

EDUCATION REGULATIONS, 2024

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Education Regulations
SAINT LUCIA
STATUTORY INSTRUMENT, No. ... of 2024

[....., 2024]

In exercise of the powers conferred by section 206 of the Education Act, No... of 2024, the Minister responsible for education makes these Regulations:

PRELIMINARY

Citation

1. These Regulations may be cited as the Education Regulations, 2024.

Interpretation

2. (1) In these Regulations –

“ **Act**” means the Education Act, No. ... of 2024;

“**disciplinary complaint**” means an alleged breach of the National Code of Conduct or the school rules, by a student;

“**hours of teaching**” means time during the school day when a student is under instruction or otherwise under the control or supervision of a teacher;

“**illegal alien**” means a person from another country who is living in Saint Lucia without authorisation from the Immigration Department;

“**long vacation**” means the school vacation set out in regulation 7;

(2) A word or phrase defined in the Act has the corresponding meaning in these Regulations.

PART I

ADMINISTRATION OF SCHOOLS

School year

3. (1) The school year shall consist of not less than 188 school days.

(2) A school year shall commence no earlier than September 1 and no later than the September 8 of each year.

(3) A school year shall end no later than July 15 of each year.

School vacation

4. The Minister shall specify in writing the dates within which school vacations are to be allowed in each school year.

Christmas vacation

5. The Christmas vacation begins no earlier than, and ends no later than, dates fixed in each school year by the Minister and comprises no fewer than two weeks and no more than four weeks.

Easter vacation

6. The Easter vacation begins no earlier than, and ends no later than, dates fixed in each school year by the Minister and comprises no fewer than two weeks and no more than four weeks.

Long vacation

7. The Long vacation begins no earlier than, and ends no later than, dates fixed in each school year by the Minister and comprises no fewer than six weeks and no more than eight weeks.

School day

8. (1) A school shall be in session from Monday to Friday each week except on a public holiday or a school holiday, or during an interruption approved by the Minister, the Chief Education Officer or the principal in accordance with the Act.

(2) A school day consists of a morning session and an afternoon session and includes a morning break and a lunch break.

(3) A school day comprises at least five and not more than six hours of teaching.

(4) Notwithstanding subregulation (3), the Minister may direct that no more than four hours of teaching be provided on a school day for a class of students in kindergarten, Grade 1 or Grade 2.

(5) Notwithstanding subregulations (3) and (4), if for a health and safety reason, a class is dismissed after three hours of teaching, the class is deemed to have had a full school day.

School calendar

9. Before the end of the school year, the Chief Education Officer shall circulate to a public school and an assisted school, an annual school calendar for the next school year on which shall be indicated –

- (a) the first day of school;
- (b) the last day of school;
- (c) the dates of school holidays;
- (d) the dates of school vacations;
- (e) the minimum number of teaching days in the school year;
- (f) the maximum number of days for planned professional development during the school year;
- (g) the earliest dates on which reviews for summative assessments, including examinations, may begin;
- (h) the maximum number of days for reviews for summative assessments, including examinations, in the school year;

- (i) the earliest dates on which summative assessments, including examinations, may begin;
- (j) the maximum number of days for summative assessments, including examinations, in the school year;
- (k) the earliest date for prize-giving or graduation ceremonies; and
- (l) any other information as required by the Chief Education Officer or the Minister.

School timetable

10. (1) A principal with the approval of the Chief Education Officer is responsible for preparing the timetable for that school and posting it in a prominent place in school by the first day of school.

- (2) The school timetable shall specify the time for -
 - (a) the commencement of the school day;
 - (b) a class;
 - (c) a morning break and lunch break; and
 - (d) dismissal.
- (3) In setting, implementing and enforcing the school timetable, the principal shall –
 - (a) comply with the annual school calendar and information provided by the Chief Education Officer;
 - (b) support the implementation of the National Curriculum;
 - (c) maximise the hours of teaching in the school day; and
 - (d) protect the hours of teaching from disruption.

Student admission

11. (1) Prior to admission to a public school or an assisted school, a parent of a child shall apply for admission of his or her child in the form set out in Form 1 in Schedule 1.

(2) The Chief Education Officer shall, by Notice in the *Gazette*, inform the public of the period of enrolment for a new admission to a public school or an assisted school at the primary school stage.

(3) Registration for school enrolment shall commence one year prior to the admission date.

(4) Subject to any existing law, a child who is an illegal alien in Saint Lucia is not entitled to be admitted to a school.

(5) On admission of a student to a public or an assisted school, a principal shall inform a parent of the National Code of Conduct and the school rules.

Zoning scheme

12. The zoning scheme for admission of a student to a public school or an assisted school is set out in Schedule 2.

Maintenance of student attendance register

13. (1) A school shall keep a student attendance register that shall be available for inspection

by the Chief Education Officer and any other official from the Department authorised by the Chief Education Officer.

(2) The name of a student who has been absent for the whole of the previous term shall be deleted from the student attendance register if it is known to the principal that he or she has migrated, has been admitted to a correctional institution, has transferred to another school or has died.

(3) The student attendance register shall be marked by a teacher or a person authorised by the principal at the beginning of the morning session and afternoon session of a school day.

(4) The student attendance register shall be kept in manual and electronic form and the principal shall submit a summary to the Ministry no later than the 15th day of the following month.

School register

14. (1) The principal of a school shall maintain a school register in which information pertaining to all students attending the school is written.

(2) The name of a student who is enrolled in a school shall be retained on the school register for the duration of the school year unless the school has received formal notice, in writing, that the student has transferred to another school or withdrawn from the school.

Textbooks and learning resources

15. (1) The Chief Education Officer shall review a textbook or another learning resource to be used in a public school or an assisted school every four years after consulting teachers, curriculum officers and subject specialists at each stage of education.

(2) The Minister shall issue the core booklist.

Arrangement for assessment of students

16. (1) The principal of a public school or an assisted school shall arrange for the ongoing assessment of the work and progress of each student by varied diagnostic, formative and summative assessments.

(2) A summative assessment shall include an annual final examination during the last three weeks of the third term or at another time in accordance with a schedule of school terms approved by the minister.

(2) The Chief Education Officer may order additional assessments including summative assessments throughout the school year.

Participation in National and Regional Assessment

17. (1) Before the registration of a student for a national or a regional assessment, a principal shall meet with the parent and the student and provide general information about the

assessment including –

- (a) the date and time of the assessment;
- (b) the procedure and the rules to be followed by the student during the assessment;
- (c) required materials;
- (d) the fee, if any; and
- (e) the communication and utilisation of the assessment results.

(2) A student who is expelled shall not be permitted to take an assessment at the school.

(3) A student who is on out-of-school suspension shall be permitted on the school premises for the purpose of taking an assessment only.

Celebration of achievement

18. After consulting the district education officer and the Board of Management for a public school, the principal shall determine the date of a prize-giving or graduation ceremony, in accordance with the school calendar.

PART II NATIONAL CURRICULUM

National Curriculum

19. The National Curriculum is set out in Schedule 5.

PART III MANAGEMENT OF SCHOOLS

Division 1 Public schools and assisted schools

Management of public school or assisted school

20. (1) The principal of a public school or an assisted school shall keep in a secure place on the premises of the school -

- (a) a proper record of official papers;
- (b) a copy of the National Curriculum;
- (c) a current continuous school system and improvement plan;
- (d) a school register;
- (e) a student attendance register;
- (f) an attendance register for teachers;
- (g) a logbook;
- (h) a copy of the existing school timetable;

- (i) a copy of the Education Act and Regulations made under the Act;
- (j) an inventory of equipment, furniture, apparatus, books and other materials; and
- (k) any other record as the Chief Education Officer thinks fit.

