

CAMPION COLLEGE

STUDENT/PARENT HANDBOOK



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INTRODUCTION

The Education Regulation, Section 2a (1) of the Education Act of 1980 reads "A student shall obey the rules of the school he is attending."

The main purpose of this handbook is to inform all parents and students of the rules, policies and procedures to which they must adhere while being a part of the Campion College community. Before formally registering a student at Campion College, as a pre-requisite for promotion and as an eligibility requirement for graduation, the Board of Management requires students and parents/guardians **to sign an official document indicating their acceptance of these rules, regulations, policies and procedures.**

We advise both parent and child to read through the booklet together. All of us - students, parents and teachers – can contribute much to the success of the school and the development of each child by working together with understanding and co-operation.

CAMPION COLLEGE'S MISSION

Campion College, under the auspices of the Roman Catholic Archdiocese of Kingston, is a school committed to building the Kingdom of God - a world characterized by social justice, love and respect for the dignity of every person.

Every student of the College is given opportunities to achieve his or her maximum potential, to grow intellectually, socially, physically and spiritually, to make wise decisions, and to work co-operatively with peers and teachers, so as to develop as a confident, critically-conscious and useful citizen who will shape a more just society.

The College, in partnership with dedicated and committed parents, alumni and community members, is dedicated to creating a harmonious and stimulating environment and providing a broad, balanced curriculum, using competent and motivated Staff.



CAMPION COLLEGE'S VISION

Campion College, with the involvement of its community of stakeholders, who are agents for positive social change,

- Achieves academic excellence with an optimum teaching and learning environment - one which has the best available resources and a qualified, motivated staff,
- And creates students who are well-rounded, socially-conscious and proactive individuals, imbued with a lively school spirit and guided by high moral values.

CAMPION COLLEGE'S CORE VALUES

(CALORIE)

C reativity

A ccountability

L ove

O pen-mindedness

R everence

I ntegrity

E xcellence

THE PROFILE OF THE CAMPION COLLEGE GRADUATE AT GRADUATION

One of the outstanding characteristics of an Ignatian school is the “**Grad at Grad**” statement that pinpoints goals and characteristics that a graduate should attain (or be in the process of attaining) by graduation. There are five characteristics that are shared amongst all Ignatian schools:

- Open to Growth
- Intellectually Competent
- Religious
- Loving
- Committed to Justice



Open to Growth

- The graduate of Campion College is confident, inquisitive, reflective, motivated, and flexible. He or she views learning as a life-long pursuit, inside and outside the classroom.
- The graduate always strives for success, but is also aware that failure is an important part of learning and maturity.
- *Love thyself:* The graduate knows that an understanding of and deep appreciation for one's self and one's background are essential to a full life. He or she has a healthy love of self, rooted in deep self-respect and confidence in his or her own gifts and talents.
- *Know thyself:* Moreover, the graduate sees this self-awareness as the basis for any further growth. This appreciation of one's own background naturally compels the graduate to have constant respect and openness to other people's cultures, religions, experiences and socio-economic backgrounds.
- *Challenge thyself:* Ultimately, the Campion College graduate learns to seek out new challenges and opportunities to enrich his or her experience or perspective, be it religiously, socially, culturally, emotionally, or intellectually.

Religious

- *Men and Women of Prayer:* The Campion College Graduate is a person of prayer. The grad, therefore, is ever reliant on Christ's example for guidance and development in order to live in a mindful way. Therefore, the graduate will consistently have a sincere and deep sense of God's presence in his or her life.
- *Mindful of the Church—publicly and personally:* The Campion College graduate maintains a deep understanding of the Catholic Church's teaching and the Good News, and relies on these as the basis for strong morals and ethical judgments. The Campion College graduate publicly witnesses his or her faith by participating in his or her local parish church and views the Church as a source of strength. The graduate of Campion College appreciates the rich religious gifts of his or her family, community, and culture and is also eager to build on those in an ever deepening and personal way.

Mindful of Other Religions: The Campion College graduate, in true Christian charity, is respectful of the 'religious other' on campus, and in the larger Jamaican community. The Campion Grad, solid in his or her faith convictions, builds up rather than tears down the 'religious other', and joins others from different religious convictions in building a society based on love and mutual respect.

Intellectually Competent

- *Foundation in Liberal Arts:* The Campion College graduate has a firm foundation in the liberal arts, which is necessary for further study, as well as a mastery of thinking, reasoning and cognitive skills and habits.
- *Sense of Wonder:* The graduate wonders about the world around him or her and is in the habit of analysing the problems and questions that one may encounter.
- *Learning is Life-long:* The Campion College graduate is expected to assume enthusiastically his or her role as a life-long learner who savours the rich opportunities that the world provides, and who truly owns his or her education by helping others to learn as well as through ministry outreach.

Loving

- *Loved by God, and Loved by Others:* The graduate of Campion College believes that he or she is truly loved by God. This love is made manifest in the beauty of creation and the love of the people around him or her. The graduate sees loving relationships with others as the foundation of a Christian life.
- *Healthy Love of Self:* Love of self enables the graduate to move towards true and meaningful love for others. The graduate is aware that a full life involves loving other human beings as much as one's self, and he or she values the uniqueness of each relationship.
- *Loving through Service to Others:* The graduate sees his or her own way of loving as a response to God's gifts and heeds the call to demonstrate that love through service and dedication to others by being a "man or woman for others". Therefore, the graduate is generous with his or her time and talents, and strives to share his or her gifts with others, for loving is a communication

Committed to Justice

- *Men and Women for Others (and with Others):* The Campion College graduate is keenly aware of injustice and prejudice and gives of himself or herself in service to others because he or she believes in the dignity and equality of all people. The graduates work for and with the impoverished, the unfairly treated, and those who are without representation, both locally and globally by taking advantage of ministry outreach opportunities.
- *Leaders in Service:* The Campion graduate heeds the call of the Gospel, and is a leader in effecting change both on campus and in the larger Kingston and Jamaican community. Therefore, the "Grad at Grad" will live out the Beatitudes in daily life, regardless of vocation and profession, always mindful of the call (Mt. 25:40): ***"What you do to the least of mine, you do to me."***

HISTORY OF CAMPION COLLEGE

The history of Campion College may be traced back to January 1940. That year, a Jesuit preparatory school for boys known as the St. George's College Prep. School was started on the site of the St. George's Old Boys' Club. Father J. Krim S.J. was the first headmaster. Sixteen boys enrolled at the beginning of the year and by the year's end, this number had increased to seventy-two.

By the end of 1941, it became apparent that the school building was too small to accommodate all the boys applying to attend the school. An alternative site was sought and found in the form of Roslyn Hall, a property of three and a half acres situated at 115 Old Hope Road on the Liguanea Plain. The building was large and ideally suited to the purpose of providing boarding. The property was renamed Campion Hall, in honour of the famous Jesuit Martyr, Edmund Campion, and it accepted its first 18 boarders on January 6, 1942.

Prior to 1959, a considerable number of Roman Catholic residents of the corporate area had lodged complaints regarding the limited number of places available at St. George's College, then the only Catholic high school for boys in Kingston. In response to this entreaty for additional school places, the Society of Jesus arranged to found another Catholic high school for boys. Accordingly, on July 10, 1959, it was announced that the Jesuits were undertaking to start a new boys' school, Campion College, on the site of the Campion Hall Prep. School. **Samuel Carter S.J.** was named as the first headmaster, with a faculty consisting of two others, Father John Ruddy and Father William Raftery.

On January 5, 1960, Campion College flung wide its doors to students. Its first complement of pupils consisted of 105 first form boys. Campion College really began the process of substantiating and entrenching itself in the community by moving into a new building. The school finally became independent of the old Prep school in 1961.

Waters Hall, which had been donated by an American benefactor, accommodated 240 students. After a number of successful fund-raising ventures, Campion then embarked upon further physical expansion and the science block was erected adjacent to Waters Hall at the cost of fifteen thousand pounds sterling. Its construction rendered Campion College fully equipped to teach any science syllabus required by Cambridge or London University, the then external school-leaving examining bodies.

Campion College, although run chiefly by American Jesuit Fathers, was geared towards preparing students for the Cambridge G.C.E. examinations. Increasing in size, the school took on more and more teachers, not all of whom were Roman Catholic priests. Many of the stalwarts of the staff did not, in fact, belong to any religious order.

The enrolment at Campion was by 1967, 450 boys. Prior to September 1967, the school took a major step forward by introducing a sixth form; a sixth form whose number increased the enrolment to 480 and which became co-educational in 1969.

Under the leadership of the new headmaster, **Father William Raftery S.J.**, the school continued to expand and thus provided a secondary education for an increasing number of Jamaican boys. The Administrative offices were moved into a new building and two new laboratories were created in the science block.

