St. Andrew High School for Girls

Student Handbook

Operated under the regulations of the Ministry of Education

Owned by

The Methodist Church—Jamaica District and

The United Church in Jamaica and the Cayman Islands

Founded 1925

Revised July 2016

First published September 1998
The design of the school crest was arranged by Miss Joan Humphries of the Old Girls Association and the mould was presented to the school at the First Reunion Dinner on April 6, 1940.

To the left of the crest is the white cross on the blue background – the flag of our Patron Saint, St. Andrew. To the right is the flag of St. George (England) with five pineapples, this being taken from the first coat of arms, given to Jamaica in 1661. The motto, ‘Life More Abundant,’ suggested in 1925 by first principal Miss J.K. Gartshore, is taken from the New Testament book of St. John, Ch. 10, vs. 10 – “…I came that they might have life, and that they might have it more abundantly.”
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MESSAGE

To: St. Andrew High School Students, Parents/Guardians, Teachers and Friends.

The Founders of St. Andrew High School declared two aims in 1925:

1. To provide a secondary education for its scholars;
2. To aim at a Christian education for each girl, keeping in mind the fourfold development – physical, mental, spiritual and social, so as to equip her with a healthy body, a well trained mind, religious habits and ideals to gain her own living and to serve her community worthily.

Their hope was to give each one who enters this school, the opportunity to experience a ‘Life More Abundant’.

This is our school motto and it reflects that same desire for full personal development combined with unselfish service.

While we plan for the future we are cognisant of the fact that we will undergo some major changes in attitude towards curriculum and towards our community. We need to strive to meet the demands of this era in national development, in which objectives of social equality and justice are paramount. At the same time we will endeavour to maintain the traditions of excellence established for our school in 1925.

We therefore re-emphasise the importance of our students’ physical, mental, spiritual and social development as these relate to the present environment, to the need to develop a well trained mind equipped to relate to the technological world of today and tomorrow, and to face the challenges that these bring.

Each student’s sense of public awareness must be sharpened as life becomes increasingly community oriented. She will need to experience a good educational foundation and be ready to take full advantage of the opportunities being offered by our school. **Good discipline is essential to a productive and meaningful learning environment and the best discipline is ‘self discipline’**.

The general purpose of this handbook is to provide information on our school, its history, structure, policies and operational procedures. Detailed information relative to the disciplinary programme adopted by the Ministry of Education is also reflected in this handbook.

Though not exhaustive in detail, this handbook provides adequate information on the school for members of the St. Andrew High School Family.
More specifically this handbook emphasises the great relevance of:

1. The original aims and objectives of the founding fathers of the school and the traditions built on these tenets.
2. The relationship between the members of the St. Andrew Family and the results of this co-operation as it relates to the development of the school.
3. Up-to-date information on the operations of the school with special reference to new students, parents and teachers.
4. The need to maintain an environment for learning which is devoid of harassment and protected from disruptions.
5. The need to commit oneself, as a student together with parents/guardians, to the standard of discipline set by the Ministry of Education and the rules of this church school.

Where more information is required reference may be made to the **EDUCATION ACT ARRANGEMENT OF REGULATIONS (1980)** (now under review) or to the Board of Management or to the Principal.

Your support for our school is encouraged as together we commit ourselves to maintaining the standard of excellence and the traditions for which this institution has been known.

You as student/parent/guardian, together with our teachers will enjoy a good learning and working environment when we strive hand in hand to achieve, and to understand the need for good relationships in order to create a better climate for excellence.

Yours sincerely,

Principal

**NB. An addendum may be provided from time to time conveying changes to the contents of this handbook and should be placed with this booklet as part of the official information.**
Dear Madam:

Re: Student Handbook

We have read the document relating to the operations of the school and the expected behaviour of my daughter/ward

_________________________             __________

Please print Name while at St. Andrew High School. We understand the contents, pledge our full support and co-operation and agree to uphold the regulations herein.

Yours sincerely,

_________________________________________

Parent/Guardian

I give my full commitment to the school, that I will display the proper form of behaviour expected of me as a student of St. Andrew High School for Girls and will do my best to attain the highest standards and fulfil my greatest potential. I will also comply with the procedures set out to ensure the proper and efficient operations of the school.

_______________________

Student’s Signature

Please complete this copy and keep for your records.

This agreement remains in force for the duration of the student’s tenure in school.
A BRIEF HISTORY OF
ST. ANDREW HIGH SCHOOL
FOR GIRLS

On September 21, 1925, the Jamaica High School for Girls, as it was first called, opened in the recently purchased dwelling house on an 8-acre site on Cecelio Avenue. The Centenary Synod of the Presbyterian Church in Jamaica decided that this was a fitting way to celebrate its anniversary and in partnership with the then Wesleyan Synod of Jamaica, had started the venture. The aim of the school as set forth by the promoters was “to provide a secondary education for boarders and day scholars.” It would aim at the ‘Christian education of each girl keeping in mind the fourfold development: physical, mental, spiritual and social essential to equip her with a healthy body, a well-trained mind, religious habits and ideals, to gain her own living and to serve her community worthily’.

The school started with 10 day girls and 11 boarders, but grew rapidly so that by October, 1929 when it was recognised by the Schools’ Commission for grant-in-aid there were 153 of whom 51 were boarders. At this time the name was changed to ST. ANDREW HIGH SCHOOL FOR GIRLS.

The estimated cost for the whole range of buildings, to be erected section by section, was £6,000. It is reasonable to assume that by the time this building was completed in 1942, far more than the original estimate had been spent. In 1944, the block of buildings to the west comprising large and small laboratories, the recreation room and library was built, while in the 1950s an additional laboratory, four new form rooms to the north-west and the new hall were built, and 6 Cecelio Avenue purchased. 1959 saw the renovation of the western block creating additional laboratory facilities and a new library, from remodelled maids’ rooms.

In 1958, the school entered into a new phase of its history with the introduction of the Common Entrance Examination resulting in an increase in Government grant-in-aid. Under-age separation was completed, producing two schools, St. Andrew High School (for older girls), grades 7-13 and St. Andrew Preparatory School (which since its inception in 1930 had been a department of the high school) for children 3 ½ to 11 years (kindergarten to Grade 6).

Between 1957 and 1968, the curriculum was expanded to include Craft, Home Economics and Commercial Subjects. Boarding accommodation was phased out in 1965 giving room for the Commercial and Home Economics Departments and an increased enrolment. An elegant library
was constructed from funds raised by parents and *Old Girls* of the School to facilitate the ever-growing population. In addition, the Mary Dawson swimming pool was also constructed. After 1968, the school expanded from three streams to four streams. With this expansion came one additional block which provided new science laboratories. This was accomplished with the assistance of the Ministry of Education. Within this period also, it was found necessary to double the size of the school’s library and so phase two was completed. The population had now grown to 880 students and the tuck-shop was found to be inadequate to serve the needs of the student body. As a result, the canteen was expanded to provide covered areas with seating accommodation. The kitchen was also upgraded and a store-room built.

An Audio-Visual Centre was completed in 1977 to help enhance the learning environment. This self-help project was accomplished with some assistance from the Ministry of Education and was spearheaded by the Golden Jubilee Committee to mark the school’s 50th Anniversary. In 1978, a shift system was put in place, enabling the school population to be increased to 1320 students. At this time, the students themselves raised funds and a much-needed school bus was purchased.

In 1983, the Fay Saunders Counselling Centre was constructed to facilitate the increased need for student guidance.

By 1988, the school family had raised the necessary funds to start the Vocational Block to upgrade the facilities for Art, Craft, Food and Nutrition, Clothing and Textiles, Computer Science and Business Education. This building was completed for the start of the 1988-89 Academic year and was made possible through a loan of $1,000,000 from the Victoria Mutual Building Society.

With the construction of the M. Joan Reader Vocational Block in 1988, the school was able to revert to a ‘one-shift’ system. By 1991, the problems which had been created by the two shift system, in relation to the school environment, personal attitudes and performance, were diminishing.

In 1991, the school gave birth to a separate tertiary department, replacing the commercial sixth form unit. The St. Andrew Business College then provided graduates with additional options to obtain training and certification at the middle management level. This unit was upgraded to the St. Andrew Community College in 1993 and established links with the University of Technology.
offering year one of the Diploma in Business Administration. The College, however, was closed in August 2001.

In 2001, the Department of Information Technology was established. Information Technology was formerly under the oversight of the Mathematics Department. However, the school recognized the need to focus on the development of this area and to emphasise the importance of integrating technology across the curriculum. As an extension of this, in 2004, the Student Technology Centre was also established to address the growing need for the technological prowess of our students and to increase student access to technology outside of class time.

The Performing Arts Department was established in 2002 to unify the focus and encourage the development of the performing arts in the institution. Music, dance and drama have always played an integral part in the learning experience at St. Andrew High. This amalgamation aims at strengthening the impact of these areas in order to enhance learning and balance the rigorous academic curriculum. The Performing Arts Department is housed in the Old Community College Building on the Hope Road Campus and this made way for the relocation of the Sixth Form Common Room “Idlers Rest” to the Music Room.

In 2003 a third floor was added to the New Science Block to provide classroom space for the Sixth Form which by then had increased exponentially as a result of the improved performance of the 5th form students in the CXC-CSEC examinations. The Old Cookery Lab, on the Administrative block was also refurbished to accommodate the establishment of a bookshop and the Old Bookroom was refurbished to create an office for the Parent Teachers Association. Work on a New Cafeteria which began in the summer of 2004 was finally completed in January 2005 much to the delight of the students.

In 2004, our continued vision saw the introduction of a Student Resource Centre. The expectation is that learning needs will be identified and programs developed to facilitate continuous growth. By September of 2005 The Student Resource Centre had designed the Learning Enhancement Programme which was added to the Grade 7 Curriculum. This programme which is activity based seeks to stimulate and motivate student to capitalize on all learning opportunities. The concept of the Student Resource Centre had by this time evolved into that of the Learning Enhancement Centre where all students would be afforded the opportunity to hone their learning skills so that they can maximize their potential. It soon
became clear that additional space would be required to adequately administer the programmes envisioned.

A beautiful Garden theatre which accommodates approximately 1700 persons was completed on the Hope Road Campus in June 2005. This made it possible once again to host all school functions on the Campus. In the summer of 2005 “Idlers Rest” was refurbished to create space for the Offices of the Old Girls Association and the St. Andrew High School Foundation. The Foundation was established on September 12, 2005 on the occasion of the launch of the school’s 80th Anniversary celebrations. At this time the school also embarked on its 80th Anniversary project which saw to the complete renovation of the Oldest Building on the property – the Office Building. The project consisted of three phases which when completed in January 2007 resulted in a complete modernization of the interior of the building while maintaining the integrity of the original architecture on the exterior. A well needed Board Room was also created.

Construction of the Dahlia Repole Complex that houses the Learning Enhancement Centre and the Physical Education Department began in the summer of 2007 and by September of 2008 it was sufficiently completed to allow for it to be occupied. The official opening took place on Commemoration Day September 21, 2009.

In commemoration of its 85th anniversary the school embarked on two major projects. **Cecelio Park** was officially opened on Commemoration Day September 21, 2010. This beautifully landscaped green space reinforces the school’s emphasis on positive socialization. The **Emrie James Museum** was opened on Open Day April 8, 2011. Through the establishment of the School Museum it is expected that the sense of history which has always undergirded the St. Andrew High School Sprit will be strengthened.

In the summer of 2012 the St. Andrew High School Foundation did an excellent job refurbishing Lab 35 which had remained virtually untouched since its construction in the 1940’s. The Parent Teachers Association added a beautiful Wing to the Fay Saunders Counselling Centre. It is significant that these two facilities the Science Lab and the Counselling Centre face each other in the quadrangle, symbolizing the important truth that Secondary Education must be about the total development of the child. Therefore while academic excellence should be the hallmark of any successful educational institution, the social and emotional health of our students is equally important.
In the summer of 2013, the Foundation refurbished two (2) additional labs (Labs 33 & 36) along with the staff room on the old science block. Over a period of three summers, 2011-2013, the main building was completely refurbished with all the wooden floors being replaced with concrete. The internal stairs were removed and two beautiful designed stairs were placed on the outside of the building. A Lecture Theatre was created in the space which resulted from the removal of the Middle Landing stairs.