(2) The principal shall record in the logbook significant events in the life of the school.

(3) A document listed under subregulation (1) shall be kept in a manual and an electronic form.

Use of public school or assisted school building

21. (1) The Permanent Secretary in the case of a public school, or a denominational body in the case of an assisted school, may allow a public school building or its premises to be used for a religious, charitable, educational, recreational, social or civic purpose or for a political meeting;

(2) Notwithstanding subregulation (1), a public school building or its premises may be used by the Government for any purpose.

(3) If a person wishes to use a school building or its premises in accordance with subregulation (1), that person shall –

(a) in the case of –

- (i) a public school, apply to the Chief Education Officer through the principal, or
- (ii) an assisted school, apply to the denominational body through the principal;
- (b) pay a fee charged by the Board of Management or, if the Board of Management is not constituted, the Ministry; and
- (c) pay a deposit requested by the Board of Management or, if a Board of Management is not constituted, the Ministry.

(4) The fee charged by the Board of Management or the Ministry shall be no more than two hundred and fifty dollars and shall be used for educational purposes of the school.

(5) A person permitted to use a school building or its premises shall be responsible for the cleaning of the school building and its premises after use and shall ensure that the school is ready for use before the next school day.

(6) The deposit requested shall be –

- (a) no more than one thousand dollars;
- (b) shall be paid to the bursar or another person designated by the Board of Management or if a Board of Management is not constituted, the Ministry;
- (c) accounted for by the issuance of an official receipt; and
- (d) refunded, if the school building, its furniture, fixtures and premises are returned in good order.

(7) If a loss or damage occurs to the school building, its furniture, fixtures or its premises during the event under subregulation (1), the deposit paid shall be applied to make good the damage.

(8) If any damage caused to the school premises exceeds the deposit paid, the balance dues may be recovered as a debt.

(9) Notwithstanding subregulation 3(b) and (c), the Board of Management or the Permanent Secretary may waive a fee and shall not charge the Government.

(10) The Chief Education Officer may impose any other condition which he or she thinks fit.

School fundraising activity in public school and assisted school

22. (1) A school fundraising activity involving students shall end at or before 6:00 p.m. for a primary school and 7:00 p.m. for a secondary school unless otherwise approved by the district education officer.

(2) A school fundraising activity organised by staff, students or the parent-teachers-community association shall include, on the planning committee, the principal or a senior member of staff designated by the principal.

(3) A principal shall discuss a proposal for a school fundraising activity with the district education officer and the Board of Management and provide approval, in writing, before a school fundraising activity can proceed.

(4) In order to enter a school fundraising activity involving the public, an invitation or a ticket shall be issued, and the number of tickets issued shall not exceed the number of persons that the building or premises can accommodate.

(5) In a school fundraising activity involving the entire student body, all teachers shall attend and assist with the supervision of students.

(6) If a school fundraising activity involves a specific group of students, the principal shall maintain a ratio of one teacher to every twenty-five students.

(7) Notwithstanding subregulation (5), in a case where both male and female secondary school students are involved, teachers of both sexes shall attend.

(8) A ticket, a sponsored-walk sheet and a raffle sheet shall bear the signature of the principal and the stamp of the school.

(9) A student shall not frequent a public place during school hours to solicit sponsorship or to conduct a school fundraising activity.

(10) A school fundraising activity at a public school or an assisted school shall be held on a day that is likely to cause the least disruption to the instructional programme of the school.

(11) An alcoholic beverage shall not be sold, served or consumed on the school premises at a school fundraising activity or at a function organised on behalf of the school by the staff, a parent-teacher-community association or any other group affiliated with the school.

(12) A teacher participating in a school fundraising activity involving students shall not smoke or consume an alcoholic beverage while at the school fundraising activity.

(13) A student shall not sell a personal item during a school fundraising activity.

(14) A drink shall not be served in a glass bottle at a school fundraising activity.

Safety requirements for activities held on school premises

23. (1) A person shall not consume alcoholic beverages, smoke or use illegal drugs during an activity held on school premises.

(2) A fire or an open flame, with the exception of that emitted by a stove shall not be allowed inside a public school or an assisted school building.

(3) A barbecue grill or a fire shall be kept away from a public school or an assisted school building and outside the reach of students.

(4) An electrical connection and an extension on school premises shall be installed by a certified electrician.

(5) A match bomb or any other device which poses a threat to safety, discipline or security is prohibited.

(6) A person holding a public activity in a public school building or an assisted school building shall obtain the supervision of the police.

Division 2 Private Schools

Application for permit to operate

24. An application for a permit to operate a private school shall be in the form set out in Form 4 in Schedule 6 and be accompanied by the fee set out in Schedule 11.

Duration and renewal of permit

25. (1) On first issuance, a permit is valid for a period of three years and shall be renewed at five year intervals.

(2) Three months before a permit to operate a private school expires, the holder of a permit shall apply in writing to the Minister for a renewal.

(3) An application to renew a permit to operate a private school shall be in Form 4 in Schedule 6 and be accompanied by the fee set out in Schedule 11.

(4) Notwithstanding subregulation (1), the Minister may issue or renew a permit for a different period as he or she thinks fit.

(5) If the Minister is satisfied that the applicant meets the requirements for a permit, the Minister shall renew the permit.

(6) If the Minister is not satisfied that the applicant meets the requirements the Minister may request further information, or he or she shall refuse the application.

(7) If the Minister requests further information under subregulation (6), the applicant shall furnish the additional information, in writing.

(8) If the Minister refuses an application for a renewal of a permit, the Minister shall notify the applicant, in writing, giving reasons for the refusal, but the Minister shall first ensure that satisfactory arrangements are made for the accommodation of the students.

(9) A permit is deemed valid pending a determination of the application for renewal by the Minister.

Amendment of permit

26. (1) The Minister may, on the application of a permit holder, amend the educational services for which a permit was issued.

(2) An application for the amendment of a permit shall be in the form set out in Form 4 in Schedule 6 and be accompanied by the fee set out in Schedule 11.

Increase of fees

27. The proprietor of a private school who intends to increase the school fees shall give prior notice, in writing, of at least one school term to the Department and to a parent of a student.

Discontinuance of private school

28. In the event of the discontinuance of a private school, the proprietor or principal shall deliver to the Minister or to the Chief Education Officer the school records as the Minister or the Chief Education Officer requires.

Division 3

Homeschooling

Academic assessment for homeschooling

29. (1) If the Chief Education Officer requests an academic assessment of a child approved for homeschooling, he or she shall inform the parent in writing of the date, time and venue of the academic assessment, giving no less than fourteen days' notice.

(2) The fee for an academic assessment under subregulation (1) is set out in Schedule 11.

(3) The fee under subregulation (2) shall be paid to the district education office in the residential zone of the child.

Division 4

Visits and Inspections

Authorisation for visit or inspection

30. (1) The Minister or the Chief Education Officer may authorise an individual to undertake a visit or an inspection of a school, if in the opinion of the Minister or the Chief Education Officer, the individual is competent in providing expert knowledge concerning the purpose of the visit or inspection.