A Jesuit desire to include students who could not afford private education led to various attempts by the school to render it grant-aided. This was finally achieved in 1976 when Campion College ceased being a private school and became not only grant-aided but co-educational. This was effected by merging with Sts. Peter & Paul High School for girls (which had been experiencing financial problems) and was not accomplished without a great deal of controversy concerning the merits or otherwise of grant-in-aid status and co-education.

The girls first took their seats at Campion College (other than in sixth form) in September 1976. Sister Mary Christine, OSM, headmistress of the former Sts. Peter & Paul High School, joined the staff of Campion College as a Vice-Principal. The new system was a resounding success.

In fact the co-educational system at Campion has been widely acclaimed as exemplary of the success that can be achieved.

In 1977, **Mr. John Mackay** took over the post as headmaster from Father Raftery, just in time to embark on a most demanding and challenging exercise. At this time, the government requested that all schools introduce a shift system, whereby a larger number of students would be provided with a secondary education. In most other schools in which the shift system has been introduced, the first shift comes to school at 7:30 a.m. and the second at around 12:30 p.m. Mr. Mackay was able to work out a schedule whereby the first shift came to school at 8:00 a.m. and the second just one hour later at 9:10 a.m.

Expansion is part of every developing organization and it appears to be an integral part of Campion. Over the years, four other properties had been added to the original campus bringing its area to about 20 acres. Student enrolment increased to the present level of over 1450 and additional facilities were provided as the need and the means arose.

In September 1979, work began on a new sports complex which was to boast of, among other things, a swimming pool. The decade of the 'Eighties' saw the resident priests moving into new quarters and releasing their original large house for conversion to a staff block. Two classrooms were added to Waters Hall and a large modern auditorium/canteen was built at the eastern end of the campus.

The early to mid-nineties saw even more construction taking place: a new Sixth Form complex, complete with a multi-purpose laboratory, was erected near to the science block; the original Roslyn Hall building was lovingly restored to house the school library and chapel, while the previous library and study room space were converted into six classrooms; a modern, fully equipped gymnasium was developed to provide service for our students and the general community and our long-awaited computer laboratory was finished, equipped and ready for use in early 1997.

Mr. Radley Reid succeeded Mr. Mackay as headmaster in 1999 and continued the expansion with three computer labs, two additional classrooms in the sixth form building, and a computer room in the library. The Administrative Block has also been extended allowing for a functional boardroom and additional offices. The school also now has internet access available in all classrooms and a renovated audiovisual room.

With the retirement of Mr. Reid in December 2005, the school has its first female Principal, **Mrs. Grace Baston**. She quickly identified the needs of the school and has launched a most comprehensive development plan which involves not only continued improvements to the physical infrastructure but expansion of the curriculum to give more emphasis to the Arts and Humanities. **Mr. Lavare Henry** assumed the position of principal in September 2023 after Mrs Baston went on retirement.

From a small boys' preparatory school, Champion has grown into a co-educational secondary school known throughout the island and respected around the world. Champion College must now continue to advance and grow, to fulfil all the promise and potential with which it is endowed.



OUR PATRON SAINT EDMUND CAMPION, S.J.



St. Edmund Campion was born in London in 1540. A brilliant scholar, he was at age 15 awarded a scholarship to Oxford where he continued his academic diligence, rising to become the most notable figure in the Oxford of his day. He was also an excellent orator and was renowned for his intelligence, eloquence and energy. The academic prowess of this great Saint is represented on our school crest by the open book.

He became a Jesuit priest in 1573, on going to Rome, and was commissioned by the Pope, Gregory XIII, in 1580 to return to England to convert Protestants and to strengthen Catholics living under the pressure of government oppression. His winning personality, saintliness and eloquence impacted positively on the Catholics throughout England. He was however, arrested by the authorities upon a charge of having incited the people to rebellion and of holding treasonable correspondence with foreign powers.

Edmund Campion had the courage of his convictions. He resisted all efforts to bribe him into apostasy and as a result was sentenced to death. This martyr was hanged, drawn and quartered at Tyburn Hill on December 1, 1581.

His steadfast faith and indomitable courage, a source of motivation to others in his day, still give inspiration today. His life exemplified the school motto, *"Fortes in Fide et Opere"*.

The school observes his feast day on **December 1** each year.

THE SCHOOL SHIELD



The Campion College Shield has a red field and on it a white cross within a white border. In the quarters thus formed we have four charges: an open book, a palm branch, a pineapple, and a campion flower. Some of these items may have several interpretations and can refer to the College, its students or St. Edmund Campion. All these levels of interpretations should be kept in mind.

The school shield and shield colours are red and white: red symbolizing courage and martyrdom; white, purity, virtue and victory. The green that appears in each quarter expresses the hope for the final victory amid suffering. The Cross by its shape designates traditional Christian virtues, a martyr's death, and glory, for since the first Easter, the Cross has been a symbol of victory, not defeat. The white cross on red gives a subtle suggestion of the Jamaican Coat of Arms.

The open book is common on academic arms for learning and knowledge, but it also means the learning of St. Edmund Campion, himself an Oxford Scholar. The palm is the symbol of victory in general and especially the victory after martyrdom. The pineapple is the symbol of Jamaica and may be found on the country's Coat of Arms and royal standard, on the currency, and on the Coat of Arms of the Archbishop. The campion flower is pink with a red or yellow centre. It of course designates Campion College. The flower's name probably comes from 'campus' meaning 'field'. It is always drawn at a 45-degree angle to signify 'charge' or 'go forward'.

THE SCHOOL MOTTO

“Fortes in Fide et Opere” (Strong in Faith and Work)

The school motto is similar in meaning to the main theme of the school shield which is perseverance in what is right in spite of difficulty, and by this means attaining victory. ‘**Strong in Faith**’ is the quality of the person who is religious. A school is meant to instruct the minds of its students and to give them knowledge; but if it only did this, if it did not give them the *true wisdom* which begins with *reverence* for God (Psalm 110.10) and which is amply described in the Book of Wisdom; it would not be forming a true man or woman, a whole person, and would rightly be blameworthy.

The aim of Campion is not merely to produce a student who is wise with the wisdom of this world, but also a student who will be armed with the *principles of Faith* to fight the adversaries that book-knowledge cannot combat; a student who will be a person of character and not merely of intellectual and physical prowess; a student who knows the Rock upon which we are founded and who is strong with the strength of the One who strengthens us. Furthermore, this Faith that is conveyed to the student must be a strong, living one, not one which is weak.

The word ‘*Opere*’ means work; strong in work means perseverance in working hard in studies and academic undertakings, without which hard work, no student can hope to survive at Campion. It is by this perseverance in study that each student will also bring to its fullest development, his/her intellect and human understanding, so that he/she will leave the halls of Campion College wise in the ways of both God and man.

THE SCHOOL SONG

Hail, Campion hail!
Faith and courage will prevail
Truth, integrity, honour, liberty,
These shall never, never fail.
Shine, Campion shine!
May you ever be a sign
That within our land
We bring heart and hand,
Reaching out in love and unity.

Rise, Campion rise!
Raise your banner to the skies.
With your red and white
Leading to the height
Ever onward, upward, rise.
Sing, Campion sing!
To our island may you bring
Champions pure and bold,
Like our Saint of old,
Brave and loyal,
Hail, O Campion hail!

(Written by Sister Mary Christine, O.S.M., former Principal of
Sts. Peter & Paul High School for Girls & Vice-Principal of
Campion College. Music from Edward Elgar's
"Pomp and Circumstance March")

ACADEMIC INFORMATION

CURRICULUM

The basic course that the school offers is one that leads to the *Caribbean Examination Council's* (CXC) Caribbean Secondary Examinations Certificate (CSEC) after five years of study. Students in Forms One to Three however, study a common curriculum in order to receive a broad based, rounded foundation.

First Form

The subjects offered are: Art, Christian Living, Drama, English Language and Literature, French, Geography, History, Information Technology, Integrated Science, Mathematics, Music, Personal Development, Physical Education, and Spanish.

Second Form

Technical Drawing is added to the curriculum and students are required to select **either French or TD**.

Third Form

As per Second Form, with the exception of Music, Drama and Integrated Science. The latter is replaced by Biology, Chemistry & Physics. At the end of Third Form, students select the subjects they wish to do in Fourth and Fifth Forms and hence in the CSEC examinations (*see Fourth Form for further details*).

