

SALTUS



Parents' Handbook  
Secondary



---

## Table of Contents

The Saltus Philosophy .....	4
Saltus Grammar School Values .....	4
Introduction .....	5
Subjects followed .....	5
PSAT and SAT (Scholastic Aptitude Test) .....	6
Learning Services .....	6
Reports and Grades .....	6
MidYis Testing .....	9
Houses and Forms .....	10
The Pastoral System .....	10
Discipline .....	11
Academic Dishonesty and Plagiarism .....	11
The School Day .....	11
Laptops .....	12
The Saltus Grammar School Acceptable Use Policy (Student) .....	13
General .....	13
Computer Games .....	14
Laptop ‘Personalisation’ .....	14
Chat Programmes .....	14
Music/Movies .....	14
Power Issues .....	14
Carrying/Storage .....	14
Laptop Use During Non-Class Time .....	14
Printing .....	15
Anti-Virus Software/Virus Definitions .....	15
Network Passwords .....	15
Sharing Files/Folders .....	15
Student Home Directories .....	15
Internet .....	16
Internet/E-mail Acceptable Usage Policy .....	16
Internet Content .....	16
Using E-mail .....	17
Management of Internet Content .....	17
Newsgroups and chat rooms .....	17

---

## Table of Contents *continued*

Electronic mail (E-mail) .....	17
Hacking .....	18
Pornography .....	18
Theft .....	18
Plagiarism .....	18
Laptop Regulations and Consequences .....	18
Laptop Sanctions .....	18
Notes .....	19
Homework .....	19
Student Cycle and Car Use .....	20
The Dudley Butterfield Research Library .....	20
Extracurricular Activities .....	20
Music .....	20
Sports .....	20
Activities .....	20
The Saltus Island Project .....	20
Lunch and Recess .....	20
Uniform .....	21
Summer .....	21
Winter .....	21
Physical Education .....	21
Absence from School as a Result of Illness .....	22
Medication .....	22
Trips and Visits .....	22
Basic Equipment for School .....	22
Induction Day .....	23
The Centre for Learning – A Guide for Parents .....	23
Centre for Learning Mission .....	23
Centre for Learning Philosophy .....	23
Overview of Services .....	24
Services in the Secondary Department .....	25
Modifications and Accommodations .....	26
Policy for Able, Talented and Gifted Students .....	27
Saltus Counselling Protocol .....	27
Centre for Learning Staff Roles .....	28

Dear Parents,

I wish to extend to you a very warm welcome to the Secondary Department of Saltus Grammar School.

The Secondary Department is one of the three departments that comprise Saltus Grammar School. The majority of our students come to us from the Saltus Upper Primary Department and leave us to continue their education at colleges or universities overseas. This continuity is of tremendous benefit as it gives the staff and students alike a strong sense of belonging to a large family unit. We are, however, very happy to welcome students from other schools and countries.

We believe that Saltus provides its students with a well-rounded curriculum delivered by teachers, who have a sincere commitment to encouraging the students to strive to achieve their potential.

We are fortunate to be supported by an energetic and enthusiastic parent body who are involved in all aspects of the life of our school. Together, parents and staff can make learning a positive experience for the students. We look forward to working with you in the growth and development of your child.

Yours sincerely,

Head of Saltus Secondary Department

---

## The Saltus Philosophy

Every student is an individual with unique needs, capabilities, and desires.

As an integral part of the Bermuda community, Saltus Grammar School will encourage, reward, nurture, and challenge students to become productive and contributing members of, and active participants in, our very complex local and global society.

Our objective is to ensure that all students will be given every possible opportunity to develop their intellectual curiosity, physical well-being, moral values, self-esteem, artistic appreciation and expression, and interpersonal skills.

We recognise that each student has an individual learning style and will benefit from each teacher's use of a variety of methods and strategies to enhance learning. We will promote a learning environment that not only accommodates and excites all learners, but also one that teaches children how to learn.

At the same time, we will promote a spirit of community, cooperation, and interdependence in which every child's contribution will be recognised, valued, and rewarded.

We are dedicated to encouraging and promoting the professional development of the staff and administrators in order to create and sustain this environment.

We recognise the importance of families as the primary developmental focus for each child and we promote an active collaboration between the home, the school, and the community which serves to strengthen the effectiveness of the quality education we strive to offer.

---

## Saltus Grammar School Values

The Bermuda Royal Gazette for January 27, 1880 records the following:

"It is our painful duty to record the death of one who, for many years, has been a prominent member of this community and the personal friend of the Editor of this "Gazette". On Thursday last, at about two o'clock, Samuel Saltus, Esqr., of Norwood, breathed his last, calmly without a pang, surrendering his well-spent life into the hands of his maker. The esteem in which he was held was attested by the large number that attended his funeral on Friday afternoon, when the last solemnities were performed in the Parish Churchyard, Pembroke, assisted by the Rector of Smiths and Hamilton."

Our Founder was the youngest of a family of eight, six sons and two daughters, all of whom predeceased him and on his death, the family, which had been identified with Bermuda from its earliest history, became extinct.

The article in the Gazette speaks of a man whose transactions in business were widespread and one who enjoyed the highest reputation for honour and integrity.

Samuel Saltus was "slender of stature," and, "of a pleasing though somewhat reserved manner". His position in the community was one of marked trust and reliability. His opinions in business and political matters were "held supreme" because of his calm and dispassionate judgment. In 1865, he was approached to become Speaker of the House of Assembly, an honour that he declined because of his business commitment. He was a liberal contributor to the parish church; he showed kindness of heart and was boundless in his generosity which was unostentatious. The obituary notes that, "There are many who make more stir, and affect greater profession; but there are indeed few, who move on in the active world with the same solidity of character as did our late respected friend." It closes with the observation that "there are many traits in Mr. Saltus' character, which can profitably be held up to the imitation of young enterprising business people."

At Saltus we value...

Honour, integrity, trust, reliability, calmness in judgment, kindness, generosity and solidity in character.

---

## Introduction

There are three distinct student groups in the Saltus Secondary Department:

1. The first three years of the curriculum (Saltus 7, Saltus 8 & Saltus 9) form a broad-based course of study adapted from the UK Key Stage 3 National Curriculum. Students will be expected to make subject choices at the conclusion of this 'Middle School' stage of development as they move into the I/GCSE (International/General Certificate of Secondary Education) years.
2. The next two years, Saltus 10 and Saltus 11, follow the UK Key Stage 4 content and prepare our students to take their I/GCSE examinations at the end of their S11 year.
3. The final two years, SGY 1 and SGY 2, form our Graduate Years Programme which prepares students for entry into college/university and adult life. At the conclusion of this two year programme, we expect our students to sit, where appropriate, the AP (Advanced Placement) examinations of the College Board.