(2) A school or a homeschooling programme may be selected for a visit or an inspection -

- (a) randomly;
- (b) at prescribed intervals; or
- (c) due to cause if-
 - (i) the students in the school or homeschooling programme have repeatedly performed poorly in a local or external examination,
 - (ii) the students in the school or homeschooling programme are not receiving curriculum, instruction or assessment consistent with the National Curriculum;
 - (iii) a complaint has been received regarding substandard safety provisions, school facilities, teaching practices, student supervision, student discipline, record keeping, financial accountability or management techniques.

(3) A district education officer may recommend an inspection under subregulation (2) to the Chief Education Officer.

(4) In preparation for a visit or an inspection under subregulation (2), the Minister or the Chief Education Officer may request relevant information from the principal, a teacher or a parent.

(5) The Minister, the Chief Education Officer and an authorised individual carrying out a visit or an inspection may request, investigate and examine anything concerning school life or a homeschooling programme, including the matters listed in Schedule 7.

Inspection report

31. (1) Following a visit or an inspection, an individual authorised to carry out the visit or the inspection shall report to the Minister or the Chief Education Officer, as the case may be, within fifteen days of the visit or inspection, and the Minister or the Chief Education Officer shall ensure that a deficiency reported is rectified.

(2) The Minister or the Chief Education Officer shall give a copy of the inspection report to the principal and the Board of Management of an assisted school and may communicate the report to another relevant person.

(3) The principal is entitled to be present and to be heard at a meeting at which the report is considered and his or her response, if any, shall form part of the report.

(4) Within twenty-one days of the presentation of the report, an action plan shall be formulated by the principal in consultation with the Chief Education Officer to address the findings of the report.

Role of Department after report

32. The district education officer and other relevant officers, shall –

- (a) monitor and evaluate the implementation of the action plan and provide support and

- assistance; and
- (b) provide feedback to the Chief Education Officer and the principal on the steps taken towards the improvement of the school or the homeschooling programme.

PART IV

COUNCILS AND ASSOCIATIONS

Students' Council

33. (1) A principal of a school shall be informed in writing of the names of the students elected to the Students' Council.
- (2) The principal shall designate a teacher to be a staff liaison with the Students' Council.
- (3) A Students' Council meeting shall be scheduled on the school timetable and the frequency of meetings shall be agreed between the principal and the Students' Council.
- (4) An unscheduled extraordinary meeting of the Students' Council may be held with the permission of the principal.
- (5) Subject to this regulation, a Students' Council shall regulate its own procedure.

National Students' Council

34. The National Students' Council shall regulate its own procedure.

Parent-teacher-community association

35. A parent-teacher-community association shall regulate its own procedure.

National Council of Parent-Teacher-Community Associations

36. (1) The National Council of Parent-Teacher-Community Associations shall comprise one representative from each school parent-teacher-community association.
- (2) The National Council of Parent-Teacher-Community Associations shall regulate its own procedure.

PART V
NATIONAL CODE OF CONDUCT

National Code of Conduct

37. The National Code of Conduct is set out in Schedule 8.

PART VI
DISCIPLINE

Disciplinary complaint

38. (1) A principal shall convene a disciplinary hearing on receiving a disciplinary complaint against a student.

(2) The principal shall inform a parent of a student of a disciplinary hearing.

(3) If a principal is unable to contact a parent immediately, the principal may, having first made reasonable efforts to contact the parent, conduct a disciplinary hearing in the absence of a parent.

(4) A principal may, if the circumstances warrant it, place a student on in-school suspension, not exceeding two days, pending an investigation into the disciplinary complaint.

(5) If there is no disposition within two school days under subregulation (4), the principal must reinstate the student or extend the temporary suspension.

Hearing of disciplinary complaint

39. (1) A principal shall conduct a disciplinary hearing within ten school days of the date of a disciplinary complaint against a student.

(2) A student is entitled to reasonable time to defend himself or herself and may be granted additional time to prepare his or her defence.

(3) At a disciplinary hearing, a student is entitled to an opportunity to be heard and subject to regulation 38(3), to have a parent and a representative present.

(4) Subject to this Part, a principal may regulate the procedure for the hearing of a disciplinary complaint.

(5) The principal shall hear and determine a disciplinary complaint.

Decision

40. (1) A principal may determine that the disciplinary complaint has been proven or may dismiss the disciplinary complaint.

(2) If a disciplinary complaint is proven, the principal may administer a disciplinary response set out in the National Code of Conduct or the school rules.

(3) Prior to administering a disciplinary response under subregulation (2), a principal shall give the student an opportunity to be heard with respect to the disciplinary response to be administered.

Disciplinary response by Chief Education Officer

41. (1) If a principal thinks that the disciplinary complaint which is proven warrants suspension for more than ten days or warrants expulsion, the principal shall refer the matter to the Chief Education Officer who shall determine the matter of the administering of a disciplinary response.

(2) The Chief Education Officer shall determine a disciplinary response under subregulation (1), within ten school days of a referral to him or her and shall notify the principal and the parent.

Notice of disciplinary hearing result

42. (1) A principal shall provide the Chief Education Officer, a parent and a Board of Management, if one exists, with a notice, in writing, of the result of the disciplinary hearing against a student and the reasons for administering a disciplinary response.

(2) A principal shall notify the School Attendance Officer of a suspension or an expulsion of a student.

(3) At the time of notifying the parent of the decision the principal or the Chief Education Officer shall inform the parent of the right of appeal under section 192 of the Act.

Student to fulfil duties

43. A student placed on in-school suspension shall fulfil the duties of a student under this Act.

PART VII

EDUCATION APPEALS TRIBUNAL

Address for lodging appeal

44. The Minister shall publish in the *Gazette*, the address for lodging an appeal.

Notice of appeal

45. (1) A person aggrieved by a decision under the Act, may appeal, by notice in writing, to the Education Appeals Tribunal within fourteen days of the decision.

(2) The notice of appeal under subregulation (1) shall be signed by the appellant and six copies of the notice of appeal shall be submitted to the secretary of the Education Appeals Tribunal at the address published under subregulation (1).

(3) A notice of appeal shall be dated as of the day on which it is signed and shall contain—

- (a) the name of the appellant;
 - (b) the date of the decision from which the appellant desires to appeal;
 - (c) the person or authority from whose decision the appellant desires to appeal;
 - (d) the date on which the appellant received notice of the decision he or she desires to appeal;
 - (e) the decision which the appellant seeks from the Educations Appeals Tribunal;
 - (f) notes of evidence, if any;
 - (g) relevant exhibits, if any;
 - (h) an address to which any notice or other document may be served on the appellant; and
 - (i) the reasons, in detail, for the appeal.
- (4) The secretary of the Education Appeals Tribunal, as soon as possible after receiving a notice of appeal, shall -
- (a) date, stamp and sign each copy of the notice of appeal;
 - (b) assign a hearing date for the hearing of the appeal and provide a notice of hearing to the appellant which shall be twenty-one days from receipt of the notice of appeal; and
 - (c) return two copies to the appellant.
- (5) An appellant shall serve a copy of the dated notice of appeal, any evidence and exhibits, and the notice of hearing on the decision maker.
- (6) A notice of hearing under this regulation shall state the date, time and place of the hearing of the appeal.