Fourth Form

Besides the core subjects - English Language, English Literature, Information Technology, Mathematics, Christian Living, and Personal Development - students are allowed to select four or five other subjects (*according to interest and aptitude*) from among the following: Additional Mathematics, Art, Biology, Chemistry, Economics, Industrial Technology - Electrical, French, Geography, Caribbean History, Physics, Principles of Accounts, Principles of Business, Spanish, and Technical Drawing. Exceptional students are allowed to do nine subjects. *Add. Maths can only be done as a ninth subject.*

It is in Fourth Form that students begin the CSEC syllabus in preparation for the examinations at the end of Fifth Form. As part of this preparation, they will begin to do School-Based Assessment (SBA) assignments which will contribute to their final CSEC grade. *SBA is included as part of the assessment for the following subjects: Add. Maths, Art, Biology, Chemistry, Economics, English, Industrial Technology, Geography, Caribbean History, Information Technology, Mathematics, Physics, Principles of Accounts, Principles of Business, and Technical Drawing.*

The SBA represents a thrust on the part of the CXC to include work done by students during the course of the school term as part of their assessment for the exams. It is a wonderful opportunity for students as the SBA component usually represents 20% of their final grade. Unfortunately, many students impede their own success by failing to do the required assignments during the term. **Parents are well advised to take a keen interest in ensuring that their children do the required assignments and meet the deadlines set by their subject teachers.** [Refer to SBA Policy in Appendix 8].

Fifth Form

Students will complete the course of study started in Fourth Form to fulfil the requirements for the CSEC examinations. Students must have achieved a satisfactory level of performance in **at least six (6)** subjects in order to be entered as a candidate for the examinations from Campion College.

GRADUATION

Criteria for Graduation

On graduating from Campion College one may receive:

- a **diploma**, or
- a **diploma with honours** or
- a **school-leaving certificate**

To obtain a **Diploma** a student must satisfy the following requirements:

- The achievement of a satisfactory level of academic performance (**no less** than an accumulated passing average of 60% for 4th and 5th Form)
- A good attendance & a good* punctuality record (both to class & school), and where legitimately absent or late, the necessary written excuses given to the Supervisor [*at least 90%]
- A good conduct record at **all** times, with all punishments served in accordance with school policy
- Attendance at **all** classes until the school leaving date
- Timely submission of **all** school based assessments and attendance at all **external** examinations
- Involvement in **at least two** co-curricular activities each year

To obtain a diploma with honours a student must satisfy all the requirements for a diploma but must have achieved honours (first or second) for 10 of the 14 terms of his/her high school career. At least three of these honours reports must have been earned between fourth and fifth form.

A **School-Leaving Certificate** is given to those students who have completed the course of study, but who do not fulfil the criteria for a diploma.

In cases of extreme misconduct the student may be asked not to attend the graduation ceremony. A student whose misconduct warrants serious disciplinary action in 4th or 5th form may not be eligible for a diploma and hence 6th form.

School-Leavers Mass

A mass of thanksgiving is held for all school-leavers, usually on the last day of the teaching period. The family is invited to this service.

The Graduation Ceremony

Fifth Form Graduation is usually held between the last Thursday in June and the first Thursday in July.

Among the criteria for participation in the ceremony is the payment of all school charges and any other money owed to the school, as well as the return of all rented texts.

There are three graduation rehearsals which are scheduled between mid-June and the first week of July. These are normally held on the three Tuesdays prior to graduation. Attendance at all rehearsals is **obligatory** and students are expected to be appropriately attired. Failure to attend will result in exclusion from the graduation ceremony. Students are expected to observe all the school's grooming regulations.

- **Girls** should wear black shoes, the white uniform blouse without the tie, a skirt and the gown. There should be no noticeable hair dyes, no corsages and no gaudy jewellery.
- **Boys** should wear black shoes, dark grey or dark blue or black pants with socks to match, a white short-sleeved shirt, sober necktie (no bow-tie or strings), and the gown. There should be no noticeable hair dyes, no earrings, and hair must be properly groomed with a conventional low haircut.

Further details on the graduation ceremony are communicated to the parents by April.

SIXTH FORM

Entry to sixth form is very competitive, as approximately 200-220 Campion graduates will be competing for the 160 places available in 6B. Each student therefore needs to be aware of the criteria that are used in the selection process. The successful applicants will be those who can meet the following criteria to a high degree:

- Students must have earned a Diploma at graduation.
- Ideally, in the CSEC exam, students should pass at least eight subjects and achieve Grade I in four or more subjects.
- Ideally, in the CSEC exam, students should achieve Grade I in at least two (preferably all three) of the three subjects which they plan to pursue at the Advanced Level, and should pass both English A and Mathematics with a minimum grade of II. A pass in Add. Maths (grade I-III) may be substituted for Maths.
- Timely completion of SBAs is an important consideration for 6th form.
- Students must be recommended by their teachers as being capable of coping with the demands of the Caribbean Advanced Proficiency Examination (CAPE) programme.
- Students should have a good conduct record up to the time of their graduation - or - if they have been guilty of any punishable misdemeanours, they should have demonstrated subsequent improvement in conduct.
- Students should have demonstrated clear respect for authority, for their teachers, prefects, student leaders, school property, and the school rules, including compliance with the grooming regulations.
- Students should intend to **complete** the **two-year** sixth form programme. Promotion to 6A is dependent on good academic performance, attendance and conduct.

SIXTH FORM CONTRACT

Students who are admitted into Sixth Form **must** sign a **contract** stating their intention to complete the Sixth Form programme. Students taking up a space for only one year will deny another worthy candidate of the place. **No transcripts to fulfil university or college admission requirements will be generated for Sixth Form students before the second year of the Sixth Form programme.**

SUBJECTS

Each student must offer a minimum of six (6) units for examination at the Advanced Level from among the following: Art, Accounts, Biology, Chemistry, Computer Science, Digital Media, Economics, French, Geography, History, Law, Literatures in English, Mathematics, Management of Business, Physics, Sociology and Spanish. The required core subjects are: Communication Studies (which is done in 6B), Caribbean Studies (which is done in 6A), Christian Living and Personal Development

At the end of Sixth Form a **Sixth Form Certificate** is given to those students who have completed the prescribed Advanced Level Course of study and who have also fulfilled the following criteria:

- Achievement of a satisfactory level of academic performance (**no less** than an accumulated passing average over the two years of Sixth Form).
- A good attendance record (90%) and a good punctuality record to class, and where legitimately absent, the necessary written excuses given to the Supervisor according to policy.
- A good record of conduct at **all** times.
- Attendance at **all** classes until the school leaving date.
- Timely submission of **all** internal assessments and attendance at **all external** examinations.
- Active involvement in school life with a minimum of two co-curricular activities each year of 6th form.



RENTAL BOOKS

Many of the required textbooks used between First to Fifth Form are available to students through a Book Rental scheme. In some instances, e-books will be provided. The books should be carefully maintained, and returned to the Textbook Rental Coordinator at the end of the school year on the days prescribed.

Reports will not be issued unless rented books are returned. Rental books which are lost, destroyed or unduly damaged are charged for as follows:

- Books in their first year of use - full current retail price
- Books in their second year of use - 75% of current retail price
- All other books - 50% of current retail price



HOMEWORK

Individual responsibility, power of concentration, and personal grasp of subject matter can be significantly developed by faithfully devoting the required amount of time to home assignments.

In preparation for the following day's classwork, it is expected that each student in first form will spend 2 hours on homework, whilst those in second form will spend at least 2½ hours on homework. The time for homework preparation is increased to at least 3 hours for third form; 3½ hours for fourth form and 4 hours for fifth form. For sixth form it is recommended that for every hour of teacher/student contact, at least 3 hours should be spent on homework.

Home assignments offer the opportunity for self-directed activity which is the basis of all true education and includes pre-reading, post-reading, watching a video online, reading over and preparation of notes, study, practice, review, self-evaluation, as well as any homework set by the teacher.

HOMEWORK IN ACTION

1. Have a special notebook for homework assignments.
2. Write down ALL information – better to write more than less.
3. Check your assignment instructions—online or in a notebook—to see exactly what directions were given for the lesson.
4. Place your assignments in your school bag the night before!
5. If you have submitted assignments online, ensure that you have done so properly and have received confirmation from your teacher.
6. Go over the preceding lesson or several lessons to refresh your memory to prepare yourself for the new lesson.
7. Think about how the new matter will fit in with what you have thus far learned.
8. Over-learn your lesson, i.e. learn it better than you actually need it for the present.
9. At the week-end, spend at least fifteen (15) minutes revising the new work you have learned during the previous week. In this way you won't have to relearn all your notes when it comes time to study for exams.

TIPS ON HOW TO STUDY

Studying is an all-out effort at learning, and it is only successful when you learn.

Tips:

1. KEEP YOURSELF IN GOOD PHYSICAL CONDITION

- Get 6 - 8 hours sleep every night.
- Exercise for at least one hour every day.
- No more than one hour of T.V., electronic/online games, interaction through social media, Facebook, Twitter, messaging etc. during weekdays.
- Eat balanced meals.

2. PLACE FOR STUDY

- Be alone, as far as possible, away from the rest of the family and its activities.
- Quiet is recommended—loud music is distracting.
- Have on your desk or table everything you will need to do your work (e.g. paper, pen, pencil, books, dictionary, etc.).
- Remove any gadgets, electronic devices, magazines, comics, toys etc. that may distract you.