---

## Subjects Followed

During the course of the three foundation years, Saltus 7-9, all students take all of the following subjects:

- English, Maths, History, Geography, French or Spanish, I.C.T., Art, Music, Design Technology, Drama, Business Studies, Accounts, Physical Education, Science (containing the three subject areas of Chemistry, Biology and Physics).

In Saltus 10-11, all students take English, Maths, French or Spanish, and P.E., together with any five other subjects (one of which must be a Science) chosen from:

- Biology, Chemistry, Physics, Science.
- History, Geography, I.T., Art.
- Design Technology, Music, Business Studies, Accounts.
- Economics, Drama.
- For some students, provision within the option allocation for Learning Services is available.

The subjects are placed into 5 option blocks and students choose one subject from each block. The more popular subjects will appear in more than one block to allow students as wide a choice of preferred subjects as possible. It is, however, not always possible to accommodate every choice for every student.

At the end of Saltus 11, students take internationally recognised examinations (either Edexcel GCSE or Cambridge International I/GCSE) in English Language, English Literature, Maths, French or Spanish, and each of their optional subjects. It is also possible to take a GCSE in PE.

In the current Saltus Graduate Years curriculum, students take compulsory courses in English, Mathematics and Life Skills, plus four other elective subjects chosen from the following list:

Accounts, Art, Biology, Business Administration, Chemistry, Computer Studies, Design Technology, Economics (Macro and Micro), Environmental Science, French, Geography, US History, Music, Physics, Spanish, Visual Studies, Psychology, Sociology, Photography, Modern World Studies and Media Studies.

Students study most of these courses for the two-year duration of the programme. Some subjects, however, are offered as one-year courses, with students taking one course in SGY 1 and another in SGY 2. There is an expectation that students taking AP (Advanced Placement) courses, or the equivalent, will sit the appropriate external examination at the conclusion of their course of study.

For detailed information about the SGY Programme, please refer to our website at [www.saltus.bm](http://www.saltus.bm) or contact the school for a copy of the SGY Brochure and the SGY Academic Handbook.

---

## PSAT and SAT (Scholastic Aptitude Test)

For those students who will be entering the North American college/university system, SAT scores can be important. Normally, students take the preliminary PSAT examination in Saltus 11, then the SAT in SGY 1. However, students are free to sign up for such examinations whenever they are offered.

Students may access an on-line SAT preparation site called “Method Test Prep”. The School has a licence which will enable Saltus students to gain access such that they may develop the necessary skills to be successful in the SAT Reasoning Tests. These skills will obviously also be of benefit to anyone taking the PSAT.

---

## Learning Services

The Learning Services Programme is designed to give extra support to those students who may be experiencing learning difficulties with a particular subject or more generally, as well as to those students who may benefit from extension work. Students are closely monitored and tested to determine whether they should be included in the Learning Services Programme.

The Learning Services Programme is managed by our Centre for Learning. The upper floor of the Gosling Centre has been dedicated and equipped to provide for individual study and small group work.

Some students benefit from taking Learning Support as one of their options during the GCSE years thereby affording them extra time for, and help with, their other chosen subjects. Special timetable arrangements for support or extension are made as necessary to meet an individual student’s need.

---

## Reports and Grades

During the course of any school year, parents receive two full narrative reports on their child’s progress in every subject.

Parents also receive grade sheets at the middle and end of Term 1; the end of Term 2 and the end of Term 3. These grade sheets give attainment and effort grades in each subject, as well as a class average which a parent can use to determine how well their child is doing in comparison with other class members.

To aid communication further, there is also at least one Parents’ Meeting for each year group scheduled at appropriate times during the year. This offers the opportunity for parents to discuss progress with their child’s teachers. Parents can also make appointments to speak with teachers throughout the year should the need arise.

## Assessment and Reporting

Years 7-13

### Series Grades

Series grades are awarded four times a year, at approximately 8 week intervals. These grades are a reflection of a students’ classwork, homework and test grades over the grading period. Marks are also awarded for effort. It is the expectation to use classroll, an electronic markbook, for all grading and reporting purposes. Series grades are posted home and copies are saved in the archives on the staff area.

### Attainment Grades

A+	95-100%
A	85-94
A-	80-84
B	70-79
B-	65-69
C	55-64
D	50-54
F	Less than 50
Blank	Insufficient marks to warrant a grade

### Effort Grades

1	Exceptional	An exceptional effort: assignments of outstanding quality, independent research, led a project team.
2	Good	Completed all work on time, worthwhile contribution to class discussion, undertook recommended research. This is the normal grade for a student who is working well.
3	Satisfactory	Meets all minimum requirements (e.g. work handed in on time etc) but could push him/herself harder.
4	Not working to ability	Work often late, unfinished, poor quality and presentation. This grade sounds a warning.
5	Gross lack of effort	Serious cause for concern. Should have already been discussed with HOD and Administration.

### Reports

Narrative reports are issued twice a year. Each report consists of a brief summary of curriculum content, an extended comment on the students' work, progress and any other relevant information, and targets for improvement. Reports also contain a class average. Reports are written in classroll and posted home. Copies are saved in the archives on the staff area.

### Parents' Evenings

Parents' evenings are held once a year. They are a useful means of discussing students' progress and addressing any concerns. All teachers are expected to attend for the duration of the evening, or until such time as they have met with parents for all students in the class.

## Schedule of Reports

	Narrative report 1	Narrative report 2
S7	Feb	June
S8	Feb	June
S9	Jan	June
S10	Nov	June
S11	Dec	April
S12	Dec	June
S13	Dec	April

## Schedule of Parents' Evenings

	Academic Progress meeting	Additional meetings
S7	November	Sept – Parent information session
S8	December	
S9	December	Feb – Options Evening
S10	February	
S11	January	Nov – SGY open house
S12	November and March	
S13	November	Sept – College applications information session

## Examinations

S7	Sept: Setting exams for Maths and MFL	Oct: MidYIS testing	June: Internal end of year exams
S8			June: Internal end of year exams
S9			June: Internal end of year exams
S10			June: Internal end of year exams
S11	Dec: Mock (I) GCSE exams	Oct: PSATs	May/June I/GCSE exams
S12		Some A/S level exams	June: Internal end of year exams
S13	Jan: Mock AP/A-level exams	April–June: AP/A-level exams	May/June: Internal end of year exams

## Transcripts

The majority of our students continue their studies at North American Universities. For University entrance, the admissions procedure requires a transcript of the students' grades from S7-S13. For this reason, the series grades and effort grades are of great importance to students and parents.