Response by decision-maker

- 46.(1) A decision-maker who receives a notice of appeal under subregulation (2) may respond to the secretary of the Education Appeals Tribunal, in writing, no later than fourteen days from receipt of the appeal, giving an address to which any notice or other document may be served on him or her.
- (2) A decision-maker who responds under subregulation (1), shall lodge six copies of his or her response, which shall be signed by him or her, together with any evidence or exhibit on which he or she relies.
- (3) On receipt of a response from the decision-maker, the secretary of the Education Appeals Tribunal, shall -
- (a) date, stamp and sign each copy of the response; and
 - (b) return two copies of the response to the decision maker.
- (4) The decision-maker shall serve a copy of the response, evidence and exhibits lodged on the appellant at the address given by the appellant for service.

Compiling record

47. Twenty-one days after returning the dated copies of the notice of appeal to the appellant, the secretary of the Education Appeals Tribunal shall compile a record which shall include-
- (a) the notice of appeal, together with any evidence and exhibit; and
 - (b) a copy of the response, if any, from the decision maker, together with any evidence and exhibit.

The secretary of the Education Appeals Tribunal shall deliver a copy of the record to each member of the hearing panel of the Education Appeals Tribunal.

Application for extension of time

48. (1) The Education Appeals Tribunal may extend the time within which an appeal may be brought under these Regulations.

(2) An application to extend the time under subregulation (1), shall be made in writing and the provisions relating to an appeal shall, with the necessary modifications, apply to an application under this regulation as they apply to a notice of appeal and to the proceedings in an appeal.

Hearing of appeal

49. (1) A hearing panel shall be chaired by the chairperson or the deputy chairperson.

(2) At every hearing by the Tribunal the appellant and the decision-maker shall be entitled to appear in person or by a representative.

(3) An appeal to the Tribunal shall be a review of the record.

(4) The Education Appeals Tribunal shall give a party to an appeal an opportunity to be heard.

(5) A party to an appeal may be represented by counsel or assisted by another person in the conduct of an appeal.

(6) Unless the Education Appeals Tribunal decides otherwise, an appeal shall be held in camera.

Decision in appeal

50. The secretary of the Education Appeals Tribunal shall, as soon as possible after the Education Appeals Tribunal has made a decision, send either personally or by registered mail, a copy of the decision to the appellant and the decision maker.

Pending appeals

51. The procedure for an appeal pending before the Education Appeals Tribunal before the date on which these Regulations come into effect shall be as the members sitting for the purpose of hearing those appeals may determine.

Costs

52. A party to an appeal shall pay his or her own costs.

PART VIII
MISCELLANEOUS

Oath of Secrecy for Education Appeals Tribunal

53. The Education Appeals Tribunal shall swear the Oath of Secrecy set out in Schedule 9.

Attendance register for educators

54. The principal of a public school or an assisted school shall -

- (a) maintain an attendance register for educators; and
- (b) submit to the Ministry by the 15th day of the following month, a summary of the monthly attendance taken under subregulation (a).

Schedule 1

Form 1

(Regulation 11(1))

Admission Application Form

(TO BE INSERTED)

Schedule 2

Zoning Scheme

(Regulation 12)

PARTIAL ZONING OF SECONDARY SCHOOLS

The Partial Zoning of Secondary Schools will continue to be in effect for assignment of students to secondary schools through the Caribbean Primary Exit Assessment (CPEA) .

This system of partial zoning allows students a limited number of secondary school choices of which at least one (1) must be within their residential zone.

The potential benefits of this partial zoning system include:

- linking students' place of residence to secondary schools within close proximity to their place of residence;
- reducing the cost of transportation to and from school;
- fostering school-community relations;
- closing the performance gap among schools;
- reducing inequalities among schools;
- ensuring optimal utilization of physical and

GUIDELINES

1. Every student shall be permitted **four (4) choices** of secondary schools to be selected as per the following procedure:
 - a. the first, second and third choices shall be (in order of preference) from the **twenty-One (21) public secondary schools**;
 - b. the **fourth (4th) choice MUST** be a school selected from the child's residential district/zone. The mapping zones and schools depicted in the **Table** (district/zones) must be adhered to in selecting **4th choice schools**.
2. The following schools should **NOT** be considered as a fourth (4th) choice:

Castries Comprehensive
Leon Hess Comprehensive
St. Joseph's Convent
St. Mary's College
Beanefield Comprehensive Secondary
Vieux Fort Comprehensive
3. In cases where the school chosen as the **4th choice** does not have space, the student shall be assigned to the next school which is closest to his /her place of residence where there is space.

5. The cost of transportation and other related social issues must be considered in the selection of schools outside a student's zone.

"It is the policy of the Ministry of Education to



make the most effective and efficient use of its resources in the implementation of its educational programmes."

ZONES/DISTRICTS	SCHOOL CHOICE
Gros Islet	Corinth Secondary, Sir Ira Simmons Secondary, Patricia D. James Secondary,
Babonneau	Babonneau Secondary, Sir Ira Simmons Secondary, Patricia D. James Secondary, Bocage Secondary, Entrepot Secondary
Castries /Anse La Raye	Bocage Secondary, Ciceron Secondary, Entrepot Secondary, Stanley Jon Odum Secondary, Sir Ira Simmons Secondary, Patricia D. James Secondary
Soufriere / Canaries	Soufriere Comprehensive, Choiseul Secondary, Stanley Jon Odum Secondary
Choiseul / Laborie	Choiseul Secondary, Piaye Secondary
Vieux Fort	Micoud Secondary, Piaye Secondary, Anse Ger Secondary
Micoud	Micoud Secondary, Anse Ger Secondary
Dennery	Clendon Mason Memorial, Grande Riviere Secondary

Schedule 3
Form 2

(Regulation 13(1))

Student Attendance Register
(TO BE INSERTED)

Schedule 4

Form 3

(Regulation 14(1))

School Register

National Curriculum including the National Qualifications Framework

The inclusive National Curriculum shall:

- (a) reflect and uphold the diverse cultures, languages, histories, peoples of Saint Lucia
- (b) support the holistic learning, development, and well-being of all students;
- (c) embody contemporary curriculum content, teaching practices and assessment methods that are research- and evidence-based; and
- (d) enable student acquisition, transfer and application of essential knowledge, values, competencies and skills that are integral to success in school and life in modern societies.

The inclusive National Curriculum shall be developed, implemented, monitored, evaluated and updated under the direction of the Ministry of Education.

In addition to implementing the National Curriculum, schools may offer additional curriculum content with the prior written approval of the Minister, Chief Education Officer or district education officer.

Early Childhood Education Curriculum

Early Childhood Education (ECE) Curriculum that is comprised of play-based, developmentally appropriate pedagogy, learning activities, and learning resources that support the active engagement, creativity, well-being, and growth of preschool children in all developmental domains, including cognitive, fine motor, gross motor, communication, behaviour and social emotional skills. Inclusive, child-centered ECE curriculum nurtures the holistic learning, development and well-being of all children in supportive indoor and outdoor learning environments that foster children's exploration, experimentation and connection with the world around them. ECE curriculum reflects and promotes children's diverse families, communities, cultures and languages and builds their self-image, confidence and resilience as competent learners who actively construct knowledge through play.