In the summer 2015 the school hall was completely refurbished. A mezzanine was constructed which facilitates seating for an additional 80 persons.

The academic curriculum is constantly being widened and consists today of a full range of The Arts and Sciences, along with Business and Vocational subjects. In the summer of 2014 the School Library was completely refurbished to meet the needs of the 21st Century Learners. The roof was raised to improve lighting and ventilation and computer work stations were added. The seating arrangements were reconfigured to allow for increased numbers, and areas for relaxed reading were also created.

In our aim for excellence, the school has continued to maintain a high standard in both the Caribbean Secondary Education Certificate Examinations (C.X.C.-C.S.E.C.) and the Caribbean Advanced Proficiency Examinations (C.X.C.-C.A.P.E). High academic achievement in these exams has continued the legacy of excellence. The students of St. Andrew High have had a most remarkable record of academic achievement including in excess of twenty-four Jamaica Scholarships, seven Jamaica Centenary Scholarships, eight ISSA Scholarships, ten Independence Scholarships and many other scholarships and awards to Universities both nationally and internationally.

The curriculum continues to be strengthened by numerous co-curricula activities offered by our school. There are various clubs and societies including Drama, Music, Debating, I.S.C.F., Red Cross, a School Choir, a Speech Choir, a School Band, Girl Guides and the Key Club, among other activities.
Sports and Games play a vital role in the life of the school. The Physical Education Department offers netball, hockey, tennis, swimming, badminton, basketball and other sports. The school has done extremely well in track and field and swimming events and has also had a creditable record of achievement in various competitions over the years.

Involvement in community activities has increased over the years and has enabled our students to gain real life experiences to contribute to their personal development.

Throughout the years the school has been well served by loyal and dedicated personnel who have given devoted service and who continue to maintain the high standards so well known in St. Andrew. The history of this school must record the tremendous effort of the school family – teachers, students, parents and friends in its development over the years. Much of the growth in physical facilities has been due chiefly to the teamwork of our school family. The expansion created the opportunity for the introduction of many new programmes.

The Old Girls Association and the Parent Teachers Association have made significant contributions to the development of our school’s physical and learning environment. Through the successes of our Old Girls, St. Andrew’s tradition for excellence is demonstrated and the standard set for our present students. Their contributions, in conjunction with those of our PTA, have significantly provided for our school in various ways. The support of these two organizations has been invaluable as they continue to play a vital role and to be cooperative and helpful in many areas.

As the school looks back on its remarkable achievements, it must also focus on future development. As we pass through a period of rapidly changing concepts in education, technology and attitudes we are prepared to grow and develop strategies to overcome the problems that this period will bring, and to grasp the opportunities presented.

The school, formed by the vision of the Presbyterian Church and the Methodist Church, reaches out to future generations and stands guided by the many faithful pioneers and devoted workers from whom it has benefited over the past decades.

As we shape the future and set new objectives, our goal will continue to be “LIFE MORE ABUNDANT.”
MISSION STATEMENT

To provide a secondary education for our students in a Christian environment, through the active participation of all stakeholders and the contribution of highly competent and motivated staff with technologically advanced systems, keeping in mind the four fold development – physical, mental, spiritual and social – so as to equip them with healthy bodies, well trained minds, religious principles and ideals to serve their country as disciplined citizens, to enable them to earn a living and to live a “Life More Abundant.”

Objectives:
1. To provide a secondary education which takes into account and is responsive to trends and demands at the level of the community – locally, nationally, regionally and globally.
2. To nurture and enhance literary skills and natural curiosity and to foster a love for learning as a foundation for increasing knowledge and understanding.
3. To develop a persons with balanced and well-trained minds; able to think critically, have problem solving skills, use initiative, and reason and analyse efficiently and effectively in order to make informed decisions.
4. To create a Christian environment that provides the opportunities for the development of good and acceptable social skills and ideals.
5. To encourage the formation of leadership skills and an understanding and acceptance of the role and responsibility of being a member of a community and a nation.
6. To inculcate the importance of living together harmoniously and the requirement to give service worthily and unselfishly.
7. To encourage the development of a healthy body and mind through the participation in sports, other co-curricula activities and relevant stimulating academic programmes in a wholesome, physical and social environment.
8. To expose and equip each student with the attributes necessary to earn a living and develop her full potential, to take advantage of opportunities, and to live a “Life More Abundant” in a rapidly changing society.
9. To create the best environment for teaching and learning through the provision of appropriate and adequate resources.
10. To ensure the highest quality education for students by recruiting and retaining qualified and highly trained staff, facilitating staff development and having support programmes.
Vision

Our students will stand out as leaders in the society, maintaining a tradition of excellence whilst being socially aware and involved citizens with strong spiritual and moral values, contributing positively to the strengthening of the nation.

St. Andrew High School for Girls will be an international model for education. It will be recognised and admired as the institution, which successfully provides a culture of discipline, morality and achievement for young women in Jamaica.

Core Values

- Reverence for God
- Excellence
- Discipline
- Respect
- Integrity/Honesty

*Ratified by the Board of Governors, April 1997.*

*Amended by the Board of Management October 1997, June 2005, June 2010*
SCHOOL UNIFORM

Uniform

The uniform identifies a student as a member of this school community. Hence each student is expected to uphold the values for which the school stands. All students must wear the designated uniform comprised of the following:

A tunic and blouse for Grades 7-11 and a skirt and jacket for Grades 12-13 (pattern sheets are available. Please use details provided). Ready-made uniforms are available from garment manufacturers listed on the separate sheets provided.

Shoes Only BLACK SHOES are to be worn with the uniform. Black shoes should be of leather-like material, NOT of suede, patent, canvas or rubber material. They should be regular ‘low-cut’ (below the ankle). If buckles, stitches, laces are worn they should also be black. The heel should be low. The height at the back of the heel should not exceed 3cm (Approx. 1 1/4”) to ensure proper skeletal growth. The shoes must be CLEANED AND POLISHED. NO SUEDE, CANVAS, RUBBER OR PLASTIC shoes or SNEAKERS are allowed.

Socks Plain or unpatterned white girls’ socks are to be worn. White heavy men’s/boys’ socks which have coloured tops, logos or lacy patterns are not acceptable. Socks should accommodate a turned cuff of approximately 5cm above the ankle.

Hair Students must be well groomed at all times with clean, neat and tidy hair-styles which are appropriate for school. Artificial hair, extensions, gels and colouring are not allowed. The uniform does not include a head covering of any kind.

Hair Accessories Only black hair accessories are allowed with the uniform. Beads are not permitted.

Nails Clean, short and well groomed nails are appropriate for school. Nails must be natural and unpolished.

Bags Books should be carried in a regular school bag. Knapsacks should be worn on both shoulders to prevent bone and muscular damage. ‘Dress’ or ‘recreational’ type bags are not allowed.

Jewellery The only form of jewellery/accessories acceptable is a wrist-watch and one pair of earrings. The wristband of the watch should be black, brown, white, dubonnet, grey, gold or silver and NOT of bright iridescent colours.
Earrings are worn in the base of the ear lobes and may only be small thin sleepers (continuous ring) no larger than 1.5cm or 5/8 of an inch in diameter or a knob which is without a pattern or stone which is less than 0.5cm or 3/16 of an inch in diameter.

Students who have graduated may wear THEIR school ring. All other types of Jewellery/accessories are NOT allowed.

Undergarments

A black or white half-slip (preferably of cotton fabric) is to be worn with the uniform. Shorts or tights are not to replace slips.

NO SHORTS – wearing long or cycling types is unacceptable. Close fitting articles of clothing worn for long periods create a moist and hot atmosphere for the growth of bacteria. They also damage muscles.

Full fitting panties are to be worn under the uniforms. French cut types create unattractive marks on a well-dressed individual.

Badges

To complete the uniform – the school crest and badges are worn on the upper left chest of the tunic for Grades 7-11. These include a minimum of two badges – the School Crest and the House Badge. Students in Grades 12 and 13 wear their badges on the left lapel.

Sweater

If a sweater is absolutely required (because of the low temperature or for medical reasons) this must either be the school sweater or a single coloured unmarked regular sweater.

**P.E. Uniform**

This uniform is required for all Physical Education classes and for sports and games played by the school. This consists of a white t-shirt and burgundy shorts. The school swimsuit must be worn for swimming. P.E. uniforms MUST be purchased from the school bookstore ‘Essentials.’ Teams wear designated outfits made in the school colours.

**Sneakers**

White sneakers (with very little additional colours) or plain black canvas shoes are worn with the P.E. uniform.

**Approved Casualwear For School Activities/Field Trips**

This uniform consists of a pair of blue or black jeans pants, or knee length jeans skirt and a school shirt (cotton or polo). All badges are worn with this uniform. The footwear is dictated by the occasion.

Students attending school for any reason (e.g. returning books) must wear the full uniform once school is in session. All students must leave the compound in school uniform.
Unavailability of Uniforms

If a student for any reason is unable to wear the designated uniform, a written excuse stating the reason for this is expected and should be shown to the Form Teacher who signs and dates it. The student should have this in her possession so that it is available for inspection on request.

As an alternative, a plain white short-sleeved blouse and plain dark skirt (knee length) appropriate for school will be acceptable. Shorts or pants may not be worn.

Badges, shoes and socks, as stated above, are required. The regular rules governing other aspects of the uniform still apply.

Unhealthy Practices

There now exists among the school population a growing propensity to engage in unhealthy practices that have become popular as a result of trends in fashion. Students are well advised to be wary of engaging in these activities which in many instances are hazardous to their health. Among these: Tattoos, tongue rings, navel rings, brow rings and nose rings are not permitted. In addition the use of chemicals/drugs to change skin/hair colour (bleaching) is a dangerous practice which is not tolerated at this institution.

Public Involvement and Grooming Policy

As students, preparing to take their place in the national community and the world, there is need for training of the mind, the spirit and the body. Training of the mind is focused on the transfer of knowledge and also on the search for new knowledge. The growth of spirit is nourished through the teaching of wholesome values, which are evidenced in human relations, linked with one’s religious beliefs and lifestyle.

Self-respect, self-discipline and dignity are wholesome values, which are often quite obvious in one’s appearance. A well-groomed individual pays attention to neatness, cleanliness, good hygiene and a healthy body.

Of major consideration for good grooming of our students, is their appearance in uniform in and out of our school. We are also concerned about their general deportment as young ladies as they attend public functions at school and elsewhere.
Our founders established the principles and ideals for our school in 1925. The school has continued to uphold these in its effort to have each student experience “Life More Abundant” bearing in mind the four-fold development: Physical, Mental, Spiritual and Social.

The school takes its role seriously and recognizes that the activities we provide for each student needs to pattern these established ideals. Our expectations have also been that the activities in which our students engage outside of school will also be guided by these principles, as both parents and school strive to contribute positively to the development process of our children.

As parents, you selected our Christian school for your daughter, and therefore there is an understanding that you will assist us, as we help you to find the best possible approach to educating her.

We ask therefore that you help us to eliminate double standards, which result from the thoughtlessness or lack of knowledge, which so many of our adult population display.

We know that when you are thinking of giving approval to the involvement of your daughter in extra-school activities, you give full consideration to all aspects of this involvement. The consequences of such action may be the serious distraction from school work and the inability to handle unexpected and unfamiliar situations in a mature manner.

We therefore ask you NOT to allow your daughter/ward to enter any beauty or modelling contest, or to get involved in any activity which requires her to interface frequently with the public or to appear scantily or inappropriately dressed. Students who wish to appear in advertisements for the print or electronic media must first request permission from the institution. We ask that the school be notified of any desire to participate in talent competitions so that we may be aware of her involvement and her abilities and be in a position to give guidance. Not all talent competitions are deemed appropriate for students.

Kindly ensure that our children are involved in healthy activities which we know will benefit their development and not contribute to the acceleration of this process beyond their stage of mental and emotional maturity.

We expect our students to display decency in uniform or dress while in the public view and that their general deportment and conduct will be acceptable and becoming of students of our school.
GUIDELINES TO STUDENT BEHAVIOUR

Introduction
It is recognised that a handbook for students, parents and teachers will not contain a comprehensive list of all forms of proper behaviour, types of relationships or forms of operation.