3. TIME FOR STUDY

- Have a definite fixed time for your study.
- Prepare a study timetable and stick to it.
- If possible try to begin your study one hour before the evening meal.
- Do not resume study until one hour after your evening meal—you are less likely to fall asleep.

4. BEGIN STUDY

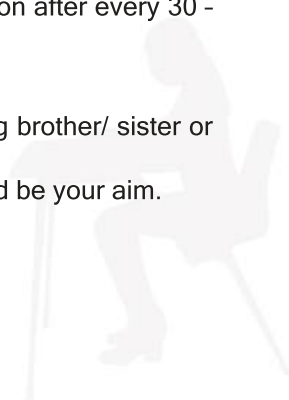
- Always begin with a prayer.
- Begin promptly.
- Avoid day-dreaming and doodling.
- CONCENTRATE—give the job your full attention and energy.

5. ORDER OF STUDY

- Always begin with homework assignments first.
- Do your hardest subject first, if possible, before your evening meal.
- Do an easy assignment next, then your second hardest etc.
- For each subject, STUDY before you do the written assignment.
Review notes and text related to the assignment.
- When your homework is completed do some extra work in TWO subjects.
Look over what was done in class earlier that day.
- Always take a five-minute break for a period of relaxation after every 30 - 40 minutes of study.

6. INDEPENDENCE

- Try and do the work yourself—avoid dependence on big brother/ sister or parents.
- Strive for excellence—working as well as you can should be your aim.



ESSENTIAL LEARNING SKILLS

A. COMPREHENSION OF WHAT YOU READ

- Begin with exploratory reading, that is, read through quickly at first to get a feel of the general context of the article, chapter or part of the text.
- Re-read more slowly and reflectively, as in a conversation, agreeing with one statement, wondering what another means etc.
- Set yourself questions as you read and mentally answer them.
- Think for a short while on what you have read, digest it and make it your own.

B. MEMORIZATION

- Memorize in short periods of ten minutes at odd moments in the day.
- Memorize when you are fresh and not at the end of a long day.
- Get all your senses into the act...LOOK at the lines, RECITE the matter aloud, close your eyes and PICTURE in the imagination whatever you are learning, WRITE it down unless it is too long, THINK of what you are saying, rather than merely saying the lines.
- Use repetition, mnemonics and word associations to help you remember.
- Test yourself frequently. Try and see how much you can recite or write. Record if possible. If weaknesses or inaccuracies show up, attack them, then test yourself again.

C. VOCABULARY

- Examine the spelling of all new words.
- Learn their meanings.
- Make sure of the pronunciation.
- Make a table of the words you learn and revise them frequently.
- Make your own sentences using these words.

D. NOTE-TAKING

- Always make short notes and summaries of your subject matter.
- Make notes from the teacher especially the introduction, key points and closing summary of the lesson, questions asked by the teacher, sources of information given by the teacher.
- Make notes from the textbook.
- Make notes from other resource material.
- Put the material in your own words.
- Make brief notes on flashcards which can be easily carried around with you and reviewed at any opportunity.

E. ONLINE RESOURCES

- Always ensure that you use reputable sites when you do your research.
- Check that you are using a credible source when you read up on a topic.
- Seek teachers' permission regarding the extent to which you are permitted to use AI tools or other large language models.
- Avoid plagiarism as you write your papers!



USE THE “SELF-RECITATION” METHOD OF STUDY IN EVERY SUBJECT

1. Read through the whole lesson very rapidly. Force yourself to learn as much as you can in 3 or 4 minutes. Then, divide the work into sections.
2. Dig into the first section. Take apart the important idea and explain it to yourself. In your own words, make a question of that idea and **WRITE** it down. Take the next main idea in the first section and repeat the process.
3. When you have finished the section of work, close the book and ask yourself each of those questions you have written down, and answer them.
4. Open the book again and check the accuracy and completeness of your answers. Clear up any difficulties and give extra effort to the parts where you are weak. If there are any real difficulties that you cannot solve after a reasonable effort, make a note of them and check with the teacher next time in class, or, **SEE THE TEACHER IN CONSULTATION TIME.**
5. Having finished one section, go on to the others and do likewise.
6. Go over the whole assignment in a quick review, tying everything together in your understanding.

CORRECTIONS

Corrected tests, exams, quizzes, and written work of any nature are important. Look at your mistakes carefully. *Why did you make them?* Re-write the word, problem, etc. in a different colour on the same paper and save carefully for later reference.



GROUP WORK

Group work is defined as any activity where two or more students work collaboratively and are evaluated based on their performance in a team setting or through the creation of a collectively produced piece of work.

Group work can be administered in every subject. The teacher reserves the right to formulate the groups and determine the members, based on the diversity, interest, skills and abilities of the students. The specific guidelines, prepared by the teacher, must be followed when doing group work.

Members of the group must communicate respectfully, openly and constructively. Both academic integrity and ethical conduct must be exercised when doing group work. The school's values and standards of conduct must also be upheld. Unethical behaviour, cheating or plagiarism will attract sanctions.

All members of the group are expected to make valuable contributions. Group leaders and other members should respectfully consider the contribution of each member's submission. Students are encouraged to work towards majority agreement on the final product. Where this is not possible, the matter should be escalated to the subject teacher. The non-participation of a member can lead to zero being awarded to that particular member.



CONSULTATION DAYS

In order that students who find difficulty with various subjects, or who are not progressing as they should, might have a definite opportunity to receive the help they need, a consultation programme is in operation throughout the school year.

Once a week, on a specified day and in a specified classroom, teachers are available for a consultation and make-up hour for the students they teach. On the day assigned to the teacher, consultation takes precedence over all activities except for a detention or demerit. Students will not be able to plead any excuse – whether it be work, co-curricular activities, or practice for sports – if their presence is desired by one of their teachers on Consultation Day.

The schedule of Consultation Days is sent home at the start of the school year to the parents. This schedule does **not** restrict help to students to only one day a week. It merely provides a formal structure to ensure that all students can always have help at least one day a week.

ON REPORT

A student who has been noticeably lacking in effort in three or more subjects can be placed on **report**. Each of these students is given a report card which assesses attentiveness, punctuality, participation and completion of assignments. It is to be filled out by the teachers each day for a period of two weeks. This card is seen by the Grade Supervisor every afternoon. At the end of the two-week period the parent/guardian is asked to sign the card and return it to the Supervisor. This intervention is intended to provide the closer monitoring and supervision deemed necessary to improve academic performance. It is imperative that the parents and teachers collaborate if this intervention is to be effective. The Guidance Counsellor will also be informed when students are placed on report and may develop additional intervention programmes where necessary.

ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality are important expectations at Campion College. Students are expected to attend school every day, arrive on time for school and classes, and remain present and engaged throughout the school day. Developing habits of punctuality, responsibility, and reliability is essential not only for academic success but also for the efficient functioning of the school community and society more generally.

School Attendance

The school's official attendance register is marked twice daily, in keeping with Ministry of Education requirements. Attendance is recorded for both the morning and afternoon sessions, and students are expected to be present in class when attendance is taken. As a result, a student who is absent for an entire school day will normally have two absences recorded on the report card: one for the morning session and one for the afternoon session. Parents are required to provide a written explanation for any absence from school in the format communicated by the Grade Supervisor. This explanation must be submitted within two school days of the absence, including in cases of extended absence. Where a student is absent for an extended period, parents are expected to maintain communication with the school and provide updates and supporting documentation as appropriate. Parents who collect students before the end of the school day should also provide an explanation to the Grade Supervisor, as the student may be recorded absent for the afternoon session.

The following attendance codes are used for school attendance:

- **P - Present:** Student is present and on time within the permitted five-minute grace period.
- **AE - Absent with Excuse:** Student is absent with the parent's knowledge, and the required explanation has been submitted in the approved manner.
- **AI - Absent due to Illness:** Student is absent due to illness, supported by a medical certificate from a registered medical practitioner other than the parent/guardian.
- **AU - Absent Unexplained:** Student is absent, and the required explanation was not submitted.

- **AS - Absent School-Sanctioned Activity:** Student is participating in an approved school activity that prevents attendance on campus. Students are expected to report to school before proceeding to a school-related activity in order to be marked present for the day. This code is primarily reserved for students participating in official school activities outside of Jamaica.

Please note that excused absences, including **AE** and **AI**, remain absences from school and will still appear in the student's attendance record and on the report card.

For lateness to school, the following codes are used:

- **TE - Late with Excuse:** Student arrives late to school, and a parent or guardian provides an explanation. Late notes should be presented by the student to the Grade Supervisor at the time they arrive to school or by the end of the school day.
- **TU - Late Unexplained:** Student arrives late to school without the required explanation.

Excused lates are still lates to school and will therefore appear on the student's report card. Parents are encouraged to ensure that students arrive at school on time each day. The purpose of an excuse is to provide context for the lateness, not to remove the late record from the student's attendance history.