Early Childhood Education may include a pre-kindergarten programme for four-year olds that focuses on the development of children's self-identity, well-being, play-based learning and positive relationships and interactions with diverse peers, educators and learning environments through the exploration of foundational concepts of literacy and numeracy using books, songs, games, poems, nursery rhymes, varied learning activities and classroom routines. The programme also supports successful transitions to Primary School, including interpersonal, behavioural and communication and language skills.

Primary Level Curriculum - Grades Kindergarten and 1 - 6

- i) Every primary school will be required to emphasise basic literacy and numeracy skills;
- ii) The programme of instruction shall be based on curriculum outlines in each subject prepared and developed by the various curriculum committees and approved by the Chief Education Officer and shall also emphasise the inculcation of positive social attitudes to include: citizenship (national and regional identity and appreciation of democratic values, tolerance, conflict management, spirituality, value of self and ability to live together);
- iii) Courses will include the core subject areas of:
 - English Language
 - Mathematics
 - Science and Technology
 - Social Studies, including citizenship values and attitudes
 - Health and Family Life Education
 - Physical Education
 - Religious Education (exclusive of catechism or instruction which is distinctive of a particular religious denomination). This does not refer to an assisted school that is owned or managed by a denominational body.
- iv) In addition, the curriculum will provide for student development in the following areas:
 - Home Economics
 - Agriculture
 - Music
 - Information Technology
 - Constructional Skills
 - Basic Electricity
 - Metal Work
 - Commercial Studies
 - Art and Craft Woodwork
 - Creative Arts
 - Languages other than the language of instruction
 - Technical and vocational education
- v) Steps shall be taken to ensure that all students are provided with appropriate education in guidance and counselling.

Secondary Level Curriculum - Form 1 - Form 3

Courses will include the Core Subjects of:

English
Mathematics
Languages other than the Language of Instruction
Physical education
Science and Technology
Social Studies

In addition, the curriculum will provide for student development in the following areas:

Agriculture
Creative Arts
Family Studies
Information Technology
Personal development and relationships
Technical and Vocational Education

Secondary Level Curriculum – Form 4 – Form 5

Courses will include the Core Subjects of:

English
Mathematics

In addition, the curriculum may provide for student development in the following areas:

Agriculture
Creative Arts
Family Studies
Information Technology
Language other than the language of instruction
Personal development and relationships
Physical education
Religious Education
Science and Technology
Social Studies
Technical and Vocational Education

In addition, the curriculum will provide learners with preparation for post-secondary study by offering courses that reflect the syllabus of the examining boards approved by the Ministry. To support student career-readiness and prepare them for post-secondary education, apprenticeships and the workplace, the Ministry may offer varied pathways for secondary school completion, such as specialised schools, boarding schools, alternative education programmes, technical institutes and youth apprenticeship programmes. All students shall be provided with appropriate education in guidance and counselling. In addition to facilitating student acquisition and application of essential knowledge and skills, the curriculum shall emphasise the inculcation of values and positive social attitudes toward citizenship, self-identity, national and regional identity, democratic values, spirituality, tolerance, conflict resolution, and the ability to live together.

The curriculum shall be organised and implemented having regard to:

- (a) The needs, experience, interests, aptitudes and stage of development of the students;
- (b) the resources available to the school; and
- (c) the National Qualifications Framework.

The Minister shall also provide for the education of those with special education needs through the provision of educational services that endeavour to support them to achieve their full potential. This shall be provided for through classroom accommodations or individual programme plans in mainstream schools or through individualized programming and services provided in special needs schools.

LEVEL	NATIONAL QUALIFICATIONS FRAMEWORK
8	Doctoral Degree
7	Masters Degree
6	Post Graduate Level
5	Bachelors Level
4	Associate Degree Level
3	Diploma Level/ Advanced Certificate Level /III
2	Certificate II Level
1	Certificate I Level
Access II	
Access I	

Schedule 6

(Regulations 24, 25(3) and 26(2))

Form 4

Application Form for Permit to Operate a Private School/ Renewal/ Amendment



Ministry of Education, Sustainable Development, Innovation, Science, Technology and Vocational Training

Application for Registration of Private Educational Institutions/Tertiary Educational Institutions

Please complete **ALL** sections of the Application form and sign it. **Incomplete or incorrect information will result in a delay in the processing of your application.**

A. Governance and Mission

1. Name of Institution _____

2. Principal/Administrator (a) Name _____
(b) Designation _____
3. Address of Institution _____
Telephone # _____ Fax # _____ Email _____ Website _____
4. Date institution was established _____
5. Organization type: Private ☐ Other, Specify ☐
6. Is your institution registered with the Ministry of Education?
Yes ☐ No ☐ *If yes, please attach copy of statement of recognition.*
7. Is your institution registered as a legal entity? Yes ☐ No ☐ *If yes, please attach a certificate of incorporation*

8. Names of Board of Governors and state position and qualification of each member (attach separate page)

9. State Mission of Institution_____

10. State Vision of Institution_____

B. Admission Policies

1. State the requirements for the admission of students to your institution

2. Enrolment and Output (Please indicate total student enrolment in grid boxes)

(a) Full time enrolment	Male	<input type="text"/>	Female	<input type="text"/>
(b) Part time enrolment	Male	<input type="text"/>	Female	<input type="text"/>

3. Transnational /Foreign Accredited programmes offered by your institution. Please state the accrediting agency for each of the programs being offered:

Programme	Accrediting Body
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____

C. Educational Programmes

1. Programmes registered to offer and at what level

	Doctorate	Masters	Bachelors Degree	Associate Degree	Diploma	Certificate
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specify mode of Programme offerings:

Part-Time ☐Full-Time ☐Distance Online ☐

Combination ☐

Please Specify: _____

2. List all programmes offered, duration and number of credits

[illegible]

D. Staff Resources

Indicate the number of staff in each category

	Full-Time	Part-Time
Teaching Staff		
Administrative Staff		
Other (specify)		

Staff Development Policy:

State institutional Policy and Plan for staff development (*attach response separately*)

Student Support Services:

State the support services available to students (*attach separately if more space is needed*):

E. Learning and Information Resources

1. State the learning resources available to students (*quantify where possible*)

(a) Library: _____ Reference Books: _____ Periodicals & Journals: _____ (b) Laboratories:

_____ (c) Computers: _____ (d) Internet Access: _____

(e) Audio-visual aids: _____ (f) Other learning resources (*please specify*)

2. Describe the Library/Learning Resource Centre facilities as follows: Of the total, estimate square meters devoted to:

a. Stack areas for shelving volumes: _____

b. Seating capacity: _____

c. Staff office and work areas: _____

d. Other areas (*e.g. media productions, learning labs, listening rooms and internet access*): _____

e. Total square meters allocated to Library functions:

F. Financial Resources:

1. State your current fee structure:

(b) Other sources of revenue:

2. State your revenue and expenditure for the past 3 years (*provide audited financial statements, where applicable*):

Current expenditure for the past 3 years:

Year	Amount (EC\$)

G. Physical Plant:

1. Premises: Owned ☐ Leased ☐ Rented ☐

(Please provide supporting documents)

State total floor area occupied by institution: _____ square metres

H. Occupational health and safety

Please ensure that arrangements are in place regarding:

- a) Adequate numbers and types of safety signs
- b) Adequate numbers and types of fire extinguishers
- c) Appropriately stocked first aid kit
- d) Arrangements for collection, storage and disposal of garbage
- e) Proper Ventilation