It is therefore understood that guidelines are provided and where incidents occur which are not identified in writing, then the Principal and/or Vice Principal with a senior member of staff may determine, upon consultation, what constitutes proper or improper behaviour given the precepts upon which this school is founded.

The rules of the school therefore relate to, and incorporate matters associated with its operations, traditions, and the code of conduct as prescribed by the Ministry of Education, all of which relate to accepted standards for good human relations and success in learning.

Once a student is a registered member of the school, then proper behaviour applies ‘in-school’ as well as ‘out-of-school’, also ‘in-uniform’ as well as ‘out-of-uniform.’ We feel that a student of our institution should uphold the values and principles for which the school stands and must do her utmost to practise these in school as well as in her community.

The role that parents/guardians play in cooperating with the school is most important as the school seeks to work with parents/guardians in the development of their children to maximise their potential in all spheres of life.

General Operations of the School

Attendance
1. Attendance at school and classes is compulsory.

2. Students are required to have an official school ID in their possession at all times. This is to be presented upon request and is compulsory for sitting examinations.

3. If a student wishes to leave the school premises during normal school hours she must bring a written request from her parents. This should be signed by her Form Teacher and taken to the office by the student just before she leaves. She will be required to sign the ‘Leave of Absence’ book and will then be given a pass, which she must hand to the guard at the gate.

4. During the period of examinations or any other period when normal school hours do not necessarily apply, once a student has reported to school she may not leave the campus before the designated time without a written request from her parent/guardian.
5. **Under normal circumstances previous permission in writing** must be requested if a student has to be absent for a day or part of a day. Such permission will only be given for serious, legitimate reasons. In the case of illness or other emergencies excuse for absence must be brought immediately on return and reasons MUST be stated.

6. Any student unable to take part in Physical Education must bring a written excuse together with a medical certificate. Please note that all official correspondence coming into the school should be addressed to the principal. However, many items will be dealt with by designated officers.

7. **For proper protection of our students we ask that ALL girls be off the school premises by 4:00 p.m. unless they are involved in a supervised activity.**

8. Attendance at a number of official school functions is considered compulsory. These include:
   - Commemoration Service (September)
   - Awards Ceremony (November and June)
   - Any other special function required by the school from time to time.

   *Unexcused absence from these is noted on the student’s record*

**Punctuality/Tardiness**

The school requires punctuality in attendance at school and classes. This allows for smoother operations on a daily basis and provides maximum time for preparation and for learning. This habit once developed helps to lay a good foundation for a proper work ethic.

Where tardiness occurs the following needs to be observed:

**To School/Tardiness**

1. Students arriving after 7:25 a.m. are recorded as late.
2. The name and form of the student arriving after 7:25 a.m. and before 8:00 a.m. must be given to the Grade 12/13 student on duty, at the front or back gate. (Parents are asked not to drive students past these points.)
3. After 8:00 a.m., late students are required to show their IDs to the guard who will write the relevant information in the late book.
4. Parents of students with five (5) or more late arrivals by the end of October are notified in mid November of each school year. This notification serves as a reminder to all concerned that consistent lateness has serious implications for the student’s graduation

**To Class/Tardiness**

1. Students arriving 5 minutes after the bell signalling the beginning of the period, are considered late.

**Students arriving to class late without a written excuse will have an infraction recorded against them.**
Traditions/Accepted Standards for Good Human Relations

A. Proper Behaviour - Social Relations
The St. Andrew High School community is a family. Members of the school family are expected to relate to one another with care and concern. Students are encouraged to display a willingness to help and support one another at all times. A strong spirit of camaraderie has always been the hallmark of St. Andrew High School students. **Therefore, there is to be no “bullying” or intimidation of persons at any time.**

Students are not allowed to have intimate relations, sexual or otherwise with other students or members of staff whether on or off the campus. No form of intimate activity, sexual or otherwise is permitted on the campus. **Students are advised to abstain from sexual activity during this period of their life and concentrate on their personal growth and development before getting intimately involved with others.**

As a Christian school, students are encouraged to practise abstinence and to leave sexual involvement for marriage. This prudent behaviour promotes self-control and will protect the individual from unplanned pregnancies as well as the numerous sexually transmitted diseases that are prevalent among young people today.

In particular, students are warned about the transmission of HIV/AIDS for which there is currently no cure

B. Proper Behaviour For Worship
As a Christian school, worship is important and forms an essential part of each day’s activities. This period of worship is intended to focus our minds and to set the tone for the rest of the day. Our founders stressed the development of the spiritual life of each student and so our preparation and conduct during worship determine whether we will succeed or fail to live up to the expectation of our mother churches. Students’ response to the bells and to the periods of quiet, will go a far way in ensuring this success.

1. Girls are expected to walk over to worship in straight lines and in silence.
2. Silence should also be observed when entering and leaving the hall.
3. Disruptive behaviour is not allowed.
4. All students are expected to participate fully in the non-denominational worship.

**After assembly, students should leave the hall in their form lines in an orderly manner and in silence.**
C. **Proper Behaviour In The Classroom**

Classroom behaviour is based on respect, order and individual participation.

1. Students should proceed to all classes quickly and quietly.
2. Students should form a line outside the classroom and enter quietly when instructed to do so by the teacher or person acting on her/his behalf.
3. Students must stand whenever an adult enters the classroom.
4. **Students should all make an effort to participate in class activities and there should be no private conversation while the class discussion is in progress.**
5. Discussion in class should be orderly and there should be no shouting or yelling.
6. **While someone is speaking it is common courtesy to listen and not to speak at that time. If there is need to ask a question, a student should raise her hand and wait to be acknowledged before proceeding.**
7. Verbal communication is expected to be in Standard English unless otherwise specified for a particular exercise.
8. There should be no eating whatsoever during class. Water may only be had between classes. Each girl should be seated at a desk and should be sitting in a lady-like manner.
9. All assignments must be completed and handed in on time. School Based Assessment items are the responsibility of the student – Grades 10-13.
10. Classroom duties, whenever assigned, must be carried out promptly.
11. Under no circumstances will lewd or vulgar behaviour be accepted – no fights, no bad words, or aggressive behaviour should take place in or out of the classroom.
12. Students should leave the classroom clean and tidy with the desks and chairs neatly arranged in identifiable rows. The chairs should always be replaced under the tables/desks at the end of the class.
13. Students should not drag their chairs or combination units on the floor but lift when moving them. If they need to be moved, they should be lifted in a safe manner i.e. all legs pointing downwards.
14. Laboratories are to be left in a tidy and clean state at the end of each class, and students must respect the equipment and materials used and stored in all rooms.
15. If the teacher responsible is not present after ten minutes of the period has elapsed, the Homework Monitress must report this to the school office. (A Form Captain or Vice Captain or Student Council Representative is responsible for maintaining order). The Monitress must always report to the office to ascertain if the assigned teacher is away and request a substitute teacher to sit with them in their class and supervise the work set.

In order to create a suitable learning environment, students are expected to sit quietly and to occupy their time productively with work when the teacher is not present in the classroom.

D. Proper Conduct On The Streets And Public Transportation

Proper behaviour should extend beyond the home and the school. Students in and out of uniform should conduct themselves in public activities in a manner befitting that of a St. Andrew High School young lady.

1. All girls must wear the complete uniform on the streets and on public transportation.

2. Girls should display good conduct in public and should be courteous and lady-like while walking on the streets or when on public transportation.

3. It is important that our students be the catalyst in the formation of lines at bus stops.

4. Students are encouraged to give assistance to the physically challenged, the young and the elderly where possible.

5. Students are asked to change out of their uniform on arrival at home. If they intend to go out again no part of the uniform should be worn.

6. Students should not be in their uniform in a public area after 6:00 p.m. unless accompanied by a parent or while coming directly from a school function.

7. Girls should not eat in public places while wearing school uniform.

8. Girls may not attend a cinema in school uniform except when in a supervised school party.

9. Girls in uniform are not allowed to visit shopping areas including plazas, restaurants, food shops, pharmacies, games arcades and record shop unless the following conditions apply:
   - When necessary a student may visit a shopping area if accompanied by her parent/guardian.
   - Girls with genuine business in shopping areas after school hours must take a written request from their parent/guardian and seek permission from the Grade Coordinator to do so.
**Out of Bounds Areas**
The Hall and Audio Visual Centre are out-of-bounds unless supervised classes or clubs are meeting there. The area between the Hall and Cecelio Avenue is OUT OF BOUNDS. No chairs are to be left in the front entrance of the Hall at any time. Students are not to wait there and should not eat in this area. After 4pm all students are expected to wait at the portico.

**Other Areas**
A number of other buildings and areas of the grounds are out-of-bounds unless students are in supervised activities.

Example:
- Home Economic Lab
- Science Lab
- Staff Room/Staff Stairs
- Hard Courts
- Front Steps on Administrative Building
- Computer lab
- Ice Room
- Guard Room
- Kitchen
- Performing Arts Centre

**Swimming Pool**
No student or visitor is to enter the Swimming Pool or the area surrounding the pool unless accompanied by a member of the Physical Education Staff who is certified in Life Saving Skills. Club members will enter only when accompanied by their coach who has Life Saving Skills. The Swimming Pool is therefore OUT OF BOUNDS without a ‘Life Guard

**Lost and Found or Impounded Items**
Items which are identified as ‘lost and found’ are stored at a central point. Students may approach the office at the lunch time or after school in order to claim items. Any such piece NOT identified by the end of the term will be sold or given to charity. Items which are impounded because they are unsuitable for school are stored securely until the end of the term at which time they may be claimed. Where these are not collected by the end of the academic year they may be sold or given to charity.

**Valuables**
1. Any item of value brought to school must not be kept on the student’s person but must be handed to the office for safekeeping. This is to be clearly labelled.
2. Any Equipment brought on the campus **MUST** only be used for educational purposes.
3. Musical instruments when not being used should be left in the office.
General Cleanliness and Care of Property

Part of keeping our environment wholesome is that of maintaining the grounds and buildings clean and in good condition. Each student needs to make the effort to place garbage in the designated receptacles to facilitate separation for recycling.

Students are required to assist in ensuring that workrooms are swept and dusted.

In order to maintain high standards in our buildings and furnishings, care needs to be taken in keeping walls clean and furniture well maintained. Therefore students are reminded that it is prohibited to write on walls or furniture. Items of furniture should not be left outdoors where they are exposed to severe elements. All furniture needing repairs should be taken to the Workshop.

Destruction or defacement of property cannot be tolerated, as great value must be placed on structures such as building, furniture, equipment, class materials and text books. Where perpetrators of destructive action can be identified, the students concerned will be billed.

Safety

Emergency drills are carried out on a regular basis to familiarise students and staff with the required procedures. Both Fire and Earthquake drills are conducted from time to time. Students are apprised of the procedure before hand and all are required to participate. See page 44 for details on disaster management. Smoke detectors are placed in high risk locations and fire fighting equipment is placed strategically and maintained regularly. Every effort is made to ensure the safety of the individual on the school campus.

Visitors

A visitor coming on the school premises is required to go directly to the office. All other buildings on the compound are out of bounds to visitors without permission. Visitors to students are limited to parents/guardians for emergencies only.

Fundraising

In order to provide quality education for our students it is necessary to continue fundraising activities. Therefore, each family is asked to cooperate in the sale of tickets and other forms of participation which may be required.
THE SCHOOL LIBRARY

The school library is one of the finest school libraries in Jamaica. There are approximately 15,000 volumes and the reference section contains several sets of encyclopaedias, dictionaries, and a wide range of subject books. The library serves all grades in the school. Reading areas, though limited, are available throughout the school day and the afternoon periods. The school offers instructions in Library skills to all entry-level students.

1. Each student from Grades 7-11 may have one (1) ticket. Students from grades 12 & 13 may have three (3) tickets.

2. Books are available for one week but may be renewed for a further week provided there are no requests for them.

3. Reference books should be re-shelved after use. Other books should be placed on the trolley for re-shelving later.

4. Reference books may be used only in the library, and must be signed out on request and signed in on return.

5. Books should be returned on or before the date stamped.

6. Lost books may be replaced either by another copy of the book or a similar type of book, or by payment at the replacement value.

7. Tickets are not interchangeable. Worn out tickets may be replaced at no charge.

8. Under no circumstances may periodicals be removed from the library.

9. During school hours, Grade 12 & 13 students are allowed to use the library for study. All other girls should consult the Librarian when they enter.