Due to the fact that we follow a British curriculum to I/GCSE, there is some discrepancy between the North American standard and the British standard in terms of grades. The following should be used as a guide when converting grades to the North American standard, in order that students are not penalized when applying to North American Universities. In addition, end of year examinations marked at a GCSE standard, should be converted to our school standards, to maintain consistency in the transcript.

	Saltus Grade	GCSE grade
A+	95-100%	A*
A	85-94	A/A*
A-	80-84	A/B
B	70-79	B
B-	65-69	B/C
C	55-64	C
D	50-54	C/D
F	Less than 50	E/F/G/U

All dates for meetings, series grades, exams and reports are available to staff and parents via Blackboard.

---

## MidYIS Testing

Students in Senior 7 will take part in MidYIS testing.

The tests are designed to measure, as far as possible, ability and aptitude for learning rather than achievement. MidYIS is not an IQ Test as it is designed to provide a measure of 'typical' performance so that teachers can judge how to take pupils up to Key Stage 3 and GCSE level.

Test results can be used to identify pupils' strengths and weaknesses, inform teaching and learning, identify gifted pupils and help identify pupils with special educational needs.

An information pack and individual results will be forwarded to parents, usually in the Winter Term.

---

## Houses and Forms

There are four Houses in the school: Butterfield (Green), Darrell (Blue), Saltus (Red) and Watlington (Yellow). Each student is placed in a House and will normally stay in that House throughout their time at Saltus. Each year group has one form for each house:

7B	8B	9B	10B	11B	12B	13B
7D	8D	9D	10D	11D	12D	13D
7S	8S	9S	10S	11S	12S	13S
7W	8W	9W	10W	11W	12W	13W

Each form has its own Form Tutor and homeroom. The Form Tutor meets the form for registration and a tutor period every morning, and for registration every afternoon. In this way, the form tutor gets to know the students in the form very well.

Houses compete in friendly rivalry for House Points, which are awarded in three areas: Academic, Arts and Activities and Sports. The winning House each year is announced at the end of the summer term and is awarded the Nichol Shield.

Each House is led by its Head of House (a member of staff), a student House Captain and a student Deputy House Captain.

---

## The Pastoral System

There are several levels of pastoral care:

- Subject Teachers
- The Form Tutor
- The School Counsellor
- The Deputy Heads of the Secondary Department
- The Head of the Secondary Department
- The Headmaster

Students who have a problem of any sort usually go in the first instance to the Form Tutor or to a subject teacher who will address the issue. If something is amiss, it is often subject teachers or Form Tutors who notice first, and are able to respond appropriately.

If parents have concerns, the first point of contact should be the student's Form Tutor.

In the event that the situation becomes more serious and is referred to Administration, then the following persons will take responsibility:

<b>Saltus 7 to Saltus 9</b>	Mrs. Ann Paynter, Deputy Head Secondary Department
<b>Saltus 10 and 11</b>	Mr. Albert Steede, Deputy Head Secondary Department
<b>SGY 1 and SGY 2</b>	Mr. Jon Beard, Head of The Graduate Years Mrs. Nicole Chichon, Deputy Head of The Graduate Years

---

## Discipline

We expect students to behave responsibly and courteously at all times, with respect for the other members of the school community. The great majority do so. In cases where a student's behaviour falls below this standard, it is our objective to get the student back on track, while recognising the needs of others. It is rare for students to be persistently disruptive; such students cannot be permitted to keep disrupting the learning of other pupils.

In the same way, where a student has fallen behind with work, our objective is to ensure that the work gets done, rather than to punish the failure.

The Head and Deputy Heads of the Secondary Department obtain information from staff and meet regularly to discuss any students who may have continuing problems. They then decide what action to take. In this way, the full picture of an individual's behaviour emerges and an effective plan of action can be implemented.

Parents are automatically notified if anything occurs which may have distressed their child.

---

## Academic Dishonesty and Plagiarism

Plagiarism is an extremely serious offence and can result in a failing grade for an assignment or even an entire course or disciplinary action, including expulsion.

The School's policy with regard to plagiarism is expressed in the handbook "Whole School Policies".

---

## The School Day

8.25 a.m.	First bell: go to homeroom to collect books etc.
8.30 a.m.	Second bell: registration or assembly
8.45 a.m.	Bell: lesson 1
9.25 a.m.	Bell: lesson 2
10.05 a.m.	Bell: lesson 3
10.45 a.m.	Bell: lesson 4
11.25 a.m.	Bell: beginning of recess
11.45 a.m.	Bell: go to homeroom to collect books, and move to class
11.50 a.m.	Bell: lesson 5
12.30 p.m.	Bell: lesson 6
1.10 p.m.	Bell: beginning of lunch
2.05 p.m.	Bell: go to homeroom for registration, collect books etc.
2.15 p.m.	Bell: lesson 7
2.55 p.m.	Bell: lesson 8
3.35 p.m.	Bell: end of lessons
3.45 p.m.	Meetings, clubs, activities, sport etc. until around 5 p.m.

---

## Laptops

Each student in Saltus 7 and above is required to have a laptop computer and to bring it to school each day. For maintenance and operational reasons, we require laptops to be purchased through the School. For this reason, we have negotiated from our suppliers an excellent package at a relatively modest price. Laptops are not used in every lesson; however, we believe that, while the use of laptops in class and for homework aids understanding and enriches the learning process, the acquisition of a high level of I.T. proficiency is an absolutely essential part of preparation for adult life.

All students are able to access the school network, including printers in each classroom and controlled use of the Internet. Pupils are encouraged to save their work in a personal folder on the network. The use of the network and of laptops generally is governed by an Acceptable Use Policy to which all students are required to signify their agreement and understanding in writing.

### Electronic Systems Policy – Student Acceptable Use Policy

The laptop computer forms part of each student's educational equipment and we believe that it is as vital to the learning process as the use of exercise books, textbooks, file folders and reference material.

With this premise firmly in mind, we believe that each student has a responsibility to ensure that this essential learning tool is always available and that it is always in good order. We appreciate that faults do arise and that service delays can be frustrating. We know from experience gained since the beginning of the ICT initiative, however, that many of the faults and frustrations can be avoided if each laptop owner abides by a clear set of procedures and policies.

The school appreciates that ownership of an individual machine allows for individual styles of use. The student laptop purchased as part of our curriculum initiative is nonetheless required for educational rather than recreational purposes and thus it is that we require that students abide by the policies expressed in this document.