I. Attachments:

- a) Business registration certificate/Trade Licence ☐
- b) Location plan/direction. ☐
- c) Medical Certificate of all staff members ☐
- d) Police Record of all staff members ☐
- e) Fire Certificate of Compliance ☐
- f) Copy of Floor Plan
- g) Curriculum Vitae of faculty/lecturers ☐
- h) Verified Academic & Professional Certificates of faculty/lecturers ☐
- i) Verified Academic & Professional Certificates for each of the Board of Governors ☐
- j) Disaster Preparedness Plan ☐
- k) Policy on discrimination ☐
- l) Student's appeal process ☐
- m) Feedback mechanism ☐
- n) Work permits (where applicable) ☐
- o) Articles of Incorporation ☐
- p) Registration/Recognition from the Ministry of Education ☐
- q) Institution's Curriculum ☐

Head of Institution

Name: -----

Position: -----

Signature of Head of Institution: -----

Date: ----- (dd/mm/yyyy)

For Official Use Only

Date received: -----
(dd/mm/yyyy)

Received by: -----
(Print Name)

Signature: -----

Designation: -----

Date Examined by the Hon. Minister -----

Signature: -----

Official Stamp

Schedule 7

(Regulation 30(5))

Matters that may be requested, investigated or examined during visit or inspection

Matters that may be requested, investigated or examined during visit or inspection include -

- (a) school rules;
- (b) school record (student medical records, demographic information, grades, a transcript, an attendance record, an award, a disciplinary history, an individualised programme, an examination result and an assessment or an academic or termly report of a student achievement and progress, including school or external examination results);
- (c) school calendar;
- (d) school timetable;
- (e) school log;
- (f) student attendance register;
- (g) school register;
- (h) attendance register for educators;
- (i) school vision statement and mission statement, school philosophy and goals;
- (j) a Continuous School and System Improvement Plan;
- (k) programmes of instruction;
- (l) sample of student work (student handwriting, correction of students' work);
- (m) books of schemes of work;
- (n) scheduled extra-curricular activities and sporting activities;
- (o) school policy (homework policy, students' welfare policy, community relations);
- (p) student conduct;
- (q) discipline, and methods of disciplining of students;
- (r) parent-teacher-community association activities (a partnership with parents and community);
- (s) staff conduct and relations;

- (t) a staff development programmes including induction of staff programmes for new staff;
- (u) school safety plan and emergency preparedness plan including fire drill records and fire safety protocols);
- (v) school evacuation plan and school accessibility plan;
- (w) community relations;
- (x) the relationship with Department;
- (y) physical facilities and maintenance records; and
- (z) for homeschooling programmes, learning resources, facilities, samples of student work and evidence of student progress.

Schedule 8

(Regulation 37)

National Code of Conduct

1. Introduction

(1) The National Code of Conduct for the education sector provides clear standards of behaviour that support the creation and maintenance of safe, secure and inclusive schools. The National Code of Conduct promotes positive, respectful behaviour by all members of a school community, including students, parents, educators, school staff, volunteers, visitors, Board of Management, Department personnel and any person who provides services to students at school or uses a school facility.

(2) The National Code of Conduct governs behaviour, deportment and discipline—

- (a) on school property;
- (b) on a school bus and any other form of public or private student transportation;
- (c) at a school-sponsored event and activity;
- (d) at a programme conducted on school premises, such as an after-school programme;
- (e) during student travel and participation in a sporting event, a school trip, and any other excursion off school property;
- (f) while in school uniform; and
- (g) at any other facility, programme, service or event specified by the Minister.

(3) The National Code of Conduct sets out the universal behavioural specifications for the education sector, including public and assisted schools. A Board of Management may introduce school rules, including rules regarding appropriate dress and deportment and respectful use of school property, as long as the school rules uphold, conform and comply with the National Code of Conduct.

2. Purpose

The purpose of the National Code of Conduct is to promote and reinforce positive, respectful behaviour by a member of a school community. The goal of the National Code of Conduct is the creation and maintenance of a safe, secure and an inclusive learning environment where diversity is respected, behavioural standards are upheld, and teaching and learning thrive.

(1) The guiding principles of the National Code of Conduct are—

(a) Communication:

The National Code of Conduct is communicated to a member of a school community through multiple means, including a school poster, a website, a

newsletter, and a social media account, and communication from the Department in print, radio, television, and social media.

(b) Consistency:

The National Code of Conduct is consistently interpreted and enforced within and between school communities.

(c) Appropriateness:

The National Code of Conduct is appropriately applied to students of different ages, grades, forms and developmental levels and abilities, including students in different stages of education and students with special education needs. The age, developmental level and special education needs of a student is taken into account when communicating, interpreting and enforcing the standards of behaviour and responding to misbehaviour.

(d) Dignity:

The National Code of Conduct is enforced in a courteous manner that protects the dignity and privacy of a student, staff, and a member of a school community.

(e) Fairness:

The National Code of Conduct is enforced in a fair and reasonable manner that does not discriminate against members of school communities based on culture, language, ethnicity, religion, political affiliation, gender and disability.

(f) Positive Behaviour Intervention and Support:

The National Code of Conduct promotes positive student behaviour and the provision of appropriate behavioural intervention and supports for a student with a behavioural disorder and special education needs who requires them.

(g) Prevention:

The National Code of Conduct promotes the prevention of misbehaviour through the ongoing communication, explicit teaching, review, and reinforcement of the standards of behaviour, and through a preventative programme, such as a bullying prevention programme and a cyber-safety programme.

(h) Progressive Discipline:

The National Code of Conduct promotes progressive discipline and the development of essential knowledge, values and skills for positive behaviour through various programmes and supports, such as character development education, citizenship programmes, and anger management counselling.

(i) Restorative Justice:

The National Code of Conduct upholds restorative justice through peer mediation, conflict resolution, group conferencing, restitution, apologies, and reconciliation.

(j) Safety and Security:

The National Code of Conduct empowers an educational leader to protect the safety and security of a member of a school community as a paramount goal.

(2) The standards of behaviour to be observed by a student and a member of a school community are –

- (a) **accountability**, by being accountable to themselves, to one another and to an educational leader for their behaviour;
- (b) **appropriate dress**, by complying with the Standard for Appropriate Dress for students and school staff, adhering to school rules for appropriate dress and deportment, and fulfilling the requirements related to school uniforms;
- (c) **care and compassion**, by assisting others in need, including a victim of bullying.
- (d) **civility**, by following rules of common politeness, using appropriate language, treating others in a courteous manner, respecting differences of opinion and refraining from swearing and profanity;
- (e) **compliance**, by adhering to the National Code of Conduct and complying with the standards of behaviour and school rules;
- (f) **cooperation** with an educational leader, students, parents, Department personnel, the police, and any other person in a position of authority in the enforcement of laws, the National Code of Conduct and the resolution of a conflict;
- (g) **digital citizenship**, by using technology appropriately for an approved purpose, including a cell phone, a computers, a tablets, a social media platform and the internet, and refraining from the misuse of technology, including cyberbullying;
- (h) **diversity**, by respecting diversity, such as differences in language, culture, ability, disability, religion, gender, political affiliation and ethnicity, and refraining from discrimination;
- (i) **honesty**, by acting in a truthful and forthright manner in his or her interactions with others, providing accurate information, and refraining from plagiarism and cheating;

- (j) **law-abiding conduct**, by obeying all applicable laws and policies and refraining from illegal activity;
- (k) **respect**, by showing respect for himself or herself, a member of a school community, school property, the property of others and a person in a position of authority;
- (l) **responsibility**, by taking personal responsibility for his or her behaviour, including his or her responsibility to contribute to safe, secure, and inclusive learning environments that support teaching and learning for all.