10. No food or drink is allowed in the library.

11. The library is intended for study and reading. SILENCE must be observed. Persistent noise-makers will be asked to leave the library.

12. Library materials should not be defaced, damaged or destroyed.
LINES OF COMMUNICATION

It is expected that parents/guardians will from time to time, have matters of concern, which need to be discussed in an effort to find solutions.

The institution has over the years developed a structure for this activity and asks that as much as possible the system be adhered to.

Where the circumstances indicate that severe or urgent measures need to be taken, then this format may be by-passed.
ASSESSMENT OF STUDENTS ACADEMIC PERFORMANCE

Students are assessed on a continuing basis during a school year. This involves different forms of activities and include: classwork, homework, projects, tests, participation in class, etc. Progress Grades, Christmas Term Examinations, Semester Examinations and End of Year Examinations all form part of the process.

At the end of Grade 9 a decision is taken based on the student’s average as to whether the student will be allowed to do 6, 7 or 8 subjects in Grade 10. After the subject selection process is completed all students are required to pursue the 6, 7 or 8 subjects assigned for Grades 10 & 11 and to sit examinations in all 6, 7 or 8 subjects in the CXC-CSEC examinations at the end of Grade 11 year. The school does not permit students to sit subjects at the end of the Grade 10 year, as we believe that an emphasis on external examinations in Grade 10 will shift the student’s focus from preparation in all subjects to the few subjects being sat in these examinations. The school will not accommodate alternate sittings of the internal examinations for students at any level who by choosing to sit external examinations without the school’s permission, miss the internal Examinations.

Departments standardise the method of assessment at each level and determine the weight that each component is ascribed towards the final grade.

Set out below is the current sequence and relevant detail regarding this process.

I. Term I: Christmas Term

*September to December*

*End of October:* **Six Week Marks** – These are recorded on an Interim Report Form which is sent home to parents during the third week of November. These marks are derived from a combination of tests and assignments.

*December* **Progress Marks** – End of Term - All work for the term contributes to the final mark, which is put on the Christmas Term Report. The mark allocation for tests and assignments is determined on a departmental basis.

**Christmas Term Examination Mark** All Students sit an examination at this time. Grade 11 students sit a ’Mock Examination’. This mark is also placed on the Christmas Term Report as well as on the Record Card.
II. Term II. Easter Term: January- March

January  Reports – The Christmas Term Report is discussed with parents/guardians and students at the end of January during the Students Performance Reviews that are scheduled. Only Parents/Guardians are allowed to collect these reports.

Students completing courses offered for only one semester will sit semester 1 examinations at the end of January. Reports will be sent home at the end of February.

III. Term III : Summer Term: April - July

April  End of Easter Term Marks – These are placed on the common Mark Sheet for each Form and kept as an internal record.

May  Six Week Marks – These marks take into consideration the work done from the beginning of April only and are placed on the mark sheet and kept as an internal record.

June/July  End of Year Report – Progress and Examination Marks are derived at by Department procedures. Progress covers January to June. Examination covers the entire year/semesters’ work. These reports are collected by Parents/Guardians on the date in July specified by the school.

All school reports are preserved for posterity.

Internal Examinations

Proper Conduct for Examinations

The examination period is a very critical time in the life of the school. Students are being prepared to face the rigours of testing which in the present education system ultimately determines their future. They are therefore urged to take this time very seriously and to observe strictly the guidelines laid down in order to ensure that they perform at the level of which they are capable.

Please note that diligent and systematic preparation prior to the start of the examination period is vital if students are to do their best. An Examination Time Table is supplied to each student approximately two weeks before the commencement.

School begins as usual at 7:20 a.m. Prayers/Registration take(s) place as usual between 7:30 – 8:00 a.m. and students are expected to be on time.

The Examination is divided into two (2) sessions.

   Session A – 8:00 a.m. – 10:30 a.m.
   Session B – 11:15 a.m. – 2:00 p.m.
Students are responsible for checking their Time Tables and ensuring that they are present for all the sessions that they have examinations.

Students are to be present and seated at their desks in the examination room at least ten (10) minutes before the start of the session.

Before the examination begins, there is to be NO group work or discussions. Students are to sit at their assigned desk and do individual work in silence.

IDs must be visibly placed on the desks. Students who do not have their IDs for three (3) consecutive days will receive a recorded detention.

All students are responsible for providing their own supply of pens and pencils for the examination. It is also the responsibility of each student to take to the examination all materials/instruments required for the particular subject. There is to be no borrowing during the examination.

Writing paper or answer sheets are provided by the school and students are NOT allowed to take any extra paper with them or to remove examination material from the examination room.

At the start of the session students are to have all that they require for use in the examination on their desks as they are not allowed to go into their bags during the examination without permission from the invigilator.

There is to be absolutely NO verbal or non-verbal communication between students once the invigilator has started to hand out the papers.

All girls must remain in the examination room for the full session and may not hand scripts in early. If the examination is a short one then the students will be allowed to revise for a while and the examination will be started in time for it to be completed close to the end of the session.

**Students are NOT permitted to have cellular phones on their person during the examination.** All cellular phones should be turned off, placed in school bags and left in the back of the room, or in the place designated for the storage of bags. Random checks may be made and cell phones confiscated. Any student caught with her phone will be dealt with according to the school’s regulations.

The following heading will be placed on the board by the Form Teacher and will remain for the full period of the examination.

**Christmas Term/ End Of Year Examination**

Student’s Name: ________________

Subject: ________________

Name of Teacher: ________________ Date: ________________

Form: ________________ ID No.: ________________
Each girl must copy this heading on her first answer sheet. The other sheets must have only the student’s name. Sheets must be numbered and tied together loosely in the correct order.

Students are advised to go to the bathroom before the start of the session as they are not allowed to leave their seats during the examination. If there is an emergency and the student needs to leave the room then this can only be done with permission from the invigilator.

Students who wish to gain the attention of the invigilator should simply raise their hand.

Students are not allowed to use correction fluid on examination scripts. If an error has been made, the student should neatly put a line through the incorrect section and continue. Students are only allowed to use blue or black ink for writing during the examination.

Any student suspected of cheating will be spoken to immediately and advised that investigations will follow. The student will then be allowed to finish the examination. At the end of the session, the student will be taken by the Invigilator along with the examination script and any other evidence to the Vice Principal in charge of the grade level. The Vice Principal, in conjunction with the Head of Department, subject teacher and Invigilator will then conduct the investigation. A decision will be taken based on the evidence as to whether the student is innocent or at fault. If the student is at fault, she may be disqualified from sections of the paper or the entire examination.

**Students are expected to attend all scheduled examinations.**

Any excuse for absence due to illness should be accompanied by a Doctor’s Certificate. If a student has to be absent due to illness or any other extenuating circumstances, the school must be informed immediately. A letter of excuse must be brought in on the first day that the student returns to school. This letter should be handed to the Grade Coordinator who will submit the letter to the Vice Principal in charge of examinations, for a decision to be taken based on the guidelines for examinations. The letter may also be handed directly to the Vice Principal.

Students in Grades 7-8 who have legitimately missed an examination will be marked absent. They may however be allowed to sit the examination for practice, but the mark obtained will not be officially recorded.

Students in Grades 9-13 who have been legitimately absent may be allowed to sit the examination within a maximum of two days. If the examination is done later than two days after, then the mark is kept by subject teacher for reference only but the student is officially recorded absent.

**Students who deliberately miss an examination will be marked absent for that examination, and given a demerit.**
**External Examinations**

**CXC – School Based Assessment**

The Caribbean Examinations Council (CXC) requires School Based Assessments (SBAs) in most subjects. This contributes a significant percentage of the students’ final grade in the examination. Therefore SBAs are a compulsory part of the course and failure to submit the SBA will result in the student being assigned “U" i.e. ungraded for that subject in the examination.

Students are reminded that plagiarism i.e. the copying/reproducing of another person’s work (inclusive of students work or work downloaded from the internet) and submitting it as their own is not permitted. Any student who chooses to engage in such an act will earn a demerit and will be required to do over the SBA.

Students are required to sit the External Examinations at the end of Grades 11, 12 and 13 in all subject areas for which they have been entered.

In the case of illness on the examination day, parents are asked to report the matter immediately to the Vice Principal in charge of the External Examinations so that the correct procedure under the circumstances can be determined. The student is to be taken to the Health Centre where the School Nurse will attend to her. The Vice Principal in charge of External Examinations will take the necessary actions to facilitate her doing the examinations.

Students who fail to attend all external examinations without following the guidelines stated above will not be allowed to participate in the School’s Valedictory or Farewell Service. In addition a suspension will be recorded against her name.

Parents who do not subscribe to/agree with the school’s philosophy of education which governs this policy are asked to appreciate the fact that the school does not have the personnel that would be required to provide alternative programmes for students who have already sat the external summative examinations. Although in most instances this is done without a comprehensive coverage of the course content.

The absence of this provision and adequate supervision would lead to a disruption in the orderly environment that is required for learning to take place successfully. We therefore appeal for your cooperation in this regard.

**Awards**

I. **Awards - School**

   School awards are given on the following basis:
   a. Certificates of Excellence
   b. Certificate of Good Progress
Grades 7-9

8 A’s and no failures – Certificate of Excellence
4 A’s and no failures, with a maximum of two (2) Cs. or all B’s – Certificate of Good Progress.
(Averages can be used; A’s can cancel C’s in cases where students have in excess of 4 A’s).

Grade 10

6 A’s and no failures – Certificate of Excellence
3 A’s and no failures with a maximum of two (2) Cs. or all B’s – Certificate of Good Progress

Grade 11 (Certificates awarded based on C.X.C.-C.S.E.C. examination results)

6 1’s and no failures – Certificate of Excellence
3 1’s and no failures with a maximum of two (2) 3s or all 2’s – Certificate of Good Progress

(NB. The Grade for each subject stands on its own merit. No averages are allowed)

Grades 12 & 13:

To qualify for an award students must pass all subjects. The type of award is determined by the average based on the number of subjects taken.

<table>
<thead>
<tr>
<th>Award For Excellent Performance At Cape</th>
</tr>
</thead>
<tbody>
<tr>
<td># of subjects)</td>
</tr>
<tr>
<td>5 subjects select best four (4)</td>
</tr>
<tr>
<td>including the compulsory subject.</td>
</tr>
<tr>
<td>4 subjects including compulsory subject</td>
</tr>
<tr>
<td>3 subjects including compulsory subject</td>
</tr>
<tr>
<td>Students are only allowed to do two (2)</td>
</tr>
<tr>
<td>subjects under special circumstances</td>
</tr>
</tbody>
</table>

To qualify for the above award students must pass all subjects with a maximum average of 1.5 points.

<table>
<thead>
<tr>
<th>Award For Good Performance At Cape</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Subjects</td>
</tr>
<tr>
<td>5 subjects select best four (4)</td>
</tr>
<tr>
<td>including the compulsory subject.</td>
</tr>
<tr>
<td>4 subjects including compulsory subject</td>
</tr>
<tr>
<td>3 subjects including compulsory subject</td>
</tr>
<tr>
<td>Students are only allowed to do two (2)</td>
</tr>
<tr>
<td>subjects under special circumstances</td>
</tr>
</tbody>
</table>

To qualify for the above award students must pass all subjects with a maximum average of 2 points.
Points System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>111</td>
<td>3</td>
</tr>
<tr>
<td>IV</td>
<td>4</td>
</tr>
<tr>
<td>V</td>
<td>5</td>
</tr>
</tbody>
</table>

c. *Certificates of Good Work* – Students who would have otherwise qualified for the Certificate of Excellence but with one failure.

d. *Certificates of General Improvement* – These are awarded on the recommendation of the Form Teacher and Co-ordinator after discussion with the staff.

e. *Certificates of School Citizenship* – These are awarded for outstanding service to the school, e.g. in house, clubs and societies, library etc. Students suspended during the school year will not be eligible for this award. Students with a record of excessive lateness (20 or more sessions) for the period or unauthorized absences are not eligible for this award. Students in Grade 7-9 whose conduct and punctuality fall below the required standard after the ceremony in June of the given year will have their certificates withdrawn.

f. *Certificates of Public Spirit* – These are awarded for sustained or outstanding service to the community outside of the school.