### The following is a summary of the Saltus Grammar School Acceptable Use Policy

- You should refrain from the installation of games on your machine since this will adversely affect the performance of your machine. Should you elect to install game playing software, you may not play games in school or on the school internet connection without the permission of a teacher.
- Excessive 'personalisation' will adversely affect the performance of your machine; you are strongly advised to keep 'personalisation' to a minimum or refrain from it completely.
- You must not use your laptop for the playing of music CD's or the viewing of movies in school unless such use is required for teaching/learning. Excessive use will reduce the effective life of the CD mechanism.
- Charge your battery every night.
- Bring your power cord to school each day and make sure that it is named.
- Be careful to wind your power cord loosely.
- Do not close the lid while your laptop is powered up.
- Do not walk around with the machine on and screen open.
- Keep your machine on a flat surface when it is on.
- Store your laptop in your locker when you are not using it.
- Keep your passwords secret!
- Do not use your user name and password on someone else's computer or vice versa.
- Do not share files from your hard drive or from your network folder.
- Update your virus definitions on a regular basis via the school network.
- You may not bring inappropriate screen savers, background themes, or pictures to school.
- Pornography is not permitted.
- Only school-related work should be stored in your personal network folder.
- You may not come to school with a chatting program installed on your laptop.
- E-mail may not be used in the classroom except for school-related purposes.
- Hacking is a very serious offence.
- Plagiarism is a very serious offence.
- Students must ensure that they are in possession of a "working laptop" (a laptop with working accessories and wireless connection) In the event that a fault develops, our Help Desk should be advised.

There follows a fully enunciated Acceptable Use Policy.

---

## The Saltus Grammar School Acceptable Use Policy (Student)

We require that both parents and students read this document carefully and that individual users abide by the advice, the restrictions, the requirements and the sanctions expressed here.

### General

- The school requires that all laptops fulfil their function as a learning tool. If, in the opinion of the school, a student machine has been adversely affected as a result of personalisation, by the loading of inappropriate software or if inappropriate material has been stored on the hard drive, the school reserves the right to take the necessary steps to address the problem, including returning the machine to its original factory state (GHOSTING). Such a procedure will result in the irretrievable loss of all information stored on the hard drive. Students are **STRONGLY** advised to ensure that work is saved to the network, or to a CD or flash drive on a regular basis.
- Laptops should be kept on a flat surface when powered up and should be properly shut down before closing the lid.
- Failure to shut down when closing the lid on some models could cause the laptop to overheat and become damaged.
- The laptop should not be moved while powered up. The laptop hard drives are extremely delicate and any movement could cause failure.
- Under no circumstances should students walk around with their laptops on and screens open!

## Computer Games

- The school strongly recommends that games not be loaded onto student laptops.
- The installation of games can cause significant protection errors that interfere with the speed of the computer. Laptops which have games loaded run much more slowly than those that do not and this adversely affects performance in the classroom.
- The installation of games can adversely affect the use of the laptop as a learning resource.
- Students are not permitted to store/install games on the school network or on any other school-owned computer. Likewise, students are not permitted to play games across the school network. This greatly increases network traffic and adversely affects other network users.

## Laptop 'Personalisation'

The School strongly recommends that students refrain from excessive, unnecessary laptop personalisation.

- The addition of such material interferes with the efficient operation of the machine and can serve as a distraction during lesson time. In the event that a student machine is found to be adversely affected by personalisation, the school will require that the machine be cleared to restore its functionality. In the event that students fail to comply with this request, a student machine may be 'ghosted' (returned to initial factory state).

## Chat Programmes

- The use of 'chat programmes' is forbidden. Use of such programmes within the school will be blocked.

## Music/Movies

- The laptop is principally for educational use and, whilst the school recognises its recreational possibilities, it may not be used for the playing of music or the viewing of films whilst in school unless permission is given by a member of staff.

## Power Issues

- Students are responsible for charging their laptops at home each night. Power outlets are provided in the classrooms in the event that a laptop's battery power becomes depleted. Particular care should be taken in the storage of the power cord and power 'brick'. Wires wrapped too tightly can cause kinks and will result in a failure. Please note that spare power cords and power bricks are NOT available for loan from the Help Desk.

## Carrying/Storage

- Students are provided with an adequate carrying case. Laptops should be kept in these cases at all times except for when they are in use. Students should not pack food or drink in their laptop bags.
- At no time should laptops be left unattended!
- Laptops should be stored inside lockers when not in use.

## Laptop Use During Non-Class Time

Students may use laptops during lunchtime in any of the following areas of the school:

- In a home room/classroom when a teacher is constantly present and permission to use the laptop has been sought and has been given by the teacher.
- In the library research centre or the covered lunch area with the permission of the librarian or supervising staff member.
- In the computer rooms with the permission of the IT staff members.
- Students must observe posted regulations regarding room use and availability.
- Note: Students who are using the machines for non-work related activities will be asked to leave the rooms should other students wish to have access for research or for subject-based activities.

## Printing

- By using the network, pupils can print to any classroom printer, or to the Help Desk printer or Library printer. For this purpose, the network can be accessed from anywhere within or around the main Secondary Department building, including the covered lunch area (before school, during lunch time and after school only).

## Anti-Virus Software/Virus Definitions

- Student laptops have anti-virus software installed. Virus definitions must be regularly updated to avoid the proliferation of viruses. Students are expected to update virus definitions on a regular basis.

## Network Passwords

- In order for each individual student to access the school-owned network, which allows them to print and to have access to network folders, a username and password is required. A password should be six (6) characters or more and may include letters, numbers and/or symbols. Secondary Department students (S8 – SGY 2) assign their own passwords and should not, under any circumstance, divulge that information to any other students.
- Students in the Saltus 7 year are assigned passwords and may not change them.
- Students are not permitted to log onto the network using other individuals' usernames and passwords, with or without their knowledge.
- Logging onto the network using other individuals' usernames and passwords without their knowledge or consent constitutes hacking.
- Passwords will expire periodically and students will be required to enter a new password when prompted. Students may change their network password at any time via the Passwords icon in the Control Panel. Passwords may also be changed through the Help Desk if necessary.

## Sharing Files/Folders

- Students are not allowed to share items from their hard drives or network folders across the network without the permission of a teacher.

## Student Home Directories

- Individual network folders are set up to allow students to back up and store school-related material. In the event that a student machine has to be "ghosted" (returned to initial factory state), all material saved to the hard drive will be irretrievably lost.
- It is essential that students in the laptop program back up their schoolwork frequently, in case there is a malfunction with their laptop.
- Students are totally responsible for the material in their own individual network folders. Similarly, students may only save items to their own personal folders and nowhere else on the network.
- The school network is regularly upgraded to accommodate the increase of student usage. However, it cannot support the constant uploading/downloading of such things as games, pictures, mp3's, movies, etc. that are not school-related.
- Students are not permitted to save anything that is not directly school-related to the school network.
- The Help Desk will monitor student folders on a regular basis in order to ensure proper usage throughout the year.