3. Standard for Appropriate Dress

Appropriate dress contributes to safe, inclusive and respectful teaching and learning environments for all students and school staff. The wearing of appropriate dress demonstrates respect for self and others, contributes to the comfort and inclusion of all members of a school community, and upholds the values of modesty, diversity and dignity on school premises and at school-sponsored events. Appropriate dress, including protective clothing and equipment, also protects the safety of students and school staff in varied learning activities and extracurricular activities such as science experiments, sporting events, and workplace learning placements.

Appropriate dress includes—

- (a) neat, clean, modest clothing and accessories worn by students and school staff;
- (b) school uniforms worn by students in accordance with school rules;
- (c) professional attire worn by school staff, such as dress shirts, dress pants, polo shirts and shoes worn by male staff, and blouses, dress pants, polo shirts, dresses, skirts and shoes worn by female staff; and
- (d) protective clothing, accessories and equipment worn by students and school staff, such as sports uniforms, sports equipment, laboratory coats and safety goggles, and steel-toed boots and work helmets.

Inappropriate dress may undermine the safety, inclusion, comfort, and dignity of students and school staff. Inappropriate dress may also offend and cause distress to members of a school community, including clothing and accessories that display images, language and logos that promote discrimination, racism, sexism, hate speech, vulgarity, religious intolerance, negative stereotypes, and profanity. Moreover, inappropriate dress may

promote illegal activities, including clothing and accessories that present images, language and logos depicting gang-related symbols and slogans, violence, vandalism, illegal drugs and drug paraphernalia, and pornography. Inappropriate dress may also increase the risk of injury to self and others, including the failure to wear protective clothing, footwear, equipment, and gear when handling hazardous materials, working with fire and combustible materials, participating in contact sports, or engaging other learning or extra-curricular activities that pose a risk to personal safety.

Inappropriate dress includes clothing and accessories that–

- (a) reveal a person's private body parts;
- (b) display logos, language and images that depict discrimination, racism, sexism, hate speech, vulgarity, religious intolerance, negative stereotypes, profanity, and illegal activity;
- (c) do not meet pertinent safety standards for the clothing, accessories and equipment required to safely participate in learning activities, sports events, and extra-curricular activities at school and at school-sponsored events;
- (d) do not fulfil school uniform requirements for students; and
- (e) do not meet the requirements for professional attire by school staff.

4. Categories of misbehaviour

The following types of behaviour is prohibited.

(1) **Bullying:**

Misbehaviour that causes intimidation, humiliation, distress, fear, exclusion or other harm to the body, feelings, self-esteem, emotional well-being, health, reputation or property of a person. Bullying can be direct or indirect, and includes assisting or encouraging bullying behaviour in any way.

(2) **Cyberbullying:**

Bullying through an electronic communication involving technology that causes intimidation, humiliation, distress, fear, exclusion or other harm to the body, feelings, self-esteem, emotional well-being, health, reputation or property of a person. Cyberbullying can be direct or indirect, and includes assisting with or encouraging bullying by electronic communications.

(3) **Cheating:**

Engaging in or assisting a person to engage in the dishonest, unauthorised use of information, materials, technology, a device, a source or practice in completing academic work, including a school assignment, test and an examination.

(4) **Discrimination:**

Unequal or biased behaviour, action and communication towards a person based on his or her culture, language, ethnicity, religion, political affiliation, ability, special education needs, gender.

(5) **Disruptive Behaviour:**

Disrupting or inciting a person to disrupt teaching, learning, school and classroom operations, a school event and an activity and the safety and security of a school facility and a member of a school community.

(6) **Illegal Activity:**

Committing or inciting another person to commit a criminal offence or an illegal activity such as assault, drug possession and trafficking, theft, vandalism, and weapons possession and use.

(7) **Insubordination:**

Failure to follow the direction of a person in authority and comply with his or her request, including disobeying an educator, a police officer, and an official of the Department.

(8) **Loitering:**

Lingering in or around a public or a private place for no legitimate purpose or reason.

(9) **Plagiarism:**

Dishonestly representing or assisting another person in dishonestly representing another person's work as his or her own, without the required acknowledgement and consent. Plagiarism includes the false representation of a person's idea, innovation, publication, design, creative product, and work as one's own on a school assignment.

(10) **Physical Violence:**

Inflicting, or encouraging a person to inflict, bodily harm and injury on another person, including through the use of force, an object or a weapon.

(11) **Racism:**

Engaging in or inciting a person to engage in a racist behaviour and action that is directed against a person, including a racial slur, hate speech and propaganda, and negative racial stereotype.

(12) Substance Abuse:

Engaging in or inciting another person to engage in the abuse of a controlled substance in violation of the laws or a policy including the illegal use, possession, and trafficking of alcohol, tobacco, drugs and other controlled substances on school grounds.

(13) Sexual Misconduct:

Engaging in or inciting a person to engage in inappropriate behaviour of a sexual nature, including sexual assault and sexual harassment, that is harmful, coercive, demeaning, intimidating, distressing and offensive.

(14) Vandalism:

Damaging or inciting a person to damage school property or the property of others, including school facilities, equipment, technology, furniture and supplies.

(15) Verbal Abuse:

Using or inciting others to use demeaning, threatening, insulting, distressing, profane or intimidating language against a person, including swearing at a student or an educator.

(16) Weapons Possession and Use:

Possessing or using, or inciting a person to possess and use a weapon to intimidate, threaten, injure or harm another person.

5. Acceptable responses to misbehaviour

Misbehaviour will be responded to –

- (a) immediately, or in the timeliest fashion possible;
- (b) consistently, in compliance with the National Code of Conduct;
- (c) appropriately, for the age, developmental level, ability, or special education needs of a person committing the misbehaviour;
- (d) proportionately, reasonably and fairly, in an unbiased manner that addresses the severity, frequency and impact of the misbehaviour; and
- (e) in a manner including –
 - (i) by a teacher, with-
 - (I) an anger management Intervention;
 - (II) a behavioural contract;
 - (III) a Behavioural Support Plan;
 - (IV) conflict mediation;

- (V) detention;
 - (VI) the loss of a school privileges (e.g., a field trip, an extra-curricular activity, school sports);
 - (VII) mentoring and coaching to develop an acceptable behaviour;
 - (VIII) reporting an illegal activity to the principal or the police;
 - (IX) the reduction in a grade for cheating and plagiarism;
 - (X) restitution;
 - (XI) restoration;
 - (XII) a referral to the principal;
 - (XIII) a required apology;
 - (XIV) a search;
 - (XV) an informal conference between the teacher, student, and parent(s) in person, by phone, or by other means of communication;
 - (XVI) a formal conference between the teacher, student, parent(s), school administrator, as well as any additional school personnel, in person, by phone, or by other means of communication;
 - (XVII) the use of reasonable force;
 - (XVIII) a verbal reprimand,
 - (XIX) a warning; and
- (ii) by a principal, with-
- (I) any of the responses available to a teacher;
 - (II) confiscation and retention of property in accordance with the Act;
 - (III) a referral to a professional service or an Educational Psycho-social Support (e.g., Behavioural Support, mental health);
 - (IV) the loss of a student transportation privilege (e.g., school bus, school trips) ,
 - (V) counselling;
 - (VI) an in-school suspension;
 - (VII) an out of school suspension for not more than 10 days after a hearing in one term;
 - (VIII) the use of reasonable force;
 - (IX) a recommendation to the Chief Education Officer that a suspension be extended beyond 10 days after a hearing.
- (iii) by the Chief Education Officer, with-
- (I) any of the responses available to a principal;
 - (II) an expulsion;
 - (III) an out of school suspension; and
 - (IV) asking a student to withdraw from school.

