appendix 1.

The purpose of the workshop sessions was twofold:

1. To arrive at a common understanding of each item of the draft Table of Contents, and capture the biases of individual countries.
2. To develop policy statements reflecting the norms of individual countries.

A draft Table of Contents (Appendix 11) was prepared as a stimulus for orchestrating the consultations. The chapters and sub titles were informed by principals' contributions made during the tour of the Head, OERU October 10-31, 1999, consultations with a group of secondary principals and Fourth/Fifth Form students (Antigua and Barbuda), and a perusal of the OECS Generic Education Bill.

Participants were invited to amend titles that tended to be ambiguous and add items which reflected their own peculiar situation.

There were two main activities as follows:

Whole group discussions aimed at attaining consensus among participants on the Draft Table of Contents.

1. The Table of Contents shown in Appendix III is a summation of the eight countries' efforts.
2. Small group discussions followed by plenary sessions. The task was the development of policy statements for each of the Chapters and sub titles of the Table of Contents as they

relate to the operations of primary and secondary schools. Statements that act as a guide as to what is expected of students and parents as they start the academic year.

Presentation of the Outcomes

Preface

The statements are directed toward Secondary Schools. Policy statements are written for sub titles /items under each chapter; but whereas all the chapters are common to secondary schools across all countries, some items/sub titles reflect country/school/biases. For example under 3.0 School Administration, only some countries/schools carry student insurance so that only those countries/schools will write on student insurance.

The Table of Contents presented is a further amendment to Appendix III

Statements for 1.0, The School's Identity, were not attempted since they were considered to be self explanatory.

Draft OECS Generic School Manual

Draft Table of Contents

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Draft OECS Generic School Manual
Developed in Consultation with Stakeholders from
Anguilla, Antigua and Barbuda, British Virgin Islands, Dominica, Grenada,
Montserrat, St Kitts and Nevis, and St Lucia

Principal's Message

1.0 School Identity

- 1.1 Name of School and Address
- 1.2 School Motto, Logo and Colours
- 1.3 Our School Song
- 1.4 The School Day
- 1.5 Our School Calendar – Annual Events

2.0 School Philosophy Mission and Goals

2.1 Beliefs Values and Vision of Our School

The underlying principle that is interwoven in our school philosophy is our belief in the uniqueness of each student and that they can achieve their goals when provided with the appropriate learning environment, and when there is collaboration among teachers, parents and the community working towards a common goal. Our vision therefore is achieving excellence through collaboration with all stakeholders.

We believe also that each student should be an active learner, and as such our teachers are encouraged to implement child centered learning experiences exposing them to a variety of learning experiences. Our school is therefore committed to offering quality education for our students to help them to realize their potential, and become effective responsible and well adjusted citizens in a changing society.

2.2 Mission Statement

Our school is committed to providing a supportive and caring learning environment, and developmental opportunities appropriate to the students' academic, emotional and social needs that will challenge them to strive for personal excellence, creative thinking and responsible citizenship.

2.3 Goals

Our goals are to:

- Establish a positive and supportive learning environment,
- Provide opportunities for the development of the student's academic, physical, emotional and social potential;
- Provide a broad and flexible child-centred curriculum;
- Cater to varying abilities of our students;
- Encourage innovative and creative thinking;
- Build and maintain effective and efficient linkages with our parents and the community; and
- Maintain a healthy, safe and efficient school environment.

3.0 School Administration

3.1 Governance

3.1.1 Our Management Structure

Our school is managed by the Ministry of Education through the Secondary Education Officer who monitors the implementation of our school programme, and ensures that we operate within the legal framework of our country.

The day-to-day management and governance of the school plant is the principal's responsibility. He/She is assisted by a management team.

3.1.2 Student Council

We have a student council to foster cooperation among students and staff, maintain a high standard of personal conduct, and promote and encourage activities for the best interest of our school and community.

Students are elected by their peers to serve on the council provided that they are eligible for election based on their academic performance, good conduct and relationship with staff and fellow students.

3.1.3 Prefects & Monitors

Prefects and monitors assist in students' adherence to the school rules and maintenance of appropriate and desirable behaviour among students.

Prefects are selected by teachers from among those senior students who display exemplary behaviours and attitudes

Form monitors are selected by their peers

3.1.4 School Rules

Good discipline is the foundation for efficient and effective implementation of our school programme. We wish to provide our students with a safe and secure learning environment. Where respect for self, others and authority exists, there is a sense of personal responsibility and self discipline. Students are therefore responsible for abiding by our rules and regulations, since these provide guidelines for the smooth operations of our school.

In keeping with this philosophy we expect appropriate behaviour during and after the school day and expect parents to play a significant role in partnership with our staff to support the administration in the maintenance of discipline in schools. These rules will be reviewed biennially with full consultation with the students.

School Rules are made available to parents and students at the time of registration. Both students and parents are required to sign the last page and return it to the relevant Form teacher. The signatures indicate that the manual/document was received and its contents were considered acceptable. A copy of the rules will be posted on the bulletin board.

During orientation sessions, both parents and pupils will be introduced to the rules and disciplinary measures associated with the breaking of same.

3.3 School Organisation

Our school is organized in year groups to which Year Heads are appointed. All year groups have home based classrooms to which Form Masters/Mistresses are attached and are responsible for the pastoral welfare of students.

Heads of Departments are responsible for the delivery of curriculum, and the monitoring of teacher and student performance in their respective subject areas.