## Internet

- On the Saltus campus, students are able to access the internet via a wireless connection. Students are not permitted to use the Internet for any illegal activity. This includes accessing inappropriate adult sites. The school has in place a very sophisticated filter, which denies access to most undesirable and inappropriate sites on the Internet. This filter is updated on a daily basis. While this provides a measure of reassurance, it must be understood that the filter does not always block everything. Therefore, we suggest that parents periodically examine their child's laptop content.
- It is recommended that Internet use be monitored at home. Parents may wish to implement a filter at home (such as Net Nanny or Cyber Patrol).

## Internet/E-mail Acceptable Usage Policy

### Why is internet use important?

- The purpose of Internet use in school is to raise educational standards, to promote student achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and students.
- Internet access is an entitlement for students who show a responsible and mature approach to its use in a manner that is consistent with the school's Acceptable Use Policy (A.U.P.).
- The Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.

### Benefits of using the Internet in education include:

- Access to world-wide educational resources including museums and art galleries.
- Educational and cultural exchanges between students world-wide.
- Cultural, vocational, social and leisure use in libraries, clubs and at home.
- Access to experts in many fields for students and staff.
- Staff professional development through access to international developments, educational materials and good curriculum practice.
- Staff communication with support services, professional associations and colleagues.
- Improved access to technical support including remote management of networks.

## Internet Content

- The school Internet access will be filtered.
- In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for students. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed, or any consequences of Internet access.
- If students discover unsuitable sites, the URL (address) and content must be reported to a member of the staff and this information will be communicated to the Help Desk and the MIS department for immediate action.
- Students should be critically aware of the materials they read and validate information before accepting its accuracy.
- Students should acknowledge the source of information and respect copyright when using Internet material in their own work.

Please note the following:

- Students will be taught what is acceptable and what is not acceptable and given clear objectives for Internet use.
- Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of students.
- Students will be guided in on-line activities that will support the learning outcomes planned for the students' age and maturity.
- Students will be educated in the effective use of the Internet in research, including the skills of knowledge location and retrieval.

### Using E-mail

- Students may only use the Saltus webmail accounts on the school system.
- Students must immediately tell a teacher if they receive offensive e-mail.
- Students must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone unknown to them in e-mail communication outside the school environment. Particular care should be taken in the use and membership of 'chat rooms'.
- Access in school to external personal e-mail accounts may be blocked.
- Social e-mail use can interfere with learning and must be restricted to out-of-class time unless its use is sanctioned by a teacher.
- Students using e-mail must endeavour to observe the normal courtesies required in letter writing when composing electronic messages.
- The forwarding of chain letters is banned.

### Management of Internet Content

- The point of contact on the Web site should be the school address, school e-mail and telephone number. Staff and students' home information will not be published.
- Web site photographs that feature students will be selected carefully and will not enable individual students to be identified.
- A student's full name will not be used in association with an individual photograph unless prior written permission has been sought from a parent or guardian.
- The Headmaster or nominee will take overall editorial responsibility and ensure content is accurate and appropriate.

### Newsgroups and Chat Rooms

- Students will not be allowed access to public or unregulated chat rooms. The use of educational chat environments may occasionally be appropriate however. This use will always be supervised and the importance of chat room safety will be emphasised.
- Newsgroups will not be made available unless an educational requirement for their use has been demonstrated.

### Electronic Mail (E-mail)

- Students will be assigned an e-mail address.
- Saltus e-mail accounts may be monitored from time to time to ensure proper use. Executables and messages carrying viruses will be blocked.
- Students are not permitted to access non-Saltus e-mail accounts (e.g. hotmail, yahoo, ibl, northrock, etc) during the school day.
- The use of e-mail during the school day must be for educational purposes – submitting or executing assignments, etc.

## Hacking

Any type of hacking (defined as any attempt to gain access to folders, databases, or other material on the network to which one is not entitled) is considered to be an extremely serious offence.

## Pornography

Students are forbidden to store pornographic material on their laptops. In the event that a student is found to have contravened this clear regulation, he/she would be subject to the sanctions expressed below.

Note: Parents will be contacted and will be asked to come in to school in order that they might see the material and to meet with a member of the Secondary Department Administration.

## Theft

Stealing is a very serious offence.

While theft of laptops has never been a problem at Saltus, laptop accessories are vulnerable. We strongly recommend that students label their accessories (power cords, power bricks, backpacks and wireless cards) with a permanent marker or paint pen.

## Plagiarism

Plagiarism is an extremely serious offence and can result in a failing grade for an assignment or even an entire course or disciplinary action, including expulsion.

The School's policy with regard to plagiarism is expressed in the Handbook 'School Policies'

---

## Laptop Regulations and Consequences

We assume that the majority of the student users will behave in a responsible manner and that such behaviour will maximise the benefit to be derived from the use of the laptop as part of the learning experience.

Those individuals who choose to use their equipment in an unacceptable manner will be subject to the following sanctions:

### Laptop Sanctions

Saving material other than academic work on the network	Detention
Using e-mail during lessons	Detention
Using chat programs at any time	Detention
Downloading files etc. contrary to AUP (e.g. games)	Detention
Use of another student's facilities without their permission	Detention
Bringing offensive material into school	Detention + parents called in
Major hacking (i.e. attempt to damage another user's files or the system)	Suspension/Expulsion

Students who give particular cause for concern may be tracked by both teaching and systems staff and additional appropriate sanctions may be imposed.

## Notes

- a. For some offences, the laptop may have to be temporarily confiscated to remove the offending program or material.
- b. A 'working laptop' includes a working radio connection and all necessary accessories. A laptop is not regarded as working if it runs at an unacceptably slow speed, whether by reason of being over-customised or otherwise.
- c. We believe that the possession of a working laptop is essential for each student. Repeated failure to bring a 'working laptop' to school will result in a personal approach from the school administration.
- d. We believe that students who adhere to the terms of this Acceptable Use Policy will experience fewer use-related faults and service issues.

---

## Homework

Homework is set according to the homework timetable, which is issued to all students and their parents. All students are issued with student planners, which they are expected to take with them to all lessons and in which they are to record details of all homework assignments. Planners should also be taken home. Parents are asked to look at the planner once a week and to sign it in the relevant space. Parents can also use it to send routine notes, such as to excuse their child from P.E. on grounds of illness, or to comment on the homework. Homework missed as a result of a student's absence should be completed along with missed class work. (Please see information under the heading 'Absence from School'). Both students and parents are advised that homework assignments and notices are posted, when appropriate, on our Blackboard Curriculum Management interface. The combination of both the planner and the electronic posting of homework announcements ensures that students shall be well aware of their responsibilities.