Class Attendance

Attendance is recorded for each class period. Students arriving late to a class must present a valid explanation or approval from a member of the academic staff or authorised school personnel. Explanations from parents or guardians will not be accepted for lateness to class. Parents and guardians are therefore encouraged to ensure that students arrive on campus on time each day, as lateness to class disrupts teaching and learning and reduces valuable instructional time for all students.

The following codes are used for class attendance:

- **P - Present:** Student is present and on time for class.

- **A - Absent:** Student is absent from class. This code may be used even where an explanation for the absence is provided.
- **AE - Absent with Excuse:** Student is absent from class with the permission of a member of the academic staff or other authorised school personnel.
- **AU - Absent Unauthorised:** Student is absent from class without permission or a valid explanation. This may be treated as class skipping, where the student is present at school but does not attend the scheduled class without authorisation and is a punishable offence.
- **TE - Late with Excuse:** Student is late to class with approval or explanation from a member of the academic staff or authorised school personnel.
- **TU - Late Unexplained:** Student is late to class without approval or explanation from authorised school personnel.

Students participating in school competitions or official activities will be marked present for school but absent from individual classes (A or AE), even though the absence is school-approved. Please note that Assembly is scheduled as a class period. Students who arrive late to Assembly will therefore also be recorded as late to class, and this will contribute to the total number of lates reflected in the student's attendance record on the report card.

ASSESSMENT PROCEDURES

Each department sets its minimum requirements for assessment for the term: the types of assignments, the number of assignments in each category and the weighting of each category. This can vary from one department to another. As a rule, tests carry a heavier weight than all other assignments. Assignments may be monitored using the online learning platform.

Each student is required to do all assignments set by his/her subject teacher. If a student is absent on the day classwork or a test is given, that student is **expected to see the teacher** on the day of his/her return to do the assignment. **Failure to do so will result in a zero.**

Every student **must** take a comprehensive examination in his/her academic subjects at the end of the Christmas and Summer Terms. The marks from these examinations have the same weight as the marks for the term. **Parents must note the dates of these examinations published on the academic calendar and avoid planning trips that may cause students to miss their examinations.** *Fifth and Sixth Form students have no internal examination for the Summer Term as this is the time for the CXC examinations.*

Absence from Examinations

Students who are absent from these examinations are awarded a mark of zero. In cases of illness, supported by a medical certificate from a doctor, students will be marked absent but will **not** be eligible for academic honours. In cases where students will miss **one or two** examinations because they are called to represent the country in sports or any other educational activity, special arrangements (which may involve an alternative paper) will be made to have them sit those examinations. However where students called to such duty will miss more than two examinations, they will be marked absent with excuse, and will not be eligible for academic honours. *A letter from an officially recognised administrative body verifying participation for national events is required.*

Cheating on assignments and in examinations is a serious breach of discipline [Refer to Academic Integrity Policy in Appendix 8].

INTERNAL EXAMINATION REGULATIONS

1. Students should be on time for all examinations, seated in the examination room at least 10 minutes before the starting time of the examination. The morning examination session for all students from 1st to 5th form starts at 8:35 a.m. and for 6th form at 8:00 a.m. Students who arrive late to an examination cannot be given additional time unless an emergency has occurred. In that case they should report to the Main Office on arrival.
2. All items needed for the examination should be removed from bags. Bags should be placed either at the front of the room or in lockers. Borrowing in exams is strictly forbidden.
3. No cell phones should be in the examination room. Cell phones found in the room (even if in the bag and switched off) will be confiscated and the person in possession will be given zero and a demerit. Students must not have in their possession any unauthorized material, including watches, ear buds/head phones, AI glasses and other electronic devices. Possession of unauthorized material is breaking the rules, even if use was not intended. If found with such material, it will be treated as an attempt to cheat.
4. Writing paper and graph sheets are provided by the school so no such material, including other writing paper or study cards, should be brought into the exam room. Students must however provide all other materials, e.g. pens, pencils, rulers.
5. Talking during the examination, or communicating in any way once students have entered the examination room, will result in the confiscation of all scripts and an award of zero.
6. Students should use the bathroom before the examination begins. Under ordinary circumstances students will not be allowed to leave the examination room during an examination.
7. Students are not allowed to leave the room before the end of the examination.

8. Students may use a non-programmable calculator unless told not to do so.
9. Students must not become involved in any unfair or dishonest practice before, during or after the examination.
10. Students must follow the instructions of the invigilator. If in doubt, students should raise his/her hand to get the attention of the invigilator.
11. Students must, when leaving the examination room, hand in to the invigilator the question paper, answer paper, rough work and any other used and unused material.
12. Students should continue to be silent as they are dismissed and are leaving the building in consideration of other students who might still be in examination.
13. Students must present their school ID at the start of each exam to the invigilator.

E-TESTING

- Students should follow all instructions given by the invigilator.
- Students must be on time for the exam, arriving at the examination room at least 20 minutes before the start of the exam.
- Students must check the computer and make sure that they can log in, have internet access where relevant, and that all the necessary software are installed. Any problem encountered should be immediately reported to the invigilator.
- Students should save their work regularly and verify that the process is successful.
- At the end of the exam, students should upload all necessary files where relevant and submit work before time runs out if it is a machine-timed exam.

REPORTS

SCHOOL MANAGEMENT SOFTWARE

Our school management system (SMS) allows us to communicate with parents electronically. This includes notices, reports, special letters etc. ParentsWeb is the area where parents interact with the software. By logging into ParentsWeb, parents are able to view their child's finalised term reports, timetable, behaviour record, school calendar, teachers' mark books, etc.

REPORTS

Parents receive two types of reports - a Mid Term Report and an End of Term report. A total of five reports are sent to parents in the first to fourth forms. Fifth and sixth form parents do not receive reports in the summer term. Reports are generated and distributed to parents via the SMS.

Report Distribution

Reports are distributed as follows:

Christmas Term

Mid-term - October

End-of-Term - January

Easter Term

Mid-term - February/March

End-of-Term - April / May

Summer Term

End-of-Term - Week four in July

All reports are distributed initially via email. Parents have two weeks after the distribution of reports to seek clarification or amendments. One month (30 days) after the initial sending of reports, all adjustments should have been completed and the final reports resent. Parents have three days to report any ongoing issues (i.e. previously reported within the deadline). Amendments to reports will not be accommodated once final reports have been sent to parents.



All concerns related to the report card must be documented on the relevant form available in the Main Office by the stipulated deadlines. Only queries logged at the Kiosks in the Main Office will be deemed to be properly reported and actionable.

I. MID-TERM REPORT

These reports are not kept on a student's file - their purpose is to furnish information on the student's progress at mid-term. The grades from the mid-term report form part of the end-of-term report. Students are given a letter grade for each subject and an effort comment of Excellent, Good, Fair or Poor depending on the teacher's evaluation of how hard a student is working.

PROFILE OF GRADES:

A: 90-100	VERY GOOD
B: 80 - 89	GOOD
C: 70 - 79	FAIR
D:60 - 69	PASS
ACTUAL MARK (if below 60)	FAIL

With access to teachers' mark books, parents are able to monitor performance and set appointments with relevant teachers regarding progress.

II. END-OF-TERM REPORT

A report is sent home at the end of each term. Each report includes a term grade, and in the Christmas and Summer Terms - an examination grade, an effort mark and the comments of subject teachers, Grade Supervisor and Vice-Principal/Principal. The Easter end-of-term report does not have an examination grade. Parents are encouraged to save final reports.

TRANSCRIPTS

Transcripts are the formal communication of student performance at Campion to other academic institutions. A student transcript reflects the overall performance of the student at the end of the academic year. Transcripts requested in the middle of an academic year will therefore only carry information on the performance up to and including the previous academic year. Transcripts include the student's grade point average (GPA).

Transcripts are ordered (at a cost) in person by the person requesting the transcript, or someone duly authorised, in the Main Office at any point in the academic year, except for 6B students (see sixth form contract). Students may request an unofficial transcript which is only provided in hard copy. This may be used for tracking academic progress. Official transcripts are sent directly from the school to recognised educational institutions only. This does not include college prep programmes. Please note that transcripts would not be immediately available on request. Specific timelines are available from office personnel.

HONOURS

A Testimonial of **First Honours** is awarded to students who achieve an overall average of **90% or more** and who have no grade lower than 60%.

A Testimonial of **Second Honours** is awarded to students who achieve an overall average between **80 - 89%** and who have no grade lower than 60%.



MAGIS AWARDS

Each year Magis Awards are given to recognize students who have attained the very highest standard in particular areas of school life: academic work, sports and citizenship.

“Magis” is a Latin word meaning **‘more’**. It was the word used by St. Ignatius of Loyola to capture the spirit of the Society of Jesus - always to strive to do more for the service of Jesus Christ. *“One that desires to excel should endeavour in those things that are in themselves most excellent.”* – Epictetus.

Academic Magis Awards are given to the top performer in each subject at each grade level, the top boy and girl in each form and the top three students at each grade level.