There are specialized teaching facilities for Technical and Vocational Education Home Economics, Agriculture, Music, Physical Education, and Information Technology.

3.4 Student Admission /Registration

A birth or baptismal certificate, and immunization verification must be presented at the time of registration. The student must have attained the age prescribed or will have attained the age by Dec 31 of the same year

3.4.1 Student Medical Checks

Students are required to have complete medical checks on admission to school and at the end of the Form 3 year.

3.4.2 Student Register

A student register is kept and must contain upon admission:

- Name and date of birth;
- Date of admission;
- Name, home and work address, and telephone numbers of parents;
- The name of the person to be contacted in case of emergencies;
- Name of last school (if any) which the student attended;
- The date the student left the school from which he/she was transferred;
- The standard/form/class at the date of leaving the school from which transferred.

3.5 Withdrawal

A parent who wishes to withdraw his/her child is advised to notify the principal in good time so that the necessary withdrawal slip could be completed and given to the student on the last day of attendance at school.

3.5.1 Contagious Disease

A student suffering from or exposed to a contagious disease shall not be admitted or permitted to remain in school.

The said student will be readmitted upon the presentation of a medical certificate to the effect that he/she is free from such disease and is unlikely to be a source of infection to other persons in the school.

3.6 Transfers

3.6.1 Transfer of Student to another School

Parents of a student who are seeking a transfer from our school should notify the principal as soon as possible. On the last day of the student's attendance at school a transfer slip is issued to him/her for presentation to the new school.

On request from the receiving school, copies of relevant records are forwarded.

3.6.2 Transfer of Student to Our School

A student on being transferred to our school should present a letter of transfer signed by the current principal.

3.7 School Accidents

It is the responsibility of staff and students to promote safety on the school plant. If a student discovers an unsafe condition, he/she should report same to the office immediately.

If a student receives minor cuts or bruises, he/she should be taken to the office for first aid.

If injured seriously the student should not be moved and aid should be sought. The parent/ guardian must be notified forthwith.

This stresses the importance of having on our files the name and address of the person who should be contacted in case of an emergency.

3.8 Student Insurance

The school is not liable for injuries sustained by a student while he/she is at school, or at school-sponsored activities.

At the beginning of the school year each student is given the opportunity to purchase a student insurance policy.

The general purpose of this type of insurance is to provide supplemental coverage for accidents or injuries which occur in or out of school. A brochure explaining the specific policy and its benefits, is available for each student

If a student is injured during school hours he is asked to report to the school office A claim form will be filled out and sent home at that time. If the injury occurs after school hours, he/she should report to the Coach or Supervising Teacher. Claim form, accumulated bills and copies of payment sheets from primary carriers if applicable must be submitted to the insurance company within ninety (90) days.

3.9 Contingencies

Each student is required to pay EC\$ 10. 00 on an annual basis at the beginning of each school year to help defray expenditure for games and other contingencies.

3.10 Drills for School Evacuation

For each school term, there are three scheduled drills which give the students and staff an opportunity to walk through the specifically designed school evacuation procedures. There will also be a number of unscheduled drills.

4.0 Academic Policies

4.1 Text Book

Text books are loaned to you by the Ministry of Education. These books must last five (5) years so the utmost care should be taken to preserve them. If there is damage done to the book whilst in your possession, you will be asked to pay for the damage.

4.2 Curriculum Offerings (Secondary)

In the first two/three years the curriculum is compulsory and standard. It comprises core and co-curricula subjects. Students are expected to follow all the subjects that are offered.

Form 3 students are introduced to the Caribbean Examination Council curriculum and as such begin studies in the single sciences. All subjects are compulsory.

4.2.1 Subject Specialisation: Form 3/4

At the end of the third form year, students are placed into options, the selection of which will be contingent on the student's performance, career expectation, aptitude, timetabling of the subjects, and on the advice of the subject teacher and the parent.

English A&B, Mathematics, a Foreign Language and History/Social Studies are common to all the options.

All Fourth and Fifth Form students must pursue studies in subjects based on the options in which they are placed. Each student is expected to study at least eight (8) subjects. In the Fourth Form the student is expected to continue studies in all the subjects chosen.

In the Fifth Form a student may be permitted to drop a subject with parental approval.

Generally, examination students are encouraged to present a minimum of five subjects at the external examination

4.3 Extra Curricula Offerings

Extra curricula activities are offered both by our school and non government organizations. Offerings include Debating, sports, literacy and science, etc. through societies and clubs.

Extra curricula activities will be conducted outside the prescribed school hours but within the first two hours after school, and under the supervision of designated teacher (s).

Should the activity go beyond the stipulated time, all necessary arrangements will be made to ensure the safety of all involved. The school will be responsible for the return of the students to their respective homes. Parents will be notified in advance.

4.4 Special Education Needs

Every effort is made to cater for individual differences and varying abilities among our students. For students who are weak in Reading, we have a support unit where remedial teaching is done in English and Reading.

We mainstream our slightly physically and mentally challenged students and enlist the assistance of the Ministry's School Psychologist and the Learning Support Unit to facilitate their adjustment in school.

We do not have the facilities to cater for the more seriously physically and mentally challenged students.

Our school does not have facilities in place for the gifted and very high achievers. We however try to use the group approach to learning that will give them scope to move ahead with self-rewarding and challenging work.

We accelerate promotion if the situation warrants. For example, some students who are high achievers in Mathematics are allowed to write the CXC at the end of the Fourth Form year.