**III. Honour Roll**

Students who meet the criteria for excellence, based on the Christmas Term Examinations, are placed on the Honour Roll. The Honour Roll boards are located in front of the school office.

**IV. Stars**

These are given for a number of pieces of good work or one outstanding piece of work. The criteria for earning stars in a particular subject are determined by each department. Each star values five (5) house points.

**V. Merit Marks**

These are awarded for exceptional helpfulness in the form, house, library etc. Each merit mark values two (2) house points.
DISCIPLINE OFFICIAL REGULATIONS

Churches’ Policies
St. Andrew High School for Girls is jointly owned by the Methodist Church Jamaica District and the United Church in Jamaica and the Cayman Islands and as such reflects the beliefs of these two great institutions of our nation.

Reflected in our overall approach to discipline are the Christian precepts of both denominations.

Law
The Education Act – ARRANGEMENT OF REGULATIONS – 1980, Section 29 (I) titled “Student Behaviour” states:

“A student shall obey the rules of the school she is attending.”

The Ministry of Education Youth and Culture Circular of June 5, 1994 addresses the issue of Access and Search and recommends procedures as seen in Section 15/16 below.

Ministry of Education Code
The Ministry of Education publication “Guidelines for the code of conduct and admission of all students in school” October 1978, makes reference to the Education Act – revised. Arrangement of Regulations Reg.: 47 Sections 2 and 3 (now revised under the 1980 Regulation Section 29 (I).)

These specific guidelines were provided in this code of conduct within which the rules of individual schools should be formulated. These are set out below with slight modifications in keeping with our traditions.

1. All cutting implements required for any subject area are provided by the school. Students are not allowed to take cutting implements to school. They are prohibited from using knives, scissors, sticks, stones, broken bottles, guns cutting implements or dangerous weapons. They should not use them for purpose of injuring other students, teachers or any other member of the school community or the wider community.

2. The possession or use of any forms of dangerous or prohibited drugs is a most serious offence. Students are not allowed to use, sell, purchase or transport any form of drugs or to indoctrinate anyone into their use.

3. All students are required to conform to the dress prescribed by the particular school authority.

4. Ownership of property is usually obtained by hard work. Students should respect the property of others and on no account should a student deprive another of what is rightfully his/hers - i.e. stealing is an offence.
5. All students are accepted irrespective of religious commitments. A student may be excused from participating in special religious activities which are against her religious denominational belief, provided that her parents make application in writing to the principal of the school. However, all students are expected to participate in the routine assembly and devotional exercise of the school as this is required as a normal school function.

6. (a) Students while in uniform are expected to communicate in Standard English on or off the campus.
   (b) They should not use indecent language.

7. Students should be properly groomed which requires that the apparel or dress of each student be clean and tidy and conform to conventional standards of neatness.

8. Students (in their dress and person) should conform to proper standards of hygiene which require that hair be clean and well-groomed.

9. Standards of conduct should conform to generally accepted notions of decency, morality, sobriety, orderliness, respect, courtesy, discipline and other modes of behaviour that serve to promote the advancement of the education system. In addition students should avoid slander and the spreading of rumours.

10. Harmful, scandalous, print/non-print pornographic materials are NOT allowed in school.

11. The formation of groups for the purpose of disrupting school routine is an offence.

12. There should be no unauthorised gatherings on the compound.

13. School buildings and other property are valuable and should be preserved. Students should not willfully destroy any part of the buildings or fencing. They should not destroy desks, tables, chairs or other items of furniture or equipment.

14. Students should not write on walls or deface them in any way. Slogans should not be written thereon.

15. Students will be required to make restitution to the School Board for any damage willfully done to school property at the cost of replacement.

16. The school reserves the right to undertake the restriction of access to, or presence on, the school campus. Hence a condition for access is that the person is subject to search for dangerous weapons or harmful drugs and failure to acquiesce in such a search will result in disciplinary action being taken.

17. The school may report any incident involving dangerous weapons or harmful drugs to the police.

18. Chewing gum is not allowed on the school campus. Students are not allowed to chew gum while in uniform.
19. Students are not allowed to walk around the compound while eating. There should be no eating between classes.

20. Where concrete benches have been provided students are not to sit on the upper level (table-top) portion.

21. No outside communication such as posters or invitations etc. may be mounted on the school’s notice board or distributed on the campus unless approved by the Principal.

22. No food is to be brought in for students during the school day or during examination periods.

**Vending/ Income Earning Activities**

23. No vending is to be done on the campus without written permission from the administration. Students are not allowed to engage in partner plans or any other personal income earning activities on the school campus.

**Cellular Phones**

1. Students who take cellular phones to school do so at their own risk. The school will not be liable for any phones that are stolen, lost or destroyed.

2. Cellular phones not being used for educational purposes should be turned off and the keypads locked between the hours of 7:20 a.m. and 2:15 p.m. each day.

3. Students on afternoon detention or with classes after 2:15 p.m. should keep their phones off until the end of the session.

4. Cell phones are to be used solely for educational purposes during school hours. They are not to be used for making and receiving calls.

5. Students whose cellular phones ring, beep, vibrate or chime during unauthorized times will receive two detentions.

6. Students who are caught using phones during unauthorized times for communication or recreational purposes will receive a demerit.

In addition the phones will be confiscated for the rest of the school term. Students whose cell phones are confiscated will lose the privilege of taking a cell phone to school for the rest of the term.

**Telephone Calls**

Any student who needs to use the phone during school hours must do so at the office. Emergency calls are placed for students who are ill and may need to see a doctor or to go home. These calls are placed by the Nurse or office personnel and not by student.
Internet/Social Network
The use of social network for the purpose of slander or disrespectful communication of any kind will not be tolerated. Vulgar or pornographic pictures are not allowed. Pictures of students in any type of school uniform (including P.E. uniforms or school shirts) are not to be posted on the internet without the permission from the Principal.

Disciplinary Programme
The two Vice Principals are the Deans of Discipline for the Grade Levels for which they hold responsibility. They facilitate discussions with the coordinators, teachers, students and parents involved and apply the sanctions involved or prepare a report on the case for the Principal who if necessary will refer the matter for the consideration of the Board. Staff Members mentioned above, form a Disciplinary Committee.

When a student commits an infraction which is confirmed as a result of discussion or investigation, a number of different sanctions may apply depending on the severity of that action. Examples are as follows:

I. Detentions
   (a) Academic Detentions are given:
       1. for refusal to do work set by the teacher
       2. if a teacher wishes to give a student written assignments as a disciplinary measure e.g. in cases of rudeness, untidy attire, lateness etc.

   Academic detentions are held on Mondays, Tuesdays, Thursdays and Fridays in Room 7 from 2:30 – 3:30 p.m. Students are expected to sit in silence in the room for the entire period and do the work assigned. Students are given a days notice for afternoon detentions. If, however, a teacher wishes the student to sit the detention on the same day, this may be done during the break from 10:30 a.m. - 11:00 a.m. or 11:30 a.m. - 12:00 noon.

   In cases of various misdemeanours not warranting a demerit e.g. slight rudeness, noisy behaviour, lateness, members of staff may also give Work Detentions.

   (b) Work Detentions – are some form of manual labour which students are assigned to do e.g. cleaning cupboards, windows, picking up litter, moving chairs. Work detentions may be at the same time as Academic Detentions. Cleaning materials may be requested from the Operations Manager. Students are expected to wash out the cloths after they have used them and they may be hung on the lines behind the Health Centre and taken up when dry.
(c) **Class Detentions** – may be given but are not encouraged. Class detentions will not result in a loss of house points. However, these will be taken into consideration when deciding Best Form or any other awards.

ALL other detentions are recorded immediately and result in a loss of three (3) house points.

(d) **Prefect’s Detentions** - Three (3) Prefect’s detentions are equivalent to a teacher’s detention. According to the Disciplinary Code, more serious infractions result in students receiving a:

**II. Demerit**

**III. Suspension**

- See the disciplinary system for more details.
- These are governed by the Education Act and have specific procedures for dealing with such actions.

**IV. Expulsion**

In addition to the sanctions above, students may be prevented from wearing the school uniform for a specified period at the discretion of the Principal. During this period students will be required to wear a black or navy blue skirt and a white shirt blouse.

**Disciplinary System**

Violations are classified based on the severity of the misconduct. Each infringement is viewed as it relates to oneself, to other individuals, to the school community in general and to the community at large. These are supervised by a Disciplinary Committee.

Many offences which take place generally in schools are called ‘minor infractions’ and will relate to similar levels of discipline whereas major infractions will result in immediate and severe levels of discipline. Repeated minor violations however after counselling and appeals for compliance through a system of graduated penalties, will lead to severe levels of discipline. Thus a number of processes exist:

**I. (a) Minor Infractions result in: Detentions**

- Physical work
- Academic work
- Recorded on report
- Loss of 3 points to House

**II. Minor Infractions Detentions**

- Failure to do homework
- Cell phone-rings/beeps/chimes
- Chewing of gum
- Talking in Hall
(v) Mild rudeness
(vi) Untidy attire
(vii) Lateness
(viii) Eating in no eating zones
(ix) Eating between classes
(x) Incorrect shoes/uniform

Three Prefect’s detentions are equivalent to one Teacher’s detention.

After Two detentions parent is notified and the child is sent for counselling.

II. (a) After Three detentions – Demerit

(i) Parent notified
(ii) Recorded on report
(ii) Loss of 10 points to House
(iv) Loss of 10 points to Form (Best Form Competition)

(b) More Serious Infractions: - Demerit

(i) Skipping classes and prayers (single offence)
(ii) Repeated tardiness to classes
(iii) Classroom disturbance depending on the effect
(iv) Failure to accept disciplinary action from staff.
(v) Cheating
(vi) Insolent behaviour to staff
(iv) Casual use of indecent language
(v) Possession of any vulgar or pornographic material
(vi) Deliberate absence from internal examinations
(vii) Wearing of artificial hair/extensions
(xi) Hair colouring
(xi) Bleaching (hair or skin)
(xiii) Not completing SBA on time
(xiv) Using cell phones during unauthorized times
(xv) Plagiarism

III. (a) Repeat Demerit (2nd) result in Suspension 1-3 days

(i) Parent notified
(ii) Board Management notified
(iii) Students notified
(iv) Loss of 20 points to House
(v) Loss of 20 points to Form

(b) Major Infractions – Immediate Suspension

Involving and including:

(i) Possession of illegal drugs, tobacco and alcohol
(ii) Possession of harmful weapons e.g. knives, guns, icepicks, scissors, stencil knives.
(iii) Bodily harm of any type and including – the pulling of chairs and stools from behind students.
(iv) The throwing of stones or any other missiles.
(v) Abusive use of indecent language/gestures
(vi) Sexual misconduct/inappropriate intimate behaviour
(vii) Indoctrinating others
(viii) Stealing
(ix) Property damage/graffiti
(x) Gambling
(xi) Vending
(xii) Truancy
(xiii) Disrespectful behaviour to staff
(xiv) Refusal to carry out reasonable instructions of staff i.e. defiant behaviour of students
(xv) Gross defiance/disregard of the school’s regulations
(xvi) Forging of documents e.g. reports, permission slips or excuses
(xvii) Leaving the school compound without permission
(xviii) Pictures of students in any type of school uniform posted on internet/social media
(xix) The use of social networks for the purpose of slander or disrespectful communication of any kind
(xx) Body/tongue piercing, tattooing
(xxi) Participating in modelling or other activities where students appear scantily dressed in public
(xxii) Serious disruption of school
(xxiii) Violence, threats, harassments, bullying or intimidation
(xxiv) Lewd, vulgar, aggressive behaviour/fighting
(xxv) Deliberate absence from external examinations

SUSPENSION up to 10 days – Action involves:
   (a) Notifying police where necessary
   (b) Notifying parents/students
   (c) Notifying Student Council
   (d) Notifying Board of Management

IV. Board Action:
REINSTATEMENT: with or without reprimand or warning to student and parent.
SUSPENSION: up to 5 days (additional period).
EXPULSION: Student is permanently EXCLUDED from attending this school.

See Education Regulations 1980 for details of Procedure.
This Act is now under review.