---

## Student Cycle and Car Use

Students who have been given permission to ride their motor cycle to school are required to observe the following guidelines:

- In consideration to parents entering the school at the start of the school day, students arriving on cycles should slow down prior to entering the main gate and move without delay to the side of the roadway before coming to a complete halt. At the end of the school day, we ask that cyclists assist by leaving in a controlled and responsible manner in order that traffic may pass freely into and through the school grounds.
- When leaving the school when the one-way restriction is in effect, cyclists must observe the traffic flow which proceeds past the administration centre and the Upper Primary buildings onto Woodlands Road.
- Students leaving the grounds at times when the one-way restriction is not in effect, may leave from the St. John's Road gateway.
- When approaching the St. John's Road gateway from the north, it is not legal to make a right turn at the top of the hill. This is a blind corner and turning here poses a risk to all road users.
- Students may not park outside the main gateway either before or after school. This encourages others to visit and can cause inconvenience and congestion.
- Students must observe the Highway Code at all times.
- Irresponsible use of your cycle will result in permission being withdrawn.
- Students must not sit on, interfere with or congregate near cycles that are parked in the grounds.
- Cycles must be registered with the appropriate Department Deputy within one week of school opening. In the event that a student passes his/her test or obtains a cycle during the course of the year, he/she must register the cycle before it may be parked within the grounds.
- Students in The Graduate Years who are eligible to drive a car may NOT park the vehicle within the school grounds.

---

## The Dudley Butterfield Research Library

The library is open from 8.30 a.m. until 4.30 p.m. each school day and is staffed by a full-time librarian. It contains a wealth of information for research purposes, including books, videotapes, television, audio and CD-ROM materials; there is also access to the school computer network, and through it to the Internet.

---

## Extracurricular Activities

There are many extracurricular activities, both at lunch-time and following afternoon lessons. Some activities operate throughout the year, others for part of the year only. They include:

### Music

Junior Brass Group, Senior Brass Ensemble, Junior and Senior Wind Bands, the Jazz Band, String Ensemble and Orchestra, and the Choir.

### Sports

Track and field, swimming, badminton, basketball, boys' and girls' field hockey, cricket, netball, rugby football, soccer, softball and volleyball; the school competes regularly with other schools in Bermuda and our senior teams have travelled to North America and to England to play in soccer and basketball.

### Activities

Art Club, debating, design & technology, drama, the Duke of Edinburgh Award Scheme, History Club, Project Ride, School Council, Science Trivia Club, and the Saltus Yearbook.

---

## The Saltus Island Project

The Saltus Island Project is a conservation and environmental education initiative, developed in partnership between The Bermuda National Trust and the Geography Department at Saltus Grammar School . The project began in March of 2002.

Saltus Island, located in Soncy Bay , Hamilton Harbour is an uninhabited 3.2 acre island. The Island originally belonged to Richard Norwood, the surveyor, and following the death of Norwood's daughter, it was passed to Samuel Saltus, the founder of Saltus Grammar School . The name connection between the island and the school has been an added bonus to this project.

Since its inception, the project has grown and developed, and is now a major part of the Saltus Grammar School Secondary programme. The number of students and staff involved, and the popularity of the project has grown every year. From September 2004 onwards, every Senior 9 student has made a mandatory visit to the island. The first visit for each student, involves them touring the island and being introduced to the purpose of the project, the history and geology of the island, and the species of plants present. The students are then put to work on a variety of conservation tasks. Following their first visit, the students are tested on what they have learned.

---

## Lunch and Recess

An external vendor operates a hot lunch service; lunch tickets may be bought in advance. The tuck shop is open at recess and at lunchtime. Lunch is eaten in the covered lunch area adjacent to the canteen. Sandwiches and other food may be eaten anywhere in the upper grounds of the School, but food and drink must not be consumed within the school buildings, except the covered lunch area.

Normally only members of SGY 2 and prefects are permitted to leave the school grounds at lunchtime.

---

## Uniform

### Summer Uniform

Worn from start of Summer term – Winter half term

Boys	Girls
White shirt, long or short-sleeved, or white Saltus golf-type shirt with Saltus logo	White shirt, long- or short-sleeved, or white Saltus golf-type shirt with Saltus logo
Long khaki trousers or khaki shorts of a conservative cut	Khaki skirt or khaki culottes or long khaki trousers of conservative cut
Long khaki socks to be worn with shorts, or short khaki socks to be worn with long trousers	Long white socks to be worn with skirt or culottes, or short khaki socks to be worn with long trousers
Brown or black polishable shoes	Brown or black polishable shoes

### Winter Uniform

Worn from Winter half term – start of Summer term

Boys	Girls
Dark blue blazer with school badge on left breast pocket	Dark blue blazer with school badge on left breast pocket
White shirt, long- or short-sleeved	White shirt, long- or short-sleeved
The School tie	The School tie
Long grey trousers or grey shorts	Grey skirt or grey culottes or long grey trousers
Grey socks (long if worn with shorts)	Long white or grey socks to be worn with skirt or culottes, or grey socks to be worn with long trousers
Saltus blue sweater (available from The English Sports Shop)	Saltus blue sweater or cardigan (available from The English Sports Shop)
Brown or black polishable shoes	Brown or black polishable shoes

There is an expectation that the uniform will be worn in an appropriate manner and that the wearing of jewellery will conform to those expectations. Sneakers must not be worn to school, even those of soft leather and which may be polished are not allowed.

### Physical Education ‘Uniform’

Boys	Girls
<b>P.E.:</b> house shirt, white shorts, white socks and cross trainer sneakers (predominantly white)	<b>P.E.:</b> house shirt, blue shorts, white socks and cross trainer sneakers (predominantly white)
<b>Swim Attire:</b> Solid blue, black, red, or white shorts, swim/sun shirt (optional)	<b>Swim Attire:</b> Solid blue, black or red one piece swim suit

---

## Absence from School as a Result of Illness

Parents are asked to telephone the Secondary Department (292-2235 or 292-6177) or e-mail [attendance@saltus.bm](mailto:attendance@saltus.bm) before 9:30 a.m. if their child is absent by reason of illness. If no call is received, the Secondary Department Secretary will attempt to contact parents to ascertain the reason for the absence.

During a prolonged absence (usually greater than 5 working days) from school, arrangements can be made for the student's teachers to set work.

---

## Medication

If it is necessary to send medicine to school with your child, the Staff will make every effort to administer it, but please realise that it could be overlooked as there are so many other demands on their time. Children should never keep medicine of any kind in their school bags or lockers, but should hand it to the school secretary at the start of the school day. This will be kept in the Department office and may be administered by the teacher, the school secretary or the Head of Secondary or may be self-administered, if appropriate and if required.