4.5 Study Periods

Students who are not timetabled for a particular subject should provide the Form teacher with a copy of their non-taught periods. They must use the study room/library and are expected to have material to work on during such a time. No socializing is permitted. A designated teacher/school librarian will supervise the students during the study periods.

4.6 Use of Library

Students have access to the library on a daily basis under the supervision of the school librarian or class teacher. They also use the library during study periods. Our library supports our programme. Forms 1 & 2 students are exposed to library skills instruction, opportunities to do research, recreational reading and access to audiovisuals materials and the internet.

Students are held responsible for damage to, or loss of library materials.

Access to internet facilities is closely monitored and students are required to observe the rules.

4.7 School Events/Field Trips

School trips and field exercises play an integral part of the student's learning experience. They serve as reinforcements to classroom activities and also provide social enrichment experiences for students. If there is any activity that takes the student away from the school plant, parents will be notified prior to the event and approval obtained through their signing an approval form.

If for any reason a student is not taking part in the field trip this information must be communicated to the principal prior to the event.

4.8 Homework

Homework is an integral part of our school programme. The purpose is to improve understanding of the subject matter, by giving the student an opportunity to reinforce learning. Doing homework also helps the student to assume greater responsibility and develop self-direction.

Homework is intended to be meaningful and directly related to instruction. Parents are expected to take an interest in ensuring that the student does the assignment and sign the homework return form. Parents are encouraged to communicate with the teachers if the child is experiencing difficulties with his/her homework.

Even when homework has not been set children should be encouraged to develop the habit of studying at home.

4.9 Student Evaluation

A combination of assessment techniques is used to monitor our students' performance. These include:- Continuous assessment, school tests at mid, and end of term, and annual school examinations.

Our school practises automatic promotion and there are remedial and supportive services available for those children who need help.

4.10 Student Report Cards/Profiles

Reports on student development and progress are sent home at the end of each term .At the end of the school year, each parent receives a report that is based on the student performance during the three terms and the end of year examination . This will include not only academic attainment but also punctuality and attendance, involvement in extra curricula activities, social and emotional behaviour and self directiveness, attitude to school work, colleagues, teachers and other adults.

Parents are required to sign the report cards and return them to the Form teacher. Towards the end of each term parents are invited to attend formal scheduled conferences which will bring them into contact with subject and form teachers to discuss his/her child's progress.

Parents who are concerned about their child's performance are invited to seek audience with the teacher of the subject anytime during the year.

Based on continuous assessment, tests and examinations a cumulative record giving a profile of the student is kept in our office The record contains family information , test data, medical reports, achievement records, school conduct etc The information is treated

confidentially and is accessible only to the school staff and the student's parents/guardian.

4.11 Student Recognition Programme

In our school we motivate our students to achieve excellence in whatever they do as well as give them opportunities to raise their self esteem and develop healthy self concepts. They will be rewarded for outstanding achievements (academic or otherwise) and exemplary behaviour while at school.

At the beginning of each school year an awards committee comprising staff and students will be appointed to amend previous criteria for awards. The amended criteria will be brought to the student's notice by the third week of the new school year.

4.12 Eligibility for Writing CXC Examinations

All students should write a minimum of five subjects of which English and Mathematics are included. They should attain at least a C - grade in each of the subjects before being accepted to write the examination.

Grade points are as follows:

A+ 90 –100	DISTINCTION
A 85-89	
A- 80 - 84	
B+ 75-79	MERIT
B 70-74	
B- 65 -69	
C+60 - 64	PASS
C 55 – 59	
C- 50-54	
F 49 and under	FAIL

4.13 Repeaters

Any student who is beyond the compulsory age and wants to repeat the CXC examination, or its equivalent may do so at the Principal's discretion provided inter alia that there are places at the school and that he/she has a good behaviour school record.

4.14 Graduation Requirements

A student would be denied participation in our graduation ceremony if he/she has not attained a minimum of five CXC or equivalent subjects.

4.15 Transcripts

We are pleased to write transcripts for our students who withdrew from our programme to formally continue their education overseas; but we will like to be granted the courtesy of being informed at least three weeks before the child is scheduled to leave, so that we can prepare and forward the required information to the new school.

4.16 References

The principal and staff will welcome the courtesy of students asking their permission before putting their names down as referees.

5.0 School Attendance

5.1 Compulsory Attendance

The Education Act stipulates that children between the ages of 5 and 17 are compelled to attend school. Failure to ensure that children in that age range attend school is a violation of the law that could result in penalties being instituted.

Every child shall attend school from the beginning of the school year to the end of the same. All students should report for school daily except where they are ill or have other legitimate business as outlined in (4.1)

Students are required to attend all classes for which they are timetabled

5.2 Valid Excuses from Attendance

A student is excused from school attendance because of:

- Sickness, danger of infection, infirmity, sudden or serious illness of a parent, or other related cause;
- He/she is granted permission by the principal of the school to be temporarily absent from school for good and sufficient reason;
- He/She is a participant in observances, celebrations, or activities recognized by a religious denomination;
- He/She has been suspended from school;
- He/She is engaged in work experience or other educational programmes approved by the principal;

5.3 Absentee Procedures

Where there is prior knowledge of planned absence, the principal should be informed

In cases of emergencies a telephone call by a parent and on the student's return a signed letter from the parent/guardian is warranted.