The **Sports** Magis Awards are given to the student who is judged to be the one who has contributed most to the particular sport during the year.

The **Citizenship** Magis Awards are given to the top male and female students in each form who have exhibited excellent conduct, decorum and deportment, a high level of responsibility and community involvement.

In addition, Magis Awards are given to the high performers in the CXC (CSEC & CAPE) examinations. These are presented at a separate ceremony – the Magis Awards: CXC Edition.



DISCIPLINE

The school has a responsibility to provide a well-ordered environment that is conducive to learning. It is also obliged to develop in its students, those virtuous habits that will ultimately shape them into persons of good character – courteous, punctual, cooperative, diligent in studies and ethical in conduct. To this end, the school insists that students adhere to a set of regulations designed specifically to ensure good order, and to instill the values and discipline, which hopefully will be internalized by all Campion students.

All behavioural events that the school wishes to bring to the attention of parents, are recorded in the School Information System (SIS). Notification of these events may be sent directly to parents via email as a “Confidential Behavioural Notice”. For the purpose of the SIS, all consequences/actions/outcomes/interventions/etc. of the behaviour are recorded as “sanctions”, ranging from a verbal warning to expulsion. **The only sanctions recorded on a student’s permanent record are demerits, suspensions and expulsions.**

Investigating a Disciplinary Incident

When an incident that is alleged to contravene the school rules is reported, the matter will be investigated to verify the legitimacy of the report. Students are asked to give their account in writing of what they witnessed to have transpired during the incident. The reports of the students involved and those of any witnesses are then considered, along with any other available evidence, to assist the administration in arriving at a reasonable conclusion as to what may have occurred. Parents are normally contacted only after the administration is satisfied that they have a good understanding of what transpired during the incident. In certain circumstances, e.g. where a student has been physically harmed, parents will be contacted immediately.

There are four main types of sanctions:

- Detentions
- Demerits
- Suspensions
- Expulsions

DETENTIONS

Detentions are given at two levels:

- Prefect Detentions
- Teacher Detentions

PREFECT DETENTIONS

Prefect detentions are given by the members of the prefect body when they are on patrol, library or canteen duty, at assembly or when conducting random spot checks. These detentions are given to students who may be in an out-of-bounds area, out of school uniform for no legitimate reason, or for general acts of indiscipline to members of the school community. Repeat offenders are usually reported to the Grade Supervisors or the Dean of Discipline who may then give a demerit.

The specific date, time, place and reason for the detention are given by the prefect issuing the detention. Failure to serve a detention will lead to further disciplinary action.

TEACHER DETENTIONS

Teacher detentions are generally given for misdemeanours such as:

- Lateness to class without a legitimate excuse
- Frequent lateness to class
- No homework
- Being unprepared for class
- Excessive chatting while a lesson is in progress
- General acts of indiscipline
- Minor acts of insubordination (teacher's discretion)
- Inappropriate attire / violations of the grooming regulations

- Being in an out-of-bounds area
- Using certain electronic equipment* without permission (these will be confiscated. Confiscated items are generally not returned until the end of the term.) *see school rules

NOTE WELL!

1. Detentions are held on two specific days of the week, and supervised by a named member of the teaching staff.
2. Detentions generally last for one hour (from 3:00 - 4:00 p.m.) and 24 hours notice is given so the appropriate arrangements can be made by the parents.
3. Parents must not remove students from a detention before its completion.
4. If for some reason a student fails to serve the given detention and has a valid reason for doing so, he is to report to the assigned detention room on the next day that the detentions are being held.
5. Failure to serve a detention, and three or more detentions in one term, result in an automatic demerit.
6. Detentions take priority over any school activity or extra class.

DEMERITS

A demerit is given for a serious breach of the school rules, for example:

- Gross insubordination
- Potentially dangerous pranks
- Disobedience
- 'Skulling' classes and school
- Persistent use of foul language
- Being in possession of obscene material on the campus
- Bullying
- Cyberbullying
- Giving a false name to someone in authority
- Missing detentions without permission

- Leaving the campus without permission
- Repeatedly being out of school uniform or other violations of the grooming regulations
- Frequently late to and/or absent from school without a legitimate written excuse from the parent/guardian
- Being persistently late to or absent from class or assembly
- Certain serious breaches of the DCP. **See DCP in Appendix 2.**
- Cheating and any breach of examination regulations (a zero is also given for the particular assignment). **See Academic Integrity Policy in Appendix 1.**
- Any breach of examination regulations
- Excessive 'contact' in games or at play, e.g. excessive kicking, punching or any kind of hooliganism

NOTE WELL!

1. A demerit is a three (3) hour detention served on two days of the week under the direct supervision of the Dean of Discipline.
2. The date, time, place and reason for the demerit is given by the Dean and a minimum of 24 hours notice is given.
3. Failure to serve a demerit is a serious violation.
4. Demerit punishment takes priority over any school activity, extra class or detention.

EXTENDED DEMERITS / SUSPENSIONS

Depending on the severity of the event, an **extended demerit** or **suspension** may be given. The final decision is determined by the administration.

Extended Demerit: The student reports to school at the regular time and is assigned duties on the campus for a designated time period.

Suspension: A suspension is a mandate by the school that the given student stay off its premises for a given period of time. This action becomes necessary when a student's conduct is likely to have a detrimental effect on

the discipline of the institution or when a student “commits any act which causes injury to any member of staff or to any other student” (ref. *Education Regulations Paragraph 29 (1) and (2)*).

Instances of conduct that may result in an extended demerit or suspension include:

- Fighting
- Bullying
- Cyberbullying
- Extortion
- Bringing weapons onto the campus
- Repeatedly leaving the campus without permission
- Deliberately and maliciously damaging school property, or the property of others
- Repeatedly being found in bars, betting shops and games arcades in school uniform
- Smoking
- Stealing
- Repeated unexcused absence from classes
- Maliciously causing bodily harm
- Bringing onto the campus &/or drinking alcohol
- Possession, use, distribution, or being under the influence of marijuana-based substances, cigarettes, vape devices, e-cigarettes, or related paraphernalia while on campus, in school uniform, or at school-related events.
- Certain more serious breaches of the DCP (see Appendix 2)
- Gross insolence to staff
- Cases of extreme misconduct
- Gross insubordination

FOUR OR MORE DEMERITS IN A TERM CAN RESULT IN AN EXTENDED DEMERIT OR SUSPENSION. DEMERITS, EXTENDED DEMERITS AND SUSPENSIONS ARE RECORDED ON THE STUDENT'S PERMANENT FILE.

EXPULSIONS

Detentions, demerits and suspensions can eventually lead to an expulsion, this being the last resort of the school after all appropriate measures have been taken to rehabilitate the individual. Expulsion however is likely if a student deliberately and wilfully brings onto the campus, or causes to be brought onto the campus weapons, or persons with the intention of inflicting or causing to be inflicted bodily harm to an individual. Students who are found in possession of, who purchase, sell or cause to be brought onto the campus any illegal substance may also be expelled.

Where a student is guilty of extreme misconduct during the period of study leave or the course of their external examinations, he/she may be barred from attending the graduation/valedictory ceremony or from receiving a diploma/sixth form certificate.

OTHER DISCIPLINARY ACTIONS

Students may receive other types of sanctions or interventions that are recorded in the SIS for the benefit of the student, parent, and school, but which may not form part of the student's permanent record. These may include verbal warnings, written warnings, or verbal redirection. Such measures are used at the discretion of school personnel as a means of documenting that the student was spoken to regarding a matter of concern. These entries are not recorded on the student's report card and do not form part of the student's permanent record.

Additional sanctions or interventions may also be imposed, either independently or in conjunction with other disciplinary measures already outlined in this handbook. These may include, but are not limited to, probation, referrals, specialized counselling sessions, restitution, police notification, or other appropriate corrective actions deemed necessary by the school administration.

A student whose misconduct warrants serious disciplinary action in 4th or 5th form may not be eligible for a diploma or 6th form.

MERITS

A student who in the judgment of a teacher performs acts that are good in themselves, or go beyond that which is expected, is awarded a merit. For example:

- Volunteerism
- Acts of honesty
- Helpfulness
- Cooperation
- Improved academic performance
- Perfect attendance/punctuality

GROOMING REGULATIONS FOR THE SCHOOL UNIFORM

The first impression people have of you is your appearance. Good grooming is your outward expression of pride and self-respect. Your uniform, a symbol of your school, worn neatly, portrays respect for the standards of the school. The following uniform regulations should be observed **at all times**:

BOYS (1st to 5th Form)

Uniforms are made according to specifications and must be purchased from the outlets designated by the school.

SHIRT:

- Regulation khaki with school crest stitched firmly on the left pocket; short sleeves; open neck; should be worn tucked into the trousers and fully buttoned.
- 'Fitted', close-fitted or baggy shirts may not be worn. Shirts should fit properly and should match the shade of the pants.
- If an undershirt is worn, it should be a V-neck and not visible at the neck or showing below the sleeves. PE shirts should not be worn under the uniform.