In the event that a student is unwell during the course of the school day, he/she should report to the Department office. If appropriate, the secretary may administer mild pain relievers (e.g. Tylenol) but will contact the individual's parent before doing so.

In the event of an emergency, qualified staff members may administer first aid/CPR; the situation will be assessed and appropriate action taken. In such circumstances, the parent will be notified immediately using one of the emergency contact numbers on record at the school.

For full details of the School's policies relating to medical issues, please refer to the handbook "Whole School Policies"

---

## Trips and Visits

These are encouraged and very much welcomed. In the event that a trip or visit, either on-island or off-island, is being considered, parents will be contacted by the Head of the Secondary Department or by the staff member responsible for the organisation of the trip and all relevant documentation will be supplied to parents and students.

---

## Basic Equipment for School

Each day, students should bring:

- Their laptop, with all necessary components such as the power cord and mouse.
- Their student planner.
- Blue or black pens (fountain pens or ballpoints).
- Pencils, pencil-sharpener and eraser.
- Drawing equipment (ruler, protractor, pair of compasses, pair of dividers).
- A selection of coloured pencils.

---

## Induction Day

Students in Saltus 7 and those new to the school at other year levels are asked to attend an induction session which takes place on one day between 9 a.m. and 10:30 a.m. immediately prior to the start of the school year. Parents will be informed of the date. Students are not expected to be in school uniform. The students should go to the Secondary Department Hall, where they will meet with the Deputy responsible for their year and the Form Tutor. They will then be taken to their form room to receive their timetable, their student planner, and other information, as well as to sort out locker allocation. They will also have an opportunity to find their way around the Secondary Department, and will be able to ask any questions they may have. This induction is designed to allow students to be prepared for the first day of school.

For further information please visit the Saltus Grammar School website at: [www.saltus.bm](http://www.saltus.bm)

---

## The Centre for Learning – A Guide for Parents

### Centre for Learning Mission

- To identify students whose needs are not being met in the classroom through: screening and analysis of longitudinal test data, portfolios of work, and teacher and parent referral.
- To assist students in acquiring knowledge of their unique learning styles and abilities and in developing strategies to enhance and direct their learning. To provide access to academic, counselling, or external support so they can achieve their potential and participate successfully and fully in the academic life at Saltus Grammar School.
- To support Saltus Grammar School faculty in further developing their understanding of learning differences, and in creating curricula and teaching strategies for differentiated learning.

### Centre for Learning Philosophy

Saltus Grammar School recognises that all students have different learning styles, that students with learning disabilities may require support in order to be successful in the classroom, and that students of extraordinary ability may need individual academic extension.

The goal of the Centre for Learning is to empower Saltus Grammar School to meet the learning needs of students whose academic performance is consistently unequal to their overall measured ability. We use a team approach, bringing together classroom teachers, the staff of the Centre for Learning, and school administrators.

We believe that students can succeed in the classroom, with the support of the Centre for Learning. Centre for Learning services vary based on the nature of a student's learning needs and can include accommodations, classroom teacher support for differentiation, referral for outside tutorial or coaching support, or direct services in the Centre for Learning – as long as the student responds positively and diligently with good behaviour.

## Overview of Services

The Centre for Learning at Saltus Grammar School offers a continuum of support and extension services in order to meet the needs of students who have learning differences or a unique learning style. Success depends on the coordinated effort of students, teachers, learning specialists, and parents working as a team toward common goals.

### “Direct Services” for Students (Work with CfL Staff Outside Class)

- Early reading and math intervention.
- Math and writing extension mentoring.
- Small-group learning strategy instruction .
- Test accommodation administration (both standardised tests such as the GCSEs, and regular classroom testing).
- Study skill instruction and organisational support.

### “Indirect” Centre for Learning Services

- Administration of screening tests, or individual achievement testing.
- Collaboration with teachers, counsellors, and administrators to implement and monitor accommodations (for both learning and modal disabilities).
- Development of individualised learning profiles, based on consultation and submitted documentation, to indicate accommodations and learning style.
- Classroom interventions for support or extension in collaboration with classroom teachers.
- Consultation with parents, teachers, administrators, counsellors and external services (such as psychologists or SLPs).
- Recommendations for outside psycho-educational testing, tutoring, and academic coaching.
- Speech and language therapy and occupational therapy referrals.

### Direct Services for Teachers/Use of CfL Facility

- Assistance with development of differentiated class instruction on request.
- Professional development on differentiation and learning styles.
- Facilitation of other internal professional development in consultation with Heads of Department, the Deputy Headmaster and the Professional Development Council.
- Development and maintenance of a professional resource library.
- Use of CfL rooms for individual testing, classroom accommodations, private tutoring, and professional development.

In addition, the Centre for Learning strives to provide opportunities for parents and faculty to find out more about learning differences their children and students face, and to coordinate parent volunteers in supporting students who have challenges in the classroom.

## Services in the Secondary Department

Category	Role of CfL	Role of teachers
<b>Direct Services:</b> <ul style="list-style-type: none"> <li>• Documented learning disability (including ADHD) and struggling in class</li> <li>• Top 3% on standardized test + referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign an advisor to monitor academic achievement.</li> <li>• “Learning Strategy” classes during MFL time – if diagnosed language disability (S7 and S8).</li> <li>• Provide support or extension in small groups during the regularly timetabled day (may include form time).</li> <li>• Executive function/ organizational support 2 or 3 times a week during form time if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate class work.</li> <li>• Provide accommodations as recommended on profiles.</li> <li>• Maintain communication with CfL advisor.</li> </ul>
<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Documented learning disability, coping in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign an advisor to monitor academic achievement.</li> <li>• Meet with student once a term, or as necessary, to review classroom strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor level of achievement and provide extra help as needed.</li> <li>• Provide accommodations as recommended in profile.</li> </ul>
<b>Watch:</b> <ul style="list-style-type: none"> <li>• Does not have a documented learning disability but struggles in class.</li> </ul>	<ul style="list-style-type: none"> <li>• “Reading for Meaning” programme during form times</li> <li>• Study hall at lunchtimes (voluntary).</li> <li>• In class support in maths and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to CfL and communicate ongoing concerns.</li> <li>• Differentiate class work.</li> </ul>

### Testing Accommodations

Students with a documented disability may be eligible to receive an extra time, or other accommodation for internal and external exams. The CfL will submit applications on behalf of students. Candidates with learning disabilities must have been assessed by an Educational Psychologist and the report must be dated within three years of the examination. A physician or occupational therapist’s report may be acceptable if the disability is physical in nature.