V. Second Suspension: Students with two suspensions will be recommended to the Board for expulsion.
   (a) Board of Management notified
   (b) Parent/Student notified to attend disciplinary hearing
   (c) Ministry of Education notified or Appeal heard

The school community is informed periodically in assembly of all awards and disciplinary actions which relate to students.
CRITERIA FOR THE AWARD OF GRADUATION CERTIFICATE

Points System

Students are granted points based on their performance. Points are allocated according to the system set out below which covers attendance from Grade 7 with special expectations in Grades 10 and 11.

1. **Conduct**: In Grades 7-9, one (1) point is awarded if conduct is of an acceptable standard. Students receiving demerits and suspensions are not awarded this point.

2. **Attendance**: In Grades 10-11 one (1) point is awarded to:
   Students who have not been absent for more than twenty sessions in any one term.
   
   NB. Extenuating circumstances will be considered.

3. **Co Curricular Activities**: one (1) point is awarded to:
   Students who have been fully involved in at least one (1) co-curricular activity each year of their school life.

4. **Punctuality**: Grades 10-11 one (1) point is awarded to: Students who have not been late for more than twenty (20) sessions in any one year.

5. **Academic**: Grade 11 two (2) points are awarded where:

   (a) students doing seven (7) or eight (8) subjects pass at least five (5) in the External Examinations held in May/June.

   (b) students doing six (6) subjects should pass at least four (4) in the External Examinations held in May/June.

   o If they pass 4 of 7/8, or 3 of 6 subjects they would gain one (1) point.
   o If they pass less than this they lose both points.

6. **Behaviour** Grades 10-11 two (2) points are awarded to:
   Students with no demerits or suspensions during this period. If a student during Grade 10 or 11 earns:
   - One Demerit: Student would lose one point
   - One Suspension: Student would lose both points

   **Students with more than one suspension, or with a suspension and a demerit during this period will not be eligible for a graduation certificate**

   **TOTAL EIGHT POINTS**
**Distribution of Graduation Certificates**

a) Students with 7 or 8 points receive – *First Certificate*

b) Students with 6 points receive – *Second Certificate*

c) Students with less than six points would not receive a graduation certificate.

d) Students with more than one suspension during grades 10 & 11 and students who do not complete their minimum 25 hours Community Service would also not be considered for receipt of a Graduation Certificate.

Students entering school in Grade 10 MAY receive a Graduation Certificate with 5 points on examination of their record from their previous school. Individual consideration will be given in these circumstances.

- A list of students to receive Graduation Certificates is prepared after the results of the May/June CXC examinations are made available.

**NB.** We reserve the right to withdraw from the list of Nominees any student who subsequent to the publication of the list is found not to have met the criteria for receiving the Graduation Certificate.

Certificates are issued in October after the results of the May/June External Examinations are known.

All students are required to complete a ‘Clearance Sheet’ in May/June in order to participate in the Valedictory Service held at the end June. This list includes the return of all school property and the fulfilment of financial obligations to the school. All students are required to attend the rehearsals and the Valedictory Service.

External examination results may be withheld from students who have not received approval for the “Clearance Sheet”.

These criteria and other details are subject to change as they are reviewed on a yearly basis.
Community Service Programme

The school’s mission makes it clear that the ultimate goal of the educational process at St. Andrew High is to prepare our students “to serve their country as disciplined citizens, to enable them to earn a living and to live a Life More Abundant.”

In keeping with this mission and in recognition of the need to inculcate in our future leaders the importance of volunteerism in nation building, the Community Service Programme in its current format was introduced in September 2003 at the Grades 12 & 13 level. These students are required to give a minimum of 20 hours community service over the 2 year period.

In September 2008 the programme was extended in a modified form to include all students. All students in Grades 7 -11 are required to give a minimum of five (5) hours voluntary work each school year at approved external institutions.

These institutions include children’s homes, hospitals, churches and other service organizations that provide assistance for community/persons in need. Students are required to discuss with their Form Teacher/Guidance Counsellor their institution of choice before starting their service. Students who are already involved in volunteer activities as stated above may include the hours they serve in the number required for the Community Service Programme.

Students are given a letter of introduction, along with a record sheet that is to be filled out by a supervisor at the institution or organization where service is rendered. On completion of Community Service, the record is to be returned to the Form Teacher. The deadline for the return of community service sheets is;
Grade 11: 2nd Week in March
Grade 7-10: 2nd Week in April

Participation in the Community Service Programme is noted on each student’s record. Students at any grade level who have not completed the total number of Community Service hours required for their time in school, will not be eligible for the Certificate of School Citizenship. In addition students who do not fulfill the minimum requirements will not be allowed to graduate. Parents/Guardians are asked to encourage their daughters/wards to participate in the programme as it is an important part of her total development.

The Leadership Development Programme

The School’s vision clearly articulates the expectation that “our students will stand out as leaders in the society, maintaining a tradition of excellence whilst being socially aware and involved citizens with strong spiritual and moral values, contributing positively to the strengthening of the nation.”

The process of preparing our students for leadership begins on entry to the institution. All students participate in a comprehensive Personal Development Programme from Grade 7 through to Grade 11 which is conducted by the Guidance & Counselling Department. Students are led through courses aimed at
building their levels of self awareness and self confidence whilst also strengthening important Life skills which are vital if they are to live successfully in community.

The focus on Leadership intensifies in Grades 12 and 13 where through the leadership Development Programme students are exposed to appropriate and relevant topics that will prepare them for life in the working world. Seminars are held once per week and the programme provides them with the opportunity to interact with leaders from a wide range of careers many of them being past students of this institution. Rap sessions will also be held with administrators as well as the leaders of other stakeholder groups within the school community. All of this is done in an effort to inform and inspire our students to hone their leadership skills as they conduct the various duties required of them at this level. Attendance at Leadership Development Seminars is compulsory.

Community Service forms an integral part of the Leadership Development Programme. In recognition of the need to inculcate in our future leaders the importance of volunteerism in nation building, the school requires that all students participate in a Community Service Programme. At the Grades 12 and 13 levels, students are required to do a minimum of ten (10) hours each year. A minimum of five (5) hours service each year must be with approved external institutions.

These include children’s homes, hospitals, churches and other service organizations that provide assistance for a community or persons in need. Students are required to discuss with the Leadership Development Programme (LDP) Coordinator their institution of choice before starting their service. Students who are already involved in volunteer activities as stated above may request permission from the LDP Coordinator to include the hours they serve in the number required for the Community Service Programme.

Students are given a letter of introduction, along with a record sheet that is to be filled out by a supervisor at the institution or organization where service is rendered. On completion of the Community Service, the record sheet is to be returned to the Form Teacher. At the Grades 12 and 13 levels, the deadline for the return of the sheet is the third week in March.

Participation in the Community Service Programme is noted on each student’s record. Students who do not fulfill the minimum requirement at Grade 12 will not be allowed to continue to Grade 13. On completion of the programme, an Awards Ceremony is held and a certificate of participation is presented to students in Grade 13 who have successfully completed the two year Leadership Development Programme. We urge that parents/guardians encourage their daughters/wards to participate fully in the Leadership Development Programme as it is an important part of her total development.
BELL SCHEDULE AND RELATED ACTIVITIES

7:20 a.m. Start of one minute silence – Students freeze wherever they are.
7:21 a.m. End of one minute silence – Students go to their designated areas for worship, whether it be Hall worship, Form Worship etc.
7:30 a.m. Assembly/Form Time begins
8:00 a.m. Period I
9:00 a.m. Period II
10:00 a.m. Period III G 10 & 11- classes/G 7- 9 - lunch.
10:55 a.m. Warning
11:00 a.m. Period IV G 7-9- classes/G 10&11 - lunch.
11:55 a.m. Warning
12 Noon Period V
1:00 p.m. Period VI
2:00-2:03 Silence
2:03 – 2:15 p.m. Registration
2:30 – 3:30 p.m. Period VII – Students scheduled for classes must attend.

Co-curricular Afternoon Activities

N.B. Grades 12 and 13 may go to lunch at any of the two lunch periods, or whenever they have a free period.

All students are expected to be off the compound by 4:00 p.m. unless they are involved in an activity which is supervised by a member of staff. Parents must ensure that students who have to attend classes/activities on the campus on a Saturday are adequately supervised before giving permission for them to attend, and that proper arrangements are made for transportation.
SAHS CRITICAL INCIDENTS MANAGEMENT PLAN

A critical incident is any event outside of the ordinary day-to-day SAHS experiences that creates a situation where staff, students and parents feel under stress, vulnerable and unsafe, resulting in their inability to function either at the time, or later.

The Critical Incidents Management Plan [CIMP] covers the following events that are most likely to affect the SAHS community;

- A natural hazard such as earthquake, lightning and thunderstorm
- A fire, gas leak, toxic odor or explosion at school or nearby
- Civil disturbance or vandalism on the property
- Invasion of the school by hostile intruders
- Serious injury or death of staff or students at school or on a trip

The aim of the SAHS Critical Incidents Management Plan is to help school management and staff to react quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to students and staff.

The SAHS CIMP outlines activities/steps to be followed in drill or emergency event for each event listed above.

Emergency preparedness & evacuation drills are important because they;

- Prepare persons to act without being endangered in an emergency, reduce the risk of injuries and avoid confusion.
- Test and strengthen the response of the SAHS community. SAHS personnel are able to manage critical events until the arrival of the Fire Brigade, Police/Skin Forces, Medical personnel or other critical incidents experts.
Activation of Emergency Evacuation/ Critical Incident Management Procedures

The Principal /Critical Incidents Team Leader or her designee has the overall responsibility for the activation of the CIMP and emergency evacuation plan. Emergency evacuation at SAHS is activated under the following conditions:

- Earthquake Drill – following the alarm signal [short bells – 10 seconds duration]
- Fire Drill – following the alarm signal [long, continuous bell]
- Earthquake – once an earthquake is felt
- Fire – once there is a fire/excessive smoke or gas odor on the property or within close proximity
- Lightning & Thunderstorm - awareness of threat to physical safety posed by weather
- Incidence of violence or Invasion – awareness of threat to physical safety and security or otherwise informed by the security forces
- Hurricane /Flooding – ODPEM/Meteorological Service will indicate threat. The school activates plan in consultation with Ministry of Education.

Roles and Responsibilities of SAHS Personnel/ Teachers during Emergency Events

SAHS Personnel/Teachers will be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- directing students to inside or outside assembly areas according to instructions provided by the Principal/Critical Incidents Team Leader or designee
- accounting for students when class relocates to an outside or inside assembly area or evacuates to another location
- reporting missing students/staff to the Principal/Critical Incident Team Leader or designee
- obtaining first-aid services for injured persons; rendering basic first aid, (if trained and certified)
- maintaining the normal routine as far as possible, for classes not immediately affected by the incident.
Roles and Responsibilities of SAHS Students During Emergency Events

All students must:

- cooperate and take an active part in evacuation drills and emergency preparedness; be familiar with exits, evacuation routes, assembly points for each classroom or laboratory
- be familiar with the alarms/signals for each drill or emergency event;
- be aware of the natural and man-made hazards; know where hazards and danger zones are located on the SAHS property
- report situations of concern to administration;
- learn the sounds associated with danger or unusual activity
- learn to be responsible for herself and others in unexpected events; practice to leave personal and heavy items behind.
- know their number on the register and should also know the name of the persons whose names appear before and after her on the register.
- leave rooms quickly; file out in lines to assembly point; remember to use the designated route
- report all absentees or missing students to your Form Teacher
- Keep calm and quiet. Listen for instructions from Staff/Persons in charge.

Evacuation Route Maps & Assembly Points

- Each room has a specific Evacuation Route Map which gives the instructions for movement from that room to holding areas and the final assembly point on the Hockey field.
- If assigned route is blocked or too dangerous, follow and alternate route.
- The main assembly points for main classroom and laboratories are located along driveways and parking lots from of the compound; these are marked letters A – F.
- For example, on the Main Classroom Block, Rooms 1, 2 & 3 moves to assembly point C and Rooms 4, 5 & 6 moves to assembly point D.
General Guidelines for Emergency Response to a Critical Incident

The general guidelines to be followed for safe evacuation of the buildings on the St. Andrew High School compound are outlined below.