TROUSERS:

- Regulation, tailored khaki pants that match the shirt in shade.
- To be worn on the waist not on the hips.
- The straight leg of the pants must reach the top of the shoes and **MUST NOT** be bunched up on the shoes at the ankle. The base of each leg of the pants must be wide enough to properly cover the top of the shoes, including the tongue.
- Pants must be loose-fitting. However, large 'baggy' pants are not allowed. Tight, close-fitting pants should not be worn, especially those with the straight leg taken in to be close to the thigh and legs.
- A plain, simple black or brown leather belt with a simple buckle must be worn with the pants, and be visible at all times.

SOCKS:

- Should always be worn, in a solid black, brown, or navy blue.
- No visible brand names on socks.
- The socks must fit three (3) or more inches above the ankle.
- No tennis socks or stitched cuffs, no sports socks of any kind.

SHOES:

- Black shoes or loafers (SOLID COLOUR ONLY - NO TRIMS OF WHITE OR ANY OTHER COLOUR).
- They must be low-cut; no boots or high-tops.
- Shoes should always be clean and polished.
- If shoes have laces, they must be neatly laced and tied.

If, for any reason, a student is temporarily unable to wear the prescribed school shoes, he should report to school modestly dressed in house/PE shirt & khaki pants with an explanatory note from his parent or guardian. Slippers, Crocs, sandals or any other casual footwear may not be worn with the school uniform.

JEWELLERY:

- None, except for an inexpensive watch worn on the wrist if desired. No wristbands, bracelets, or strings permitted.

HAIR:

- Conventional low cut with height/length of hair not exceeding 2 inches.
- No fashion-fads or mohawks/faux hawks, no processed/bleached/dyed styles. No sponged look, no twists, no plaits. No added curling beyond hair's natural curl pattern (this includes texturizing, relaxing, sponge curling, and s-curling). There should be no lines or patterns visible.
- No man-buns, ponytail, hair pins, elastic band, scrunchies and hair ties.
- Always clean and neatly combed.
- Clean-shaven face. No facial hair.
- Any request for exemption on religious or other grounds must be submitted to the principal in writing.
- *The administration reserves the right to decide if a particular hair style complies with the requirement for a low conventional haircut.*

NAILS:

- Must be kept short, clean, and unpolished.

TATTOOS:

Students must not have any tattoos that are visible when the regular or PE uniform is correctly worn.

Note Well:

Should conditions require that a student wear a jacket, the following guidelines are to be observed:

- the jacket should be a solid colour (blue, black, red or white)
- hoodies are not permitted
- the jacket should be removed by 9 a.m.

A doctor's certificate is required for extended wear.

P.E. UNIFORM:

The PE uniform, which is worn for other events as well, e.g. Sports Day and House Events, is sold at the school.

- One (1) Red school t-shirt with Campion Logo and name on the back
- One (1) House colour t-shirt with Campion logo and name on the back
- One (1) pair White shorts with trim, lining and pocket
- One (1) pair Red shorts with lining, to be used as both PE shorts and swimsuit
- One (1) Campion swim-cap (optional)
- Regular sneakers
- Regular White socks

If for some valid reason a student cannot take part in a P.E. class, a letter of explanation from the parent/guardian should be submitted to the teacher.

ATTIRE FOR DAY OF REFLECTION/FIELD TRIPS*:

Students are allowed to wear long blue or black jeans pants (no "skinny" or cut/ripped jeans), house/Campion t-shirt, school sneakers (no neon or multi-colour footwear) and socks (sober colours). In the event that the student does not have the appropriate wear as outlined above, the full school uniform should be worn. **At the instruction of the teacher.*

GIRLS (1st to 5th Form)

Uniforms are made according to specifications and must be purchased from the outlets designated by the school.

BLOUSE:

- Short-sleeved WHITE blouses must be worn fully and neatly tucked into the skirt BEFORE, DURING and AFTER school. *(The waistline band of the skirt must be visible—no ballooning of the blouse).*
- Sleeves of the blouse must not be rolled.

SKIRT:

- A-line PURPLE skirt.
- It must fit neatly at the waist and LOOSELY on the hips.
- The hem should be 5 cm below the knees.

TIE:

- The striped tie must be purchased from the school bookstore.
- A neat knot must be made at the break of the open collar and the tie extend to the waist.
- It should be clean and free of all buttons and badges of any sort.

SOCKS:

- Clean, plain, white socks - no fancy ribs.
- Socks must be neatly cuffed 1½ - 2 inches above the ankle. *(Socks should be long enough to make the cuff - no tennis socks or stitched cuffs).*
- The turned-down cuff must be 2 - 2½ inches wide.

SHOES:

- Black walking shoes (SOLID COLOUR ONLY).
- Heel not higher than 2 cm or 1 inch. No boots.
- Shoes should always be clean and polished.
- If shoes have laces, they must be neatly laced and tied.

If, for any reason, a student is temporarily unable to wear the prescribed school shoes, she should report to school modestly dressed in house/PE shirt & purple skirt with an explanatory note from her parent or guardian. Slippers, Crocs, sandals or any other casual footwear may not be worn with the school uniform.

JEWELLERY:

- None except for ONE pair of small gold or silver knobs.
- Knobs to be worn in matching positions on the lower lobe of the ear.
- An inexpensive watch may be worn on the wrist but no other jewellery.
- No wristbands, bracelets, or strings permitted.

HAIR:

- Must be neatly combed and modestly styled.
- Hair should not obstruct the eyes nor extend beyond shoulder-width. While natural hair is embraced, the height should not obstruct the vision of other students in the class.
- Girls are allowed to wear braids and hair weaves/extensions. These must be the natural colour of the original hair. Braids, extensions, and weaves, when worn, should not extend beyond the mid region of the back.
- No fashion-fads (e.g. no bleached/dyed styles). No faded sides with braids/weaves/hair extensions will be allowed.
- Hair ornaments in solid colours only - black, red, purple or white. No beads.
- No wigs except for medical reasons. Written consent from the principal must be obtained.
- The administration reserves the right to decide if a particular hair style complies with the requirements outlined.

NAILS:

- Must be kept short, clean, and unpolished.

MAKEUP:

- Make up is not allowed.
- The wearing of lipstick or lip gloss is not permitted. If lips are chapped, colourless medicated lip treatment should be used.

TATTOOS:

Students must not have any tattoos that are visible when the regular or PE uniform is correctly worn.

Note Well:

Should conditions require that a student wear a jacket, the following guidelines are to be observed:

- the jacket should be a solid colour (blue, black, red or white)
- hoodies are not permitted
- the jacket should be removed by 9 a.m.

A doctor's certificate is required for extended wear.

P.E. UNIFORM:

The PE uniform, which is worn for other events as well, e.g. Sports Day and House Events, is sold at the school.

- One (1) Red school t-shirt with Champion Logo and name on the back
- One (1) House colour t-shirt with Champion logo and name on the back
- One (1) pair Red 'skorts' (shorts with a skirt combined)
- One (1) pair White 'skorts'
- One (1) Champion swimsuit with logo
- One (1) Champion swim-cap (optional but essential if hair is thick and long)
- Regular sneakers (no trim of any kind)
- Regular white socks

If for some valid reason a student cannot take part in a P.E. class, a letter of explanation from the parent should be submitted to the teacher.

ATTIRE FOR DAY OF REFLECTION/FIELD TRIPS:

Students are allowed to wear long blue or black jeans (no “skinny” or cut/ripped jeans), house/Campion t-shirt, school sneakers (no neon or multi-colour footwear) and socks (sober colours). In the event that the student does not have the appropriate wear as outlined above, the full school uniform should be worn. At the instruction of the teacher.