These applications for accommodation must be made well in advance of any external exam. The deadline for GCSE and AP exam applications is February for summer exams. The deadline for SAT applications varies with individual test dates and students must inform CfL well in advance if they wish to register for an SAT exam and apply for accommodation.

## Modifications and Accommodations

Accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities. They are provided to “level the playing field”. Without accommodations, students with disabilities may not be able to access grade level instruction and participate fully on assessments.

### Accommodations vs. Modifications

Accommodations are not the same as modifications. Accommodations are intended to lessen the effects of a student’s disability; they are not intended to reduce learning expectations. Changing, lowering or reducing learning expectations is usually referred to as a modification or alteration. Unlike accommodations, consistent use of modifications can increase the gap between the achievement of students with disabilities and the grade level expectations. This may have a negative impact on the student’s educational career as the student may not continue to progress.

### Types of Accommodations

Accommodations are generally grouped into the following categories:

- Presentation (e.g., repeat directions, read aloud, use larger typeface, visually break up questions) allows students to access information in ways that do not require them to visually read standard print. These alternative modes of access are auditory, multi-sensory, tactile and visual.
- Response (e.g., mark answers in book, use reference aids, point, use of computers) allows students to complete activities, assignments and tests in different ways to solve or organise problems using some type of assistive device or organizer.
- Timing/scheduling (e.g., extended time, frequent breaks) increases the allowable length of time to complete a test or assignment and may also change the way the time is organised.
- Setting (e.g., study carrel, special lighting, separate room) changes the location in which a test or assignment is given or the conditions of the assessment setting.

### Types of Modifications

Modifications require structural, cognitive change in the level of material:

- Presentation of subject matter: utilising specialised curriculum written at a lower level of understanding.
- Materials and equipment/assistive technology: adapting or simplifying texts for lower level of understanding; modifying content areas by simplifying vocabulary, concepts and principles.
- Grading: modifying weights of examinations.
- Assignments: lowering reading level of assignment; adapting worksheets, packets with simplified vocabulary.
- Testing adaptations: reducing reading level of test.
- Collaboration with external agencies.

## Policy for Able, Talented and Gifted Students

### Aims and Objectives

The school recognises that some students may show outstanding aptitude in any of the following areas, and that this aptitude is not fixed but may appear at any point in the students career:

- Physical ability
- Ability in the expressive arts
- General intellectual ability
- Specific academic ability
- Creative ability
- Leadership qualities
- Social skills
- Artistic ability

### Services for Highly Able Students

The Centre for Learning has oversight of students with exceptional general intellectual and specific academic ability in the Primary Department; in the Secondary Department the teachers are specialists in their area and can generally meet the needs of highly able students within the context of their classroom curriculum. Any exceptions can be referred by the classroom teacher and will be treated on a case-by-case basis. Services for exceptional students may include individually paced courses (for example in maths) or using an online course to substitute for a subject.

Students receiving any form of extension will be required to demonstrate task commitment (i.e. a high degree of motivation, self-discipline, organisation, and the ability to work independently) in addition to exceptional ability; therefore, the expectations for handing work in on time, arriving at mentoring or small group sessions on time and participating in additional activities (e.g. extra-mural competition) will be higher than for their grade-level peers. Meeting these expectations will be a strict requirement for further participation in the extension programme.

### Saltus Counselling Protocol

**Philosophy/Mission statement:** We view counselling as a distinct, structural program of services to all students, which may be separate from or augment academic support. This philosophy is based on the belief that each child in our school is unique and singular, possessing intrinsic personal worth, dignity, with specific rights, and deserving of unconditional positive regard and respect.

**Policy:** The policy of Saltus Grammar School's counselling program is, within the school's resources, to identify, refer, assess, and assist students whose school performance is adversely affected by personal or behavioural problems or difficulties, or where they interfere negatively with the learning of other students. The Counsellor will give internal confidential guidance to individual students, respecting professional limits. The Counsellors will be consultants to, and liaise with, external agencies and parents when needed.

## Process

**Consultation:** This is triggered by parent or self-referral, or staff identifying odd or changed behaviour, isolation, or poor grooming. The process may include:

- Informal conversations or formal referrals from staff.
- Meetings with Deputies/Heads of School Departments.
- Information from discipline reports.
- Meetings with Parents.

**Counselling:** process may include:

- Observations to identify students at risk.
- Intervention to assist students with personal or behavioural problems (short-term counselling).
- Assessment for external referral (psychiatric, medical, therapeutic).
- Monitoring students at risk (without intervention) when appropriate (e.g. if parents have asked that counsellors not be involved).
- Group work in response to bereavement, bullying, or specific incidents.

**Collaboration:** Counselling may result in recommending changes to schedules, providing information about home/personal life which may have an impact in school, and changes in academic support. Process may include:

- Meetings with Deputies/Heads of School Departments.
- Conversations with teachers.
- Collaboration with the Centre for Learning.
- Collaboration with external agencies.

## Centre for Learning Staff Roles

### Learning Specialists

The developmental needs of students change by grade levels, and so the focus of the learning specialists change by department:

- Lower Primary Specialists provide phonics, writing, and maths support for emerging learners.
- Upper Primary Specialists instruct students in phonics, reading comprehension, writing, and math strategies, and start to teach self-advocacy and learning strategies.
- Secondary Department Specialists guide students toward internalizing independent strategies and developing self-advocacy skills as well providing: in class support in English and maths, study hall/study skills, the “Reading for Understanding” programme, and exam accommodations administration.
- An extension Coordinator provides extension maths in the Upper Primary and there is direct assistance to staff at that level to help in their differentiation of writing assignments as well mentoring extension students.

### Other Staff

- A whole school Counsellor, and a part-time behavioural support consultant, provide their services for emotional/social/behavioural support to all students from Foundation year through SGY.
- The Assistant to the Director of the Centre provides professional development in teaching writing, as well as administrative support for the Centre for Learning, including: data collection and management, general communications, timetabling rooms for student support, and general school services in the Gosling building location of the Centre for Learning.

### Director of the Centre for Learning

- The Director manages the integration of Centre for Learning services into the school, facilitates the third part of the mission: to support the faculty in developing understanding of learning differences, and creating curricula and teaching strategies for differentiated learning; and also: oversees all testing, works with the Learning Specialists to plan programs, oversees all in-class aides, coordinates Centre for Learning services, and consults with parents, teachers, and external experts.

All staff provide advice and support for in-class differentiation on request from teachers.



Saltus Grammar School  
108 St. John's Road  
Pembroke HM 09, Bermuda  
.....

Mailing Address:  
P.O. Box HM 2224  
Hamilton HM JX, Bermuda  
.....

Tel: (441) 292-6177  
Fax: (441) 295-4977  
Website: [www.saltus.bm](http://www.saltus.bm)  
.....