- All rooms in the buildings surrounding the central quadrangle [Administration Block, Library, Hall, Sixth Form Block, Fifth From Block, Science Block & Main Classroom Block] move to open areas/assembly points along the driveways and in parking lots to the front of the school during an practice drill or a real event.
- Persons assembled at points A – F [in the driveways, up to the round-a-bout] would then proceed to the Hockey Field, once the route is determined to be clear.
- Persons assembled at points G – K [around the Library] would then follow to the Hockey Field via the round-a-bout
- Persons located at the Dahlia Repole Complex [Learning Enhancement Centre, Physical Education Dept., AV Centre], Canteen, and the Vocational Block would go directly to the Hockey Field; PAC move to Hope Road Field
- Where the critical incident is a high magnitude event or the location of the danger zone is uncertain, the best response is to exit building quickly and cautiously and remain in an open space.
- Use the designated routes and stairways assigned to each room for the earthquake or fire drills to avoid confusion and reduce the risk of injuries. Staff & students on the second and third floors must know which staircases to use.
- Move quickly, quietly and cautiously; assemble in safe open areas, away from buildings, trees, overhead hazards, electrical wires, drains & pits, smoke, open flame & hot surfaces
- Where imminent danger restricts movement to the Hockey field for final assembly, four (4) zones will be used as alternate assembly points;
  - Zone A: Hockey field for Dahlia Repole Complex [Learning Enhancement Centre, Physical Education Dept., AV Centre], Canteen,
  - Zone B: Front lawns & Driveways for Administration Block, Library, Hall & Main Classroom Block
  - Zone C: St. Andrew Prep School Field for Science Block, Sixth Form Block, Fifth From Block & Fay Saunders Counseling Centre
  - Zone D: Hope Road Field/Fay Simpson Property for PAC & Vocational Block

If the critical incident poses an immediate threat of violence in or around the school, secure the rooms and remain indoors, away from immediate danger because it is safer inside the building or a room than outside; alert others to the danger; communicate silently.
# EARTHQUAKE

<table>
<thead>
<tr>
<th><strong>BEFORE</strong></th>
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<th><strong>AFTER</strong></th>
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<tbody>
<tr>
<td>• Participate in earthquake drill</td>
<td>• Take safety position – DROP, COVER &amp; HOLD</td>
<td>• Be prepared for aftershocks</td>
</tr>
<tr>
<td>• Be familiar with the alarm signal – 3 short bells [10 seconds duration] repeated</td>
<td>• Protect your head &amp; neck;</td>
<td>• Evacuate – quickly, quietly and cautiously</td>
</tr>
<tr>
<td>• Be familiar with the exits, evacuation routes and assembly points for each room in which you have class</td>
<td>• Crouch under sturdy furniture or stand under door jam</td>
<td>• File out in a line to designated assembly point</td>
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<tr>
<td>• Remember your number/alphabetical position in the form</td>
<td>• If furniture moves; move with it</td>
<td>• Follow instructions to safe open area on Hockey field. Line up alphabetically.</td>
</tr>
<tr>
<td>• Identify possible hazards along evacuation routes; buildings, trees, overhead hazards, electrical wires, drains and pits, etc.</td>
<td>• Stay away from windows, large cabinets &amp; hanging objects</td>
<td>• Avoid buildings, trees, electrical wires and other overhead hazards; drains &amp; pits,</td>
</tr>
<tr>
<td><strong>Report potential hazards to the Office</strong></td>
<td>• <strong>Wait 2 minutes;</strong> when shaking stops exit the room quickly, quietly and cautiously</td>
<td>• Do not touch/use land lines, light switches, electrical equipment</td>
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<tr>
<td></td>
<td>• Wait at designated assembly point in the school yard</td>
<td>• Report all absent or missing persons to Form Teacher, Grade Coordinator, Vice Principal</td>
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<td></td>
<td>• Be quiet and calm</td>
<td>• Do not return to building until authorized to do so.</td>
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<td>• SEARCH &amp; RESCUE and FIRE SAFETY TEAMS will check designated zones</td>
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<td>• The Principal will notify staff/students of the termination of the emergency and the resumption of normal operations.</td>
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| • Participate in fire drill  
• Be familiar with the alarm signal - long and continuous bell  
• Be familiar with the exits, evacuation routes and assembly points for each room in which you have class  
• Remember your number/alphabetical position in the form  
• Know where the fire extinguishers are found especially in the laboratories  
• Identify possible hazards along evacuation routes; buildings, trees, overhead hazards, electrical wires, drains and pits, smoke and open flame, hot surfaces, etc.  
**Remember the 3A’s in fire safety**  
• Activate the alarm  
• Assist persons  
• Attempt to extinguish | • If fire is seen shout FIRE and evacuate the building immediately.  
• If fire is not in your building evacuate once the alarm is activated.  
• Evacuate the building once the alarm is activated [exit in 3 minutes]  
• Evacuate – quickly, quietly and cautiously  
• Do not let fire/smoke come between you and the exit  
• Remember the 3A’s in fire safety  
• Crawl on the floor to reduce smoke inhalation  
• Find an alternate exit if necessary  
• Turn off fans and lights; close doors  
• Identify places where persons may be trapped  
• Act without being endangered  
• File out to designated assembly point  
• Follow instructions to safe open area on Hockey field.  
• Avoid buildings, trees, electrical wire and other overhead hazards, smoke & open flame, hot surfaces.  
• Line up according to your number/alphabetical order  
• Report all absent or missing persons to Form Teacher, Grade Coordinator, Vice Principal  
• Seek medical assistance if you are injured or inhaled smoke | • Do not return to the building until the “ALL CLEAR” signal is given by fire service personnel  
• SEARCH & RESCUE and FIRE SAFETY TEAMS will check designated zones  
• The Principal will notify Staff and Students of the termination of emergency and resumption of normal operations |
# LIGHTNING & THUNDERSTORM

## BEFORE

**TO AVOID LIGHTNING STRIKES.**
- If you hear a storm coming, immediately move away from a high place and head for shelter. Lightning storms occur suddenly and can paralyze and/or kill you.
- Do not stand on fences, telephone or power lines, pipelines, steel fabrications & structures.
- Do not use metal objects - rakes, or umbrellas.
- Get off and away from machinery; they can be electrical conductors.
- By the time we hear the thunderclap, the immediate danger has already passed.

## DURING

**IF YOU ARE INDOORS**
- Stay indoors and do not venture outside.
- Do not stand in doorways or near open windows. Lightning can strike anywhere & jump through open spaces.
- Turn off and disconnect electronic equipment. Lightning follows electrical circuits.
- Avoid touching electrical outlets/plugs, electronic equipment - refrigerators, stoves, television, DVD players.
- Avoid metal objects such as stoves, water pipes & sinks.
- Do not use the telephones and other devices.
- Do not take showers and/or wash dishes.
- Do not lie flat on the ground as electrical currents can travel along the ground surface.

**IF YOU ARE OUTDOORS**
- All outdoor activities should be suspended.
- Stay away from playing fields & other open spaces.
- Do not be the tallest object in an open area; Curl into a ball.
- Never climb tree or outdoor play equipment.
- Get out of water/swimming pool immediately.
- Seek shelter in a building: Avoid small isolated structures in open areas.
- If no building is available, find a dry ditch, stoop or sit on some dry clothes.
- Never take shelter under a tree. Get far away from hilltops, trees, power lines & other objects.
- Stay in vehicle if you are caught in a lightning storm while driving.
- If lightning strikes the vehicle remain inside for 30 minutes for electrical charge to dissipate.
- Jump out of the vehicle without touching the vehicle and ground at the same time.

## AFTER

- Seek Medical Assistance for the injured.
- Persons struck by lightning may receive a severe electrical shock & may be burnt but carry no electrical charge & can be handled safely.
- A person “killed” by lightning can often be revived by prompt cardio pulmonary resuscitation (CPR).
- In a group struck by lightning, the **apparently dead should be treated first.**
- All external communications (to parents, guardians, the media or social networks) will be through the official SAHS spokesperson.
- The Principal will notify Staff and Students of the termination of emergency and resumption of normal operations.
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| **Step 1:** Learn the signs of a potentially volatile situation and ways to prevent an incident.  
- Learn the sounds associated with danger or unusual activity  
- Identify the circumstances when it’s safer to stay inside or outside the building  
- A **LOCKDOWN procedure** may be implemented in situations involving **dangerous intruders or other incident that may harm SAHS personnel**  
**Step 2:** Learn the best steps for survival when faced with an intruder with hostile intent.  
- Know the best places to hide in your building – rooms with thick walls & few windows | **Notify the Principal/ Office; try to alert others to the danger**  
- **Instructions will be given to remain inside or move outside based on the event**  
- **Follow fire drill procedures and routes**  
- The Principal may issue the lock-down protocol over the intercom or by sending a message  
**RUN** - If it is safe,  
- run out of the building to a secure location  
Notify Office or a responsible adult  
**HIDE** - seek a secure place  
- Lock the doors; close windows & blinds  
- Turn off lights & Remain silent  
- **Silence all electronic devices**  
- Communicate silently  
- Hide along wall near to exits, but out of view from the passage  
- Deny the intruder access | **Assemble in safe location inside or outside of buildings as instructed**  
- **Report all absent or missing persons to Form Teacher, Grade Coordinator, Vice Principal**  
- Seek medical assistance/ first-aid services if injured  
- Do not re-enter building until authorized  
- **SEARCH & RESCURE** and **FIRE SAFETY TEAMS** will check designated zones for missing persons when authorized |

**INTERACTING WITH POLICE OFFICERS**  
- Cooperate with Police Officers  
- Staff & students exit the buildings empty-handed  
- Display open palms, place hands on the head  
- Police officers may search individuals.
### CIVIL UNREST / INCIDENT OF VIOLENCE OR INVASION BY HOSTILE INTRUDERS

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<th>BEFORE</th>
<th>DURING</th>
<th>AFTER</th>
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| • Visualize an escape route; do not to stay behind because others will not go | **FIGHT** - when neither running or hiding is a safe option  
  • Try to distract the intruder  
  • Use aggressive force and items e.g. chair and desk.  
  • If taken hostage – keep calm, be respectful to intruder, follow his/her instructions; do not argue or make suggestions; ask permission to speak | • All external communications (to parents, guardians, the media or social networks) will be through the Principal or designated spokesperson  
  • The Principal will notify Staff and Students of the termination of emergency and resumption of normal operations |
| • Be familiar with the exits, evacuation routes and assembly points  
 • Be familiar with the terms, alarm, signals, sounds, code words used  
 • Practice to leave personal items behind | | |
| **Third**: Be prepared to work with law enforcement during the event | | |

### Student Count Team

**Students** – Form Teachers and Grade Coordinators are to ascertain the number of students present on that day and report to the Vice Principal or Senior Teacher in charge of student numbers on the Hockey Field.

### Communication

- The Principal or designee will notify Staff/Students of the termination of emergency and resumption of normal operations
- Communication with parents and guardians will be done through the School Office
- All external communications will be through the official SAHS Spokesperson to printed and electronic media
- The Management and Staff of SAHS have a responsibility to protect the privacy and good name of the people involved in any incident and will be sensitive to the consequences of any public statements.
The established lines of communication for a critical incident at SAHS are below:

All persons on the SAHS Campus must have established up-to-date emergency arrangements with relatives that include:

- Alternative persons to pick you up.
- Homes close to school for you to go
- Alternate methods of transportation
  - e.g. Taking the bus or walking home
- Persons to call if possible

Traffic Arrangements and Pick Up Procedures

- A check of traffic patterns if possible under the circumstances will be established for parents, guardians and other relatives to pick students up without creating road blocks.
- This information will be passed on to the ‘Shelter Planners’ for communication to the public. Movement of persons and vehicular traffic and in and out of SAHS will be restricted during a critical incident event. Some entrances/exits may remain closed for security purposes.
- The following exits are available for use in an evacuation:
  - Cecelio Avenue – 3 gates
  - Strathairn Avenue – 2 gates
  - Hope Road – 2 gates
Shelter Planning

- The Administrative Staff led by the Bursar or Senior Teacher together with the Principal (or person in charge) constitute this group.

- During an emergency, shelter is provided for all persons on the SAHS compound. Safe areas may change depending on the type of emergency. All persons must remain in safe areas until notified by the Principal or Emergency Responders. Other organizations will be contacted for assistance with food and bedding, etc.