For extended absence as a result of illness a medical certificate is needed

School will inform parents of a student's absence the same day. If there is no positive response from the parent by the end of one week, the school welfare officer/attendance officer will contact the home and report to the principal.

Registers are kept for each class and note is taken of absenteeism. When students are absent from classes parents will be informed at least twice a term.

5.4 Truancy

When the school administration finds students frequently absent from school without the knowledge of their parents, a request will be sent to Ministry's Welfare Officer to investigate such absence. In this regard parents' cooperation will be encouraged. Appropriate action will be taken depending on the outcomes of the investigation.

5.5 Lateness

Students are expected to be punctual for school and classes. Written explanation is in order if a student is late.

If habitually late, the student will be referred to the pastoral care service and the parents invited for conference.

5.6 Emergencies

Parents will be given adequate notice of early closing of school. However in cases of emergencies such as fire, bomb scare etc., notices will reach parents via radio and television

In cases of emergency closing of schools, parents will be notified by radio and television (local Channel).

6.0 Student Behaviour

6.1 Dress Code and Personal Grooming

We take pride in the way we dress for school. Regulations governing student dress code and personal grooming are given to each parent upon registration of each new student.

Students are advised to adhere to these regulations. A student inappropriately dressed and without a written excuse from his/her parent will be sent to the principal's office for further investigation

6.2 Exclusion

There are occasions when a student is excluded from the lesson in order to maintain effective discipline in the classroom. This should be done if the student is so unruly, disruptive or abusive that it seriously interferes with the teachers' ability to teach the students in the class or with the ability of the student's classmates to learn. The student is sent to the principal's office.

If the behaviour is so persistent that it merits frequent exclusions, the parent is informed and the student is referred to guidance counseling or any other such appropriate service for conferencing to find possible solutions for behaviour modification

6.3 Drug /Substance Abuse Drug Policy

Students possessing drugs or other controlled substances will be dealt with in the following ways:

- Any such drug or controlled substance will be confiscated and turned over to law enforcement officials;
- The student will be offered assistance in whatever manner is appropriate and parents will be notified immediately;
- Disciplinary action will be taken in any case where the student is found in possession of or guilty of use of controlled substance.

6.4 Weapons

Possession or use of a knife or any other object that might be considered a weapon is prohibited Violation of this policy will be a cause for recommendations for expulsion from our school

6.5 Cheating

Giving or receiving unauthorized help, or looking at notes during a test or examination may be determined as cheating.

Students found cheating will receive a zero grade for the activity and the parents will be contacted.

6.6 School Bus Conduct

Transportation to and from school is a privilege that is extended to our students. Regulations governing school bus riders form a section of the school rules.

Students are expected to conduct themselves in a manner that does not interfere with the safe operation of the bus. Failure to do this may result in disciplinary action being taken against them.

Students traveling on the school buses are under the jurisdiction of the school bus driver. He/she is mandated to report to the Principal, students' disrespect or misbehaviour on the relevant form provided.

6.7 School Grounds Behaviour

There is minimum supervision of students during break and lunch periods. Students are expected to observe the play ground rules.

6.8 Pregnant Students

To avoid embarrassment of the student when her pregnancy becomes obvious to others, the principal would recommend that the pregnant students within the compulsory school age attend alternative schooling until after delivery.

7.0 Student Welfare

7.1 Pastoral Care/ Guidance and Counselling Services

The guidance staff is available in Student Services throughout each day, 8.25am to 3.00pm for counseling with individuals or groups of students. If your counsellor is not available when needed leave your name on the Sign Up sheet in the office

It is important to recognize that counselors cannot resolve problems but are always willing to assist students in making decisions. The final decisions are made by the students.

Students are encouraged to include their parents in conferences with counsellors.

7.2 The House System

Our school is divided into five houses, each of which has its own colour and meeting place. This system aims at healthy competition and good sportsmanship, strengthening human and social relationship and developing leadership skills.

Students on being admitted to school are randomly placed in the five houses.

7.3 Form Master/Mistress / Home Room

Each Form is assigned a Form Master/Mistress who is responsible for the well being of the student on a daily basis.

7.4 Supervised After-School Activities

Because of the bus schedule of some bus routes, some children arrive very early at school. Custodial workers assist in the supervision of students before and after school hours. Students involved in after school activities will be supervised by a designated teacher. Notices will be sent to parents to the effect. This is besides the normal extra curricular activities.

7.5 Cafeteria

Our cafeteria service offered is privately owned. Lunches are on sale and served daily. The menu which is posted daily on the bulletin board ranges from snacks to full hot meals.

Because of family income levels and other circumstances, some students may qualify for free meals. Application forms are available at the principal's office. Applications are treated in the strictest confidence and no student in receipt of free meals is embarrassed.

7.6 Necessitous Cases

In our midst we have students who are academically rich, but whose parents cannot afford to offer pertinent resources that will help them to achieve excellence. Through the Ministry of Education, scholarships are offered to these students to support their schooling. Parents can uplift the relevant forms from the principal's office, or from the Ministry of Education.

There are also other sources of assistance outside the Ministry of Education. Assistance in accessing these sources can be requested from the Guidance and Counselling Unit.

8.0 School and Community Linkages

8.1 Parents and Parent Teachers' Association (PTA)

A vibrant PTA facilitates a supportive home - school learning environment where both the teacher and the parent work toward helping the child to realise his/her potential. It is therefore essential that schools have the active support and involvement of parents and communities in the delivery of their educational programmes.