CAMPION COLLEGE

LOWER SCHOOL UNIFORM PROTOCOL



REMINDERS FOR BOYS

- BELT AND SHOE COLOUR SHOULD MATCH
- PANTS SHOULD BE WORN ON WAIST
- PANTS SHOULD BE LOOSE FITTING AND NOT TIGHT
- UNDERSHIRT SHOULD NOT BE VISIBLE AT NECK OR SLEEVES
- FACE SHOULD BE CLEAN SHAVEN

- HAIR: • MODERATE & NEAT HAIR STYLE
• SOLID COLOUR
• BLACK/DARK BLUE/WHITE HAIR ACCESSORY
- TIE SHOULD START AT FIRST BUTTON

APPROPRIATE SCHOOL BADGE
AFFIXED TO SHIRT POCKET

APPROPRIATE WATCH IF DESIRED

PURPLE SKIRT
(5CM BELOW KNEE)

WHITE SOCKS

SOLID BLACK SHOES

REMINDERS FOR GIRLS

- SOCKS CUFF SHOULD BE 1.5 INCHES LONG; NO TENNIS SOCKS
- THE SKIRT SHOULD HAVE AN A-LINE CUT
- THE SHOE HEEL MUST NOT BE ANY HIGHER THAN 1 INCH
- ONE PAIR OF GOLD/SILVER KNOBS; MUST BE WORN IN MATCHING POSITIONS ON THE LOWER PART OF THE EAR





CAMPION COLLEGE

6TH FORM UNIFORM PROTOCOL



REMINDERS FOR BOYS

- BELT AND SHOE COLOUR SHOULD MATCH
- PANTS SHOULD BE WORN ON WAIST
- PANTS SHOULD BE LOOSE FITTING AND NOT TIGHT
- UNDERSHIRT SHOULD NOT BE VISIBLE AT NECK OR SLEEVES
- BEARD - WELL GROOMED WITH NO SIDEBURNS

- HAIR: • MODERATE & NEAT HAIR STYLE
• SOLID COLOUR
• BLACK/DARK BLUE/WHITE HAIR ACCESSORY

APPROPRIATE SCHOOL BADGE AFFIXED TO SHIRT POCKET

APPROPRIATE WATCH IF DESIRED

NAVY BLUE/GREY SKIRT
(5CM BELOW KNEE)

WHITE SOCKS

SOLID BLACK SHOES

REMINDERS FOR GIRLS

- SOCKS CUFF SHOULD BE 1.5 INCHES LONG; NO TENNIS SOCKS
- THE SKIRT SHOULD HAVE AN A-LINE CUT
- THE SHOE HEEL MUST NOT BE ANY HIGHER THAN 1 INCH
- ONE PAIR OF GOLD/SILVER KNOBS; MUST BE WORN IN MATCHING POSITIONS ON THE LOWER PART OF THE EAR

SIXTH FORM UNIFORM

BOYS

SHIRT:

- White school shirt with embroidered crest
- Shirt must be buttoned and tucked into trousers at all times
- 'Fitted', close-fitted or baggy shirts may not be worn. Shirts should fit properly.
- If an undershirt is worn, it should NOT be visible at the neck or the sleeves.

TROUSERS:

- Dark grey or dark blue DRESS PANTS
- Pants must be worn at the WAIST and not at hip level
- The straight legs of the pants must reach the top of the shoe and must NOT be bunched up at the ankle. The base of each leg of the pants must be wide enough to properly cover the top of the shoes, including the tongue.
- Pants must be loose-fitting but large 'baggy' pants are not allowed. Tight, close-fitting pants should not be worn, especially those with the straight leg taken in to be close to the thigh and legs.
- A black leather belt must be worn with the pants. Buckles should be conservative in size and style.

SHOES:

- Black (solid colour only) shoes or loafers.
- NO boots or high-tops.
- If shoes have laces, they must be neatly laced and tied.
- Shoes should always be clean and polished.

SOCKS: solid, sober colours only. No brand names/logos printed on the socks. Socks must fit three (3) or more inches ABOVE the ankle. No tennis socks or stitched cuffs, no sports socks of any kind.

HAIR:

- Conventional low cut with height/length of hair not exceeding 2 inches.
- Always clean and neatly combed.
- No fashion-fads, no shaved sides or mohawks/faux hawks, no processed/bleached/dyed styles. No sponged look, no twists, no plaits.
- No added curling beyond hair's natural curl pattern (this includes texturizing, relaxing, sponge curling, and s-curling). There should be no lines or patterns visible.
- No man-buns, ponytail, hair pins, elastic band, scrunchies and hair ties. Boys are permitted to have a low-cut, neatly groomed beard and mustache. No sideburns.
- Any request for exemption on religious or other grounds must be submitted to the principal in writing.
- *The administration reserves the right to decide if a particular hair style complies with the requirement for a low conventional haircut.*

JEWELLERY: None, except for an inexpensive watch worn on the wrist if desired, and/or the graduation ring. No wristbands, bracelets, or strings permitted.

TATTOO: Students must not have any tattoos that are visible when the regular or PE uniform is correctly worn.

GIRLS

BLOUSE:

- White school blouse with embroidered crest.
- Blouse should not be too close but should fit neatly.
- Blouse must be worn outside of skirt.

SKIRT:

- Dark grey or dark blue
 - The 'A'-line skirt should fit neatly at the waist and loose on the hips.
 - The hem should be 5 cm BELOW the knees.
- NO slits in the skirts.

SHOES:

- black (solid colour only) shoes
- The heels should be NO higher than one inch.
- No boots.
- Shoes should always be clean and polished.

SOCKS:

- clean, plain, white socks - no fancy ribs.
- must be neatly CUFFED, 1½ - 2 inches ABOVE the ankle.
- Socks should be long enough to make the cuff - no tennis socks or
- stitched cuffs. The turned-down cuff must be 2 - 2½ inches wide.

HAIR:

- Must be properly groomed.
- No fashion-fads (e.g. no bleached/dyed styles). No faded sides with braids/weaves/hair extensions will be allowed.
- Hair ornaments in solid colours only - black, red, blue or white. No beads.
- Hair should not obstruct the eyes nor extend beyond shoulder-width. While afros are embraced, the height should not obstruct the vision of other students in the class.
- Girls are allowed to wear braids and hair weaves/extensions. These must be the natural colour of the original hair. Braids, extensions, and weaves, when worn, should not extend beyond the mid region of the back.
- No wigs except for medical reasons. Written consent from the principal must be sought.
- *The administration reserves the right to decide if a particular hair style complies with the requirements outlined.*

JEWELLERY:

- None except for ONE pair of small gold or silver knobs.
- Knobs to be worn in matching positions on the lower lobe of the ear.
- An inexpensive watch may also be worn.
- No wristbands, bracelets, or strings permitted.

MAKEUP:

- Make up is not allowed.
- The wearing of lipstick or lip gloss is not permitted. If lips are chapped, colourless medicated lip treatment should be used.

TATTOO: Students must not have any tattoos that are visible when the regular or PE uniform is correctly worn.

If, for any reason, a student is temporarily unable to wear the prescribed school shoes, he/she should report to school modestly dressed in house/PE shirt & school pants/skirt with an explanatory note from his/her parent or guardian. Slippers, Crocs, sandals or any other casual footwear may not be worn with the school uniform.

GENERAL SCHOOL RULES

The Education Regulation, Section 2a (1) of the Education Act of 1980 reads "A student shall obey the rules of the school he is attending."

No list of rules can be exhaustive. Therefore the school administration has the right to exercise discretion in all matters pertaining to good order and discipline.

The school administration comprises the School Board, the Principal, Vice Principals, the Deans of Discipline and Grade Supervisors. The Principal is in charge of the day to day administration of the school.

1. PUNCTUALITY: TIME OF ARRIVAL AND DEPARTURE

Students must be punctual. They should arrive at school at the time designated and obey all bells promptly. In the afternoon, students should leave school no later than 6:00 p.m. unless they are engaged in some form of organized activity supervised by a member of staff. **(See attendance section on page 32)**

2. ABSENCE FROM CLASS

Students must be present and punctual for all classes, including any classes held online. Students may obtain permission to be absent or late to class from their subject teacher, Grade Supervisor, Dean of Discipline or Vice-Principal. Students shall remain in classes during class sessions except in cases of emergency when they are excused by their subject teacher. All legitimate needs must be attended to during recess periods. **(See attendance section on page 32)**

3. ABSENCE FROM SCHOOL

Students who have been absent from school for a day or more should, on their return, bring a note from their parent/guardian stating the reason for their absence. Students who need to leave school before the end of the school day should also bring a note from their parent/guardian. Telephone calls are not sufficient on their own. These notes should be submitted as directed to their Grade Supervisor. **(See attendance section on page 32)**

4. ASSEMBLIES

All students are expected to attend school assemblies and house meetings on the days and at the times designated. Attendance at General Assemblies is compulsory for all students and repeated absence will be treated as a disciplinary offence. Lateness to assembly is considered being late to class and reflected on the report in the late to class count.

5. INTERCOM AND CLASS DEVOTIONS

Intercom devotions are held every Tuesdays at 7:50 a.m. During prayers, all students are expected to stand in a posture of reverence and remain still and silent. Class devotions are held on Wednesdays and Fridays, beginning ten (10) minutes before the start of the first class for students on that shift. Students are required to report to their form classes for prayers on these designated days.

6. ENTERING & LEAVING THE PROPERTY

Students shall remain on the compound during the times that school is in session, unless permission to leave is obtained from the Grade Supervisor, Dean of Discipline or Vice-Principal. Such permission is given only in real emergencies. Students should be signed out by the parent/guardian in the Main Office and the pass issued shown to the guard at the gate. Those students who leave the property without permission are liable for suspension. Students are to enter and leave the compound through the regular gates. No short cuts should be taken across neighbouring properties, through or over fences. Once a student has left the campus after school, he/she is expected to go home or to a location approved by his/her parents. Students who need to return to the campus must submit written parental permission to the Principal or