- Administration of shelter will be for:
  (a) Short term care – up to three (3) hours
  (b) Long term care – up to 72 hours

External Agencies

Jamaica Red Cross Headquarters
76 Arnold Road
Kingston 5
Telephone: (876)984-7860-2
Fax: (876) 984-8272
Email: info@jamaicaredcross.org

Office of Disaster Preparedness and Emergency Management
2 – 5 Haining Road
Kingston 5
Telephone: (876) 906-9674-5 or (876) 754-9077-8
Toll Free: 1-888-991-4262
Email: odpem@cwjamaica.com

All Senior Personnel on the Academic, Administrative and Ancillary Staff are expected to play a leading role in any emergency on SAHS Campus and to assist with the caring, calming and ensuring of discipline and safety of individuals. Files of all individuals should contain current emergency contact persons and information.
FIELD TRIPS
The school encourages Field Trips. Every effort is made to provide the safest conditions as it relates to transportation and the other aspects of these visits.

All activities and events away from the school campus require the approval of the parent or guardian of students. A letter communicates the details of such trips to the Parent/Guardian and is delivered by the student. Accompanying each letter is the Consent Form which must be signed by parent or guardian and returned to the Office before the student participates in the event.

Date: __________

Dear Parent/Guardian:

Re: School Trip

We write to advise that ___________________________ FORM __________

[P]LEASE PRINT NAME

[has been selected] [has expressed a desire] to participate in an [activity/event].

This will include the following:

On _________________ members of the school will be:

DATE
a. travelling to ___________________________ by _________________
b. staying at ________________________________
c. participating ________________________________

The group is due to return to the school campus at approximately ____________

We would ask that you note the following: (other administrative details)

Please note that a teacher will/will not be accompanying

(__________________________________________ /This party of students)

The letter is also to advise that whilst the school intends to have a teacher, in attendance supervising the activities of the group, the school cannot accept any responsibility for any injury or loss that your daughter/ward may sustain as a result of her participation, unless the damage or loss is caused by any negligence of the school’s employee. The school does have in effect the following types of insurance, which are available for claims made by students:

a. Motor Insurance which covers the school vehicle and its passengers.
b. Accident insurance, which covers particular situations (See Accident Insurance details distributed by the office.)
This requires a contribution from you of $____________ to have the coverage extended to cover your daughter/ward for 365 days. (This contribution must be paid at the start of each school year.) Hired Transportation carries insurance for the vehicle and its passengers.

Please sign in the space provided on the attached form to indicate your understanding of the foregoing and to indicate your consent to

_________________________  __________________________
NAME  FORM

attendance and participation subject to the conditions outlined above.

Yours sincerely,

________________________________  __________________________
Principal  Dept. Head/Teacher Supervising

CONSENT FORM

I consent to _____________________________ of _____________________________

_________________________  __________________________
NAME  FORM

ATTENDING AND PARTICIPATING IN THE ACTIVITY SPECIFIED IN THE RELEVANT LETTER, AND I GIVE MY CONSENT TO HER PARTICIPATION SUBJECT TO THE CONDITIONS OUTLINED HEREIN AND I AGREE NOT TO MAKE ANY CLAIM ON THE SCHOOL SAVE AND EXCEPT IN CIRCUMSTANCES WHERE THE SCHOOL’S EMPLOYEE (AGENT OR REPRESENTATIVE) HAS BEEN NEGligent.

_________________________  __________________________
SIGNATURE  NAME
PARENT/GUARDIAN

_________________________
DATE
STATEMENT OF PURPOSE

The Mission of St. Andrew High School for Girls is:

To provide a secondary education for our students in a Christian environment, through the active participation of all stakeholders and the contribution of highly competent and motivated staff with technologically advanced systems, keeping in mind the four fold development - physical, mental, spiritual and social - so as to equip them with healthy bodies, well trained minds, religious principles and ideals to serve their country as disciplined citizens, to enable them to earn a living and to live a “Life More Abundant.”

In firm commitment to this mission I declare that:

1. I am a privileged member of the St. Andrew High School Family.
2. I will not allow myself to be influenced by the inappropriate and unacceptable behaviour which constantly confronts me from disruptive elements whether they are within the school community or the wider society.
3. As a St. Andrew High School young lady I will conduct myself at all times with dignity and self-control.

Proverbs 15:1
A gentle answer turns away wrath, but a harsh word stirs up anger.

Proverbs 16:32
Better a patient man than a warrior, a man who controls his temper than one who takes a city.

John 10:10
Jesus said:
The thief comes only to steal and kill and destroy; I have come that they may have life, and have it more abundantly.
**SCHOOL SONG**

Life more abundant, abundant be  
We’ll mould a heritage in our land made free,  
We are young citizens, young citizens are we,  
Living more abundantly we’ll strive for victory. (rept.)  
Victory over evil and victory over sin,  
We will win life’s battles, for as we now begin  
Living more abundantly, abundantly we’ll win,  
Justice will prevail; truth and righteousness come in! (rept.)

Kathleen W. Hickling

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**SCHOOL HYMN**

1. We build our school on thee O Lord;  
   To Thee we bring our common need;  
   The loving heart, the helpful word,  
   The tender thought, the kindly deed:  
   With these, we pray,  
   Thy Spirit may  
   Enrich and bless our school alway.

2. We work together in thy sight;  
   We live together in thy love;  
   Guide Thou our faltering steps aright,  
   And lift our thoughts to heaven above;  
   Dear Lord, we pray,  
   Thy Spirit may  
   Be present in our school alway.

3. Hold Thou each hand, to keep it just;  
   Touch Thou our lips, and make them pure;  
   If Thou art with us, Lord, we must  
   Be faithful friends and comrades sure:  
   Dear Lord, we pray,  
   Thy Spirit may  
   Be present in our school alway.

4. We change; but Thou art still the same-  
   The same good Master, Teacher, Friend.  
   We change; but Lord, we bear Thy name,  
   To journey with it to the end  
   And so we pray Thy spirit may  
   Be present in our school alway.  Amen.

Sebastian Williams Meyers, 1856 – 1946
THE NAMING OF BUILDINGS/FACILITIES ON THE CAMPUS

Introduction

The practice of naming buildings/facilities on the campus began in 1968 when the newly built swimming pool was named for our third principal, Miss Mary Dawson on her retirement. The Fay Saunders Counselling Centre built in 1983 was named for our fourth Principal who had resigned in 1974 to become Parliamentary Secretary in the Ministry of Education. The Joan Reader Vocational Block which was completed in 1988 was officially opened in 1989 and named for our fifth Principal (also 2nd Vice Principal) who had retired in December 1988. The Dahlia Repole Complex built in 2008 was named for our sixth Principal (also 3rd Vice Principal) who had resigned in August 2000, to become Principal of Excelsior Community College. The Emrie James Museum, opened in 2010 on the occasion of our 85th Anniversary was named for our School Secretary of forty years who served four Principals. None of the buildings/facilities existing prior to 1968 had been named.

On recommendation of the 90th Anniversary Committee the following buildings were named in honour of Past Principals and Vice Principals. The library was named for the men and women of faith who founded this institution.

1. The School Hall - The Margaret Gartshore Hall
   Second and Longest Serving Principal.
   January 1926- August 1957 when she retired.
   (31 years). Joined the staff Sept. 1925. Therefore on staff for 31 ½ years.

2. The Main Building - The Doris StockHausen Building
   First and Longest Serving Vice Principal
   1925-1962. (37 years). She retired in 1962

3. The Office Building - The Janet Gartshore Administrative Building
   First Principal, served from April – Dec 1925
   She prepared the school for its opening and served for one term.
4. **The Old Science Block** - The Mary Dawson Science Block

    Third Principal
    September 1957 – August 1968. (11 years).
    Joined the staff in 1938 and resigned in 1948 to return to England.
    Therefore on staff for a total of 22 years. Miss Dawson was responsible for the development of Science in the institution.
    The swimming pool was named for her, however this was not considered adequate.

5. **The Grade 11 Block** - **The Ashmeade/Darlington Block**

    Dahlia Ashmeade – Fourth Vice Principal
    September 1978 – September 1995 (17 years)
    Joined staff January 1967 and retired February 24, 1996. Therefore on staff for 29 years.

    Norma Darlington – Fifth Vice Principal
    September 1979 – July 1989 (10 years)
    Joined staff September 1967 and resigned July 1989. Therefore on staff for 22 years.

    During the period 1978 to 1988 when the school was on two (2) shifts Miss Ashmeade served as Vice Principal for the 1st shift and Mrs. Darlington served as Vice Principal for the 2nd shift. When the school reverted to one (1) shift both Vice Principals worked together until July 1989 when Mrs. Darlington resigned to become Principal of Shortwood Teachers College.

6. **The School library** - **The Founders Memorial Library**

    This beautifully renovated building was commissioned into use on Commemoration Day, September 22, 2014 to the glory of God and with gratitude to the men and women of vision and courage to establish this noble institution St. Andrew High School For Girls.

    We stand on their shoulders and acknowledge that we are reaping a harvest of achievement from the hard work invested by those who have gone before us. We are indeed abundantly blessed
THE SCHOOL FLAG

The St. Andrew High School Flag was hoisted for the first time on June 5, 2015 at a Special Flag Raising Ceremony heralding the school’s 90th Anniversary Celebrations that will take place during the Academic year 2015-2016. The flag is a symbol of respect and true devotion. It reminds us of the great achievements of this noble institution and inspires all members of the School Family to resolve to build on this rich legacy that we have inherited.

Design

The Flag was designed by Kathryn Lawrence, Deputy Head Girl 2014-2015. The Dubonnet flag features the Crest of St. Andrew High School for Girls in the centre encircled by seven grey stars trimmed with white for effect. Dubonnet, Grey and Navy Blue are the School colours.

Symbolism

The Crest (See relevant information on ‘The School Crest’ in the Introduction).

The choice of seven as the number of stars to encircle the crest was made firstly because the number seven (7) is biblically symbolic of perfection. Seven also represents the number of Grade levels in which students operate at the institution. The use of the seven stars is therefore significant as although we are not perfect there is a conscious striving for perfection on the part of all members of the school family. This perfection is not relative to the world’s standards of perfection but instead to the standards of St. Andrew High School for Girls as embodied in our school’s Vision, Mission and Core values.
Code for use of the St. Andrew High School Flag

- The SAHS Flag should be regarded as a sacred symbol of our beloved institution.
- The SAHS Flag should never be allowed to touch the ground or floor. It should not be flown or used only for decorative purposes on anything that is for temporary use and is likely to be discarded except on special occasions and with permission from the Board of Management.
- The dimensions of the flag are guided by two considerations:
  1) The SAHS Flag must never be bigger than the National flag.
  2) All flags should be of the ratio 2 (horizontal):1 (vertical) that is, if the horizontal (bottom and top) of the flag is 72” long the vertical (running parallel with the pole) must be 36”.

  The standard size of the SAHS Flag is 34”x 68”. The standard size of the Jamaican Flag is 36”x 72”.

- The SAHS flag should never be flown above the National Flag which should always be to the right of all other flags. However, apart from the National Flag or the flags of other Nations no other flag should be flown to the right of the SAHS Flag.
- When the flag becomes worn and must be replaced it should be burnt privately and not used for any other purpose than that for which it was designated.
- The Flag should not be draped over vehicles except on special school occasions and only with permission from the Board of Management.
- The SAHS School Flag may be flown at half mast as a sign of mourning by the school community when so declared by the Board of Management.
- The Flag when flown at half-mast should be first hoisted to the peak for an instant and then lowered slowly to the half-mast position. It should again be raised to the peak before it is lowered.

Under normal circumstances, the National Flag and the SAHS flag should be hoisted at the start of each school day and lowered at the end of the school day or by sunset (unless they are clearly illuminated by a focused floodlight or spotlight after sunset).
It is recommended that there should be a special Flag Raising Ceremony at the beginning of each term and a Lowering Ceremony at the end of the term. These ceremonies should be so organized that performance in these ceremonies should be regarded as a special privilege. At these ceremonies, the Jamaican National Flag should be raised first followed by the SAHS flag. The National Pledge for Schools and The Mission and Statement of Purpose of St. Andrew High School for Girls are to be recited on these occasions.

The St. Andrew High School Flag