Our PTA is not as vibrant as we wish. We are working toward increasing our membership drive and having more parent involvement in our education activities. Already we have parents who accompany us on field trips and others who are involved in extra curricula activities. A special plea is for parents to take a more active part in our PTA, which meets at least once per term.

Parents and teachers usually collaborate in the mounting of social events and school events. The graduation ceremony is one such example.

A specific day in the school year is also designated as Open Day where parents and friends are invited to view our displays and visit classes etc.

8.2 Fund Raising and Donations

Our school undertakes fund raising activities in collaboration with parents and other stakeholders during the school year. We raise money for augmenting our extra curricula activities and reinforcing learning and social experiences through field trips and school outings, and for the purchasing equipment.

The school's financial account is audited once a year by a reputable firm and the report circulated to the PTA.

In the same way donations in kind and cash are solicited to boost our educational experiences. One example is the strengthening of our reference corner, in the library

8.3 Intervention by NGO

Stated earlier is the important role some NGOs play in our extra curricula activities. They are encouraged to make meaningful contributions to our school in cash, kind or technical support. In order to have planned schedules and that our classroom programmes are not disrupted and overwhelmed by such interventions, we advocate that prior and adequate notice through the Chief Education Officer should be given to the school.

8.4 Visitors

Visitors must report their business to the Security Personnel who would refer them to the Principal. Visitors must conduct themselves in a socially acceptable manner. Respect across the board must be practised and a cordial relationship fostered.

9.0 Rights and Responsibilities (Selected Extracts from the Model OECS Education Bill - 1996)

9.1 Students' Rights and Responsibilities

9.1.1 Right to Education

Subject to available resources, all persons are entitled to receive an educational programme appropriate to their needs in accordance with the provisions of this Act.

9.1.2 Student Responsibilities

Every student enrolled in a public school or assisted private school has the following responsibilities:

- To observe the code of conduct and other rules and policies of the Ministry and the school;
- To attend classes regularly and punctually;
- To participate in the educational programmes in which the student is enrolled;
- To be diligent in pursuing the prescribed curriculum ; and
- Observe standards approved by the Chief Education Officer or the principal or head teachers as the case may be , with regard to:-
 - Cleanliness and tidiness of the person;
 - General deportment;
 - Attire
 - Courtesy; and
 - Respect for the rights of other persons.

9.1.3 Students' Accountability to Teacher, Principal and Ministry

Every student shall be accountable to:

- The teacher for his/her conduct on the school premises during school hours and during such hours as the teacher is in charge of the student in class or while engaged in authorized school activities conducted during out-of-school hours; and
- The principal for his/her general deportment at any time that he/she is under the supervision of the school and members of the teaching staff, including the time sent in travelling between the school and his/her other place of residence.

9.1.4 Exercise of Rights

A student may express any religious, political, moral, or other belief or opinion so long as the expression does not adversely affect the rights or education of other students, or the rights of other persons in the school.

9.2 Parents' Rights and Responsibilities

9.2.1 Rights and Responsibilities of Parents

- 1) Parents of students attending public schools and assisted private schools are entitled:
 - To be informed of the progress, behaviour and attendance of their children;
 - Upon reasonable notice to the principal and teacher, to observe the instruction of their children if the parental visitation does not impeded the instruction of other children;
 - To appeal decisions that significantly affect the education, health or safety of their children; and
 - To be consulted in the development of any special education programmes prepared for their children.
- 2) A parent of a student attending a school may, and at the request of a teacher or principal shall, consult with the teacher or principal with respect to the student's educational programme.
- 3) Every parent shall inform the principal in writing of any medical or other condition peculiar to his/her child,
 - On admission of the child; or
 - As soon as the parent becomes aware of such medical or other condition.

9.2.2 Damage to School Property

(1) Every student in a public school and assisted private school shall take good care of any public property placed at the student's disposal and where such property is to be returned, the property shall be returned in good condition at the end of the school activities on a day and time determined by the principal

If a student fails to comply with subsection (1), the Chief Education Officer may claim the value of the property from the parents of the student if a minor or from the student if the student is eighteen (18) years old and over.

10.0 General Comments

This handbook is intended to serve as a reference point for policies and procedures that will facilitate the smooth operations of our school. Since mutual respect is the cornerstone of our handbook, the school not only stresses the idea of respect on the part of the students for learning

respect for the adults with who they come in contact, but also reciprocity on the part of the administration and staff to show respect through their actions towards the students and their parents.

Appendix 1 **Developing an OECS Generic School Manual** **Consultations With Stakeholders**

St Lucia April 30 2001

Name	Designation
Lawrence Constantine	Education Officer 8
Marylene John	Education Officer7
Philomene Augustin	Education Officer 4
Julian Delauney	Education Officer 2
Anthony Alcidee	Education Officer 3
Andrew Scott	Principal Forestiere Methodist Combine
Virginia Meroe	Carmen Rene Mem School
Arlettte Cenac	St Aloysius RC Boys primary
Elizabeth Alexander	Ditto
David Samuel	Principal Aloysius R C
Priscilla Donnelly	St Aloysius RC School
Janice Jules	Principal Morne Dovdon Combination

Dominica May 2

E Lawrence	Marigot Secondary School
Simeon Joseph	Principal Marigot Secondary School
Ferry Coipel	Tete Morne School
Malaika Green	Student CDC
Deborah Jeffrey	Student CDCC
Deborah Jeffrey	Student Goodwill JSP
Michael Matthew	Student Goodwill JSP
Joycelyn Cambran	Student Dos D'Ane Govt
Cynthia White Linton	St Andrews High School
Florence Stedman	Jones Beaupierre School
Joyce Celestine	Roseau Infants
Kenithia Nicholas	Student Dominica Community High School
Valda Joseph	Student CDCC
Dorian Etienne	Massacre Canefield Govt
Doreen Watt	Wotten Wairen Primary
Samantha St Rose	Roseau JSP
Rosamonde John	Roseau Primary
Josephine Thomas	St Martin Primary
Patrick Jeffers	Grand Bay Primary
Cynthia Joseph	Penville Primary
Brenda Sorhando	Parent
Jacqui Kya	Parent

Jane George Student
Name

Parent
Designation

Shirley Samuel Student
Sherma Titre Student
Isabella Prince

Parent
Parent
Parent

Antigua and Barbuda May 3

1. Sharon James
2. Maureen Lewis
3. Gloria David
4. Camella Aska
5. Nelvie Gore
6. Lucinda Payne
7. Judith Peters
8. Edrys Joseph
9. Pauline Samuel
10. Celena Sutton
11. Ithlane Baptiste
12. Leonard Benjamin
13. Robert Nicholas
14. Gwendoline Nelson
15. Jacintha Pringle
16. Cornel Hughes
17. Catherine Sweeney
18. Nolda Carr
19. Roselin Murrain
20. Acadia Merchant
21. Johnston Southwell
22. Vincent Lewis
23. Cleon Athill
24. Everton Thomas
25. Hope Davis

Education Officer
Coordinator School Counselling
Principal Pares Secondary School
Principal Cedar Grove
Principal Willikies
Principal Bethesada Primary
Principal Jennings Primary
Education Officer
Cobbs Cross Primary
Principal Sea View Farm primary
Ottis Comprehensive School
Antigua Grammar School
Pares Secondary School
Antigua Girls High School
Princess Margaret Secondary School
Clare Hall Secondary
New Winthropes Primary School
Golden Grove
Newfield Primary
Mary E Piggott
All Saints Secondary
Glanvilles Primary
School Counsellor
Antigua Grammar School
Principal NTTC

Montserrat May 4

Oessyln Jemmotte
Violette Silcott
Elijah Silcott
Eloise Irish
Diane Cabey
Paulette Cooper
Heather Daley Suage
Eliza O'garrio
Mary Fergus

Director of Education
Parent, Brades Primary
Parent Montserrat Secondary School
Parent St Augustine Primary
Brades Primary School
Parent, Montserrat Secondary School
Therapist
Headteacher, Brades Primary
Parent, St Augustine

Francis Destouche
Name

Student, Montserrat Secondary School
Designation

Ellen Lindasy
Sarah Allen
Steffinella Semper
Glenn Francis
Kathleen Greenaway
Winston Kafu Cabey
Edris Wade
Nadia Duberry
Venetta Williams
Leroy Gerald P
Delmande Ryan
Rosamund Meade
Rickford Archer
Coretta Underwood
Eudora Fergus

Parent, St Augustine
Teacher, St Augustine
Student
Vice Principal, MSS
Principal, MSS
Parent, St Augustine
Parent, MSS
Student, MSS
Principal, St Augustine
Parent, MSS
Parent, St Augustine
Education Officer
Psychologist
Parent, Brades primary
Education Officer

British Virgin Islands May 9

Linda Cooper
Claudette Llandover
Lena Thomas
S. Adams
Ethlyn Olliviene
Gordon Callender
America Chinnery
Adel Frelt
Gloria Mctavious
Coralie Henry
Elmera Dawson
Carmen Matthew
Phyllis Smith-George
John Samuel
Dian Liburd
Marcia Potter
Lachmi Narainasami
Cynthia Brannigan
Ellen Rhyman
Pearlette Smith
C Simmonds
Elaine Penn
William Hoyte
Dr Quincy Lettsome

Parent, Babella Morne Primary
Principal, St George's
Parent, Enis Adams primary
Principal, Enis Adams
Teacher, Enid Scatliffe
Principal, Althea Scatliffe
Parent, Jost Van Dyke
Principal, Ebenezer Thomas
Teaacher, Althea Scatliffe
Principal, BVI Seventh Day Adventist
Principal, Willard Wheatley
Parent, ditto
Principal, EHR Learning Centre
President, PTA Belle Vue Primary
Parent, Enid Scatliffe
HOD, BVI High School
Teacher, BVI High School
Principal, PVC
Principal, JVD
Principal, BVPS
Parent, Juan Dawson
Principal, Ivan Dawson Primary
Teacher, BVI High Sch
DCEO, Dept of Education & Culture

Angel Smith

Chief Education Officer

Grenada May 12

To be Inserted in Final Draft Document

St.Kitts and Nevis May 21

Patrick Welcome

Shorna Francis

Rita Cable

Doreen Davis

John Charles

Adina Connor

Ann Edwards

Myrna James-Hanley

Shirmel Woodley

Tryphena Hodge

Selma Broadbelt

Cynthia Williams

Venetta Mills

Caren Williams

Valerie Puran

Anthony Wiltshire

Glen Osborne

Dianne Marshall Holdip

Alice Swanston

Lornette Manners

Veronica Fyfield

Elvis Richards

Delyth Christmas

Eldora Samuel

Micayan Smith

Paulette Watson

Vaple Burt

Gloria Mills

Chief Education Officer

Parent, St Pauls Primary

Principal, Basseterre High School

Principal, Molineaux

Education Officer

Head Teacher, St Paul's Primary

Parent, Sandy Point

Teacher, Beach Allen primary

Teacher, Newton Ground Primary

Teacher, Dieppe Bay Primary

Head Teacher, Saddlers Primary

Principal, Washington Archibald Sec.

Education Officer

Headteacher, Estridge Primary

Teacher, Cayon Primary

Headteacher, Sandy Point Primary

Student, Sandy Point High

Parent, Basseterre High School

Headteacher, Charleston Primary

Education Officer Nevis

Education Officer Nevis

Principal, Vershields High School

Teacher, Tucker Clarke Primary

Headteacher, Deane Glasford Primary

Teacher, Edgar T Morris

Parent Washington Archibald Secondary

Education Officer

Guidance Counsellor

Anguilla, May 23

Veda Harrigan

Pearline Hughes

Rhonda Conner

Rosena Brooks

Stan Percival

Principal, Valley Primary

Principal, West End primary

Education Officer

Education Officer

Education Officer

Tracer Hamilton
Pansy Richardson
Susan Smith
Dawn Reid
C Harrigan
George Kentish
Charles Connor,
Ronetta Fahie
Maralyn Richardson
Celestine John
Joan Lloyd
Marilyn Hodge
Anne Edwards
Ursil Webster
Josephine Hodge
Quincy Harrigan
Paula Edwards
Louise Brooks
Elvet Hughes
Audrey Hennis
Ethne Richardson
Carmen Oliveras

Teacher, Valley Primary
Principal, Island Harbour Primary
Teacher, Island Harbour Primary
HOD, ALHCS
Secretary, PTA
Governor, ALHCS
Parent
Principal, MVPS
Principal, SGPS
Teacher, SGPS
HOD, ALHCS
Guidance Counsellor Secondary
Deputy Principal, ALHCS
Education Welfare Officer
Principal, Road Primary
Principal, ALHCS
Teacher, West End Primary
HOD, ALHCS
Governor, ALHCS
Education Officer
HOD, ALHCS
Parent West End Primary

Appendix 11
Developing a Generic School Manual
Consultations with Stake Holders :-Antigua & Barbuda, British Virgin Islands, Dominica,
Grenada, Montserrat, St Kitts and Nevis, and St Lucia
First Draft Table of Contents

Introduction

Principals' contributions made during the tour of the Head, OERU October 10-31, 1999, consultations with a group of secondary principals (Antigua and Barbuda), and a perusal of the OECS Generic Education Bill, informed the Draft Table of Contents.

It is being used as a stimulus for orchestrating the consultations

Preamble

1.0 Background

- 1.1 Name of School
- 1.2 Location
- 1.3 Brief Historical Perspective

2.0 School Philosophy

- 2.1 Goals
- 2.2 Mission Statement
- 2.3 School Motto

3.0 School Administration

- 3.1 Governance
 - 3.1.1 School Boards
 - 3.1.2 Principal's Authority
 - 3.1.3 Student Council
 - 3.1.4 Prefect System
- 3.2 Staffing
- 3.3 Time Schedule/The School Day
- 3.4 School Calendar
- 3.5 Student Admission /Registration
- 3.6 Student Withdrawal
- 3.7 Emergency Closing
- 3.8 Delayed Opening
- 3.9 Disaster Fire/Hurricane/Floods

4.0 Attendance Policies

- 4.1 Compulsory Attendance
- 4.2 Excused/Legal Absences
- 4.3 Absentee Procedures
- 4.4 Transfers
- 4.5 Lateness
- 4.6 Emergencies
- 4.7 Early Release of Students

4.8 Truancy

5.0 Student Behaviour Policies

- 5.1 School Rules
- 5.2 Detention
- 5.3 Suspension
- 5.4 Corporal Punishment
- 5.6 Exclusion
- 5.7 Drug Policy
- 5.8 Weapons
- 5.9 Cheating
- 5.10 Dress Code and Personal Grooming
- 5.11 School Bus Conduct
- 5.12 Cafeteria
- 5.13 School Grounds Behaviour

6.0 Academic Policies

- 6.1 Curriculum Offerings
 - 6.1.1 Core Subjects
 - 6.1.1 Optional Subjects
 - 6.1.3 Extra Curricula Offerings
 - a) Within the school day
 - b) Outside the School day
- 6.2 Subjects to be taken in Form 1
- 6.3 Subject Specialisation from Form 4
 - 6.3.1 Criteria for accessing options in Form 4
- 6.4 Homework Policies
- 6.5 Promotional Requirements
- 6.6 Graduation Requirements
- 6.7 Participation in Graduation Ceremony
- 6.8 Student Assessment
 - 6.8.1 School Tests
 - 6.8.1.1 Mid term
 - 6.8.1.2 End of Term
 - 6.8.1.3 End of School Year
 - 6.8.1.4 Report Cards
 - 6.8.2 Eligibility for taking
 - 6.8.2.1 Common Entrance Examination
 - 6.8.2.2 Post Primary Certificate Examination or its Equivalent
 - 6.8.2.3 CXC or Equivalent
 - 6.8.3 Repeaters
- 6.9 School Events/Field Trips
- 7.0 Student Welfare**
 - 7.1 Guidance/Counselling Programme/Facilities
 - 7.2 The House System
 - 7.3 Form Master/Mistress
 - 7.4 Supervised learning after school

- 7.5 School Feeding Programme
- 7.6 Necessitous Cases

8.0 School/Community Linkages

- 8.1 Visitors
- 8.2 Parent/Teacher Interaction
- 8.3 PTAs
- 8.4 Visit to school
- 8.5 Open days
- 8.6 Fund Raising
- 8.7 Participation in Social Events
- 8.8 Interventions by NGOs

9.0 Rights and Responsibilities

- 9.1 Students
- 9.2 Parents
- 9.3 Teachers
- 9.4 Principals

Developing An OECS Generic School Manual
Consultations with Stakeholders: Anguilla , Antigua and Barbuda, British Virgin Islands,
Dominica, Grenada, Montserrat, St Kitts and Nevis, and St Lucia
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Principal's Message

- 1 School Identity**
 - 1.1 Name of School
 - 1.2 Level of Education Offered
 - 1.3 Location
 - 1.4 School Motto, Logo, Pledge, Colours
 - 1.5 School Song
 - 1.6 Opening and Closing of School
 - 1.7 The School Day
 - 1.8 School Calendar – Annual Activities
- 2 School Philosophy**
 - 2.1 Vision, Beliefs, Values
 - 2.2 Mission Statement
 - 2.3 Goals
- 3 School Administration**
 - 3.1 Governance
 - 3.1.1 Management Structure
 - 3.1.2 Student Council
 - 3.1.3 Prefect Council
 - 3.1.4 Monitor System
 - 3.1.5 School Rules
 - 3.2 Organisation Structure & Main Responsibilities
 - 3.3 Student Admission /Registration
 - 3.4 Student Withdrawal
 - 3.4.1 Overseas
 - 3.4.2 Home Schooling
 - 3.4.3 Medical Reasons
 - 3.5 Student Insurance
 - 3.6 School Security
 - 3.7 School Accidents
 - 3.8 Emergency Closing
 - 3.9 Delayed Opening
 - 3.10 Disaster: Fire/Hurricane/Floods/Volcanoes/Earthquake
 - 3.10.1 Evacuation Plan
 - 3.10.2 Fire Drill
- 4 Academic Policies**
 - 4.1 Curriculum Offerings

- 4.1.1.1 Core Subjects
 - 4.1.1.2 Optional Subjects
 - 4.1.1.3 Co -Curricula Offerings (Within the School Day)
 - 4.1.1.4 Extra Curricula Offerings (Outside the School Day)
 - 4.2 Subjects taken in Forms 1 & 2
 - 4.3 Subject Specialisation: Form 3/4
 - 4.3.1.1 Criteria for accessing options in Form 3/4
 - 4.4 Special Education Needs
 - 4.5 Study/Free Periods
 - 4.6 Use of Library
 - 4.7 School Events/Field Trips
 - 4.8 Homework
 - 4.9 Student Assessment
 - 4.9.1.1 Continuous Assessment
 - 4.9.1.2 Tests of Standards
 - 4.9.1.3 School Tests
 - 4.9.1.4 Mid term
 - 4.9.1.5 End of Term
 - 4.9.1.6 End of School Year
 - 4.10 Promotional Requirements
 - 4.11 Report Cards/Profiles
 - 4.12 Eligibility for taking:
 - 4.12.1.1 Common Entrance Examination
 - 4.12.1.2 Post Primary Certificate Examination or its Equivalent
 - 4.12.1.3 CXC or Equivalent
 - 4.12.1.4 Repeaters
 - 4.13 Graduation Requirements
 - 4.14 Participation in Graduation Ceremony
 - 4.15 Transcripts
 - 4.16 References
- 5 **School Attendance**
 - 5.1 Compulsory Attendance
 - 5.2 Excused Absences
 - 5.3 Absentee Procedures
 - 5.4 Transfers
 - 5.5 Lateness
 - 5.6 Emergencies
 - 5.7 Early Release of Students
 - 5.8 Truancy
- 6 **Student Behaviour**
 - 6.1 Dress Code and Personal Grooming
 - 6.2 Self Exclusion
 - 6.3 Drug /Substance Abuse

- 6.4 Weapons
- 6.5 Cheating
- 6.6 School Bus Conduct
- 6.7 Cafeteria
- 6.8 School Grounds Behaviour
- 6.9 Out-of-School Behaviour

- 7 **Awards System**

- 8 **Disciplinary Measures**
 - 8.1 Exclusion
 - 8.2 Expulsion
 - 8.3 Detention
 - 8.4 Corporal Punishment
 - 8.5 Suspension

- 9 **Student Welfare**
 - 9.1 Pastoral Care/ Guidance and Counselling Services
 - 9.2 The House System
 - 9.3 Form Master/Mistress / Home Room
 - 9.4 Supervision Before and After School Activities
 - 9.5 School Feeding Programme
 - 9.6 Student Medical Checks
 - 9.7 Necessitous Cases

- 10 **School/Community Linkages**
 - 10.1 Visitors
 - 10.2 Parent/Teacher Association
 - 10.3 Old Students Association/ Alumni
 - 10.4 Visits to school
 - 10.5 Open Days
 - 10.6 Fund Raising
 - 10.7 Gifts/Donations to School
 - 10.8 Interventions by NGOs
 - 10.9 Community Resource Persons
 - 10.10 Use of the School Plant after School Hours

- 11 **Rights and Responsibilities**
 - 11.1 Students
 - 11.2 Parents
 - 11.3 Teachers