6. Unacceptable responses to misbehaviour

Unacceptable or prohibited responses to individual student misbehaviour include –

- (a) corporal punishment; and
- (b) group or whole class punishment for individual misbehaviour.

7. Roles and responsibilities

(1) The Department is responsible for–

- (a) publishing and communicating the National Code of Conduct to a member of a school community and the general public through a multimedia channel;
- (b) reviewing the National Code of Conduct three years after its enactment and subsequently, every five years;
- (c) funding, organising and facilitating professional development and information sessions on the National Code of Conduct for members of a school community;
- (d) working with educational leaders and a Board of Management to ensure that a school rule aligns with, conforms with, and adheres to the National Code of Conduct;
- (e) supporting an educational leader with the interpretation, implementation, and enforcement of the National Code of Conduct;
- (f) collecting, analysing, tracking, and reporting data on student misbehaviour, including the types of student misbehaviour, and the number of out-of-school suspensions;
- (g) providing educational leaders with ready access to data on student behaviour, including the type, frequency, and severity of incidents of student misbehaviour and the disciplinary responses enacted;
- (h) assisting educators with the implementation of the National Code of Conduct by providing resources and supports; and
- (i) preparing and distributing promotional materials for the National Code of Conduct, including a poster for prominent display in a school.

School Principals and Vice Principals

(2) A principal and vice principal of a school are responsible for–

- (a) informing a student, staff, a parent, and a member of a school community of the National Code of Conduct and any supporting school rules at the start of a school year and school term;

- (b) posting the National Code of Conduct prominently in a school;
- (c) following, modelling and enforcing the standards of behaviour in the National Code of Conduct;
- (d) modelling and enforcing the Standard for Appropriate Dress among students and school staff;
- (e) requesting a student or a staff member to change attire if he or she does not conform to the Standard for Appropriate Dress;
- (f) reporting to the Chief Education Officer when a school staff member persists in disregarding the Standard for Appropriate Dress;
- (g) promoting positive student behaviour through regular, explicit teaching and reinforcement of the standards of behaviour for all students;
- (h) enforcing the National Code of Conduct in a consistent, fair and reasonable manner in accordance with the Act and Regulations;
- (i) responding appropriately to student misbehaviour by taking into account the different ages, developmental levels, abilities and special education needs of the student;
- (j) facilitating a professional development and information session on the National Code of Conduct for a student, a teacher, a parent, support staff, and a member of a school community; and
- (k) collaborating with a Board of Management in the development and implementation of school rules that align with, conform with, and adhere to the National Code of Conduct

Teachers

(3) A teacher is responsible for –

- (a) informing a student and a parent about the National Code of Conduct and any supporting school rules at the start of a school year and school term;
- (b) following, modelling, teaching and enforcing the standards of behaviour in the National Code of Conduct;
- (c) complying with the Standards for Appropriate Dress;
- (d) collaboratively developing classroom rules with students that reinforce the National Code of Conduct and school rules, and posting the classroom rules for everyone to see;
- (e) promoting positive student behaviour through regular, explicit teaching and reinforcement of the standards of behaviour;

- (f) enforcing the National Code of Conduct in a consistent, fair and reasonable manner in accordance with the Act and the Regulations;
- (g) responding appropriately to student misbehaviour by taking into account the different ages, developmental levels, abilities and special education needs of the student.

Students

(4) A student is responsible for –

- (a) learning about the National Code of Conduct and the school rules;
- (b) following and modelling the standards of behaviour in the National Code of Conduct;
- (c) encouraging other students to comply with the standards of behaviour;
- (d) contributing to the safety, security and inclusiveness of a school and a classroom;
- (e) following the direction of an educator, support staff, school bus driver, and a person in a position of authority;
- (f) demonstrating care, compassion, and respect in an interaction with a person;
- (g) complying with the Standard for Appropriate Dress and school rules for appropriate dress, grooming and deportment, including the requirement for a school uniform;
- (h) complying with a medical examination in accordance with the Act;
- (i) complying with search and seizure and the use of reasonable force in accordance with the Act;
- (j) using technology, including hardware, software, the internet, and social media, appropriately in accordance with the school requirements;
- (k) acting honestly including on a school assignment, test and examination;
- (l) refraining from illegal activity on the school premises or at a school event;
- (m) following the school bus safety rules;
- (n) contribute to welcoming, inclusive, safe and secure learning environments; and
- (o) acting in a responsible, polite and respectful manner.

Parents

(5) A parent is responsible for –

- (a) learning about and adhering to the National Code of Conduct and the school rules;
- (b) following, modelling and supporting the standards of behaviour in the National Code of Conduct ;
- (c) contributing to the safety, security and inclusiveness of a school through positive, polite and respectful behaviour;
- (d) acting in a fair, reasonable and honest manner;
- (e) demonstrating positive, respectful behaviour on school premises, at a school event, and during an interaction with an educator leader, educator, student and school staff;
- (f) encouraging his or her child to comply with the standards of behaviour;
- (g) cooperating with an educational leader, educator, support staff, school bus driver, and a person in a position of authority in the implementation and enforcement of the National Code of Conduct and the school rules on the school premises and at a school event;
- (h) ensuring that his or her child complies with the National Code of Conduct and the school rules, including the school rules governing student deportment, grooming and attire, including the requirement for a school uniform;
- (i) monitoring his or her child's use of technology, including hardware, software, the internet, and social media; and
- (j) supporting his or her child in accessing behavioural intervention and support, as needed.

Other member of school community

(6) A member of a school community is responsible for –

- (a) following, modelling and reinforcing the standards of behaviour in the National Code of Conduct;
- (b) contributing to the safety, security and inclusiveness of a school through positive, polite and respectful behaviour ;
- (c) acting in a fair, reasonable and honest manner ;
- (d) cooperating with a person in authority on the school premises and at a school event;
- (e) demonstrating positive, respectful behaviour on school premises, at a school event, and during an interaction with a student, educators, educational leaders and school staff.

Schedule 9

(Regulation 53)

Form 5

Oath of Secrecy

I, (name), swear by the Almighty God/ solemnly and sincerely affirm, that I will well and faithfully discharge the duties as a member of the Education Appeals Tribunal and shall not disclose or make known to any other person anything that comes to my knowledge by reason of my position on the Education Appeals Tribunal.

So help me God/I do affirm.

.....
Education Appeals Tribunal Member

Schedule 10

(Regulation 54)

Form 4

**Attendance Register for Educators
(TO BE INSERTED)**

Schedule 11

(Regulation 24, 25(3), 26(2), 29(2))

Fees

- | | |
|---|----|
| 1) Application for permit to operate..... | \$ |
| 2) Application to renew permit to operate..... | \$ |
| 3) Application to amend permit to operate..... | \$ |
| 4) Academic assessment fee for homeschool student | \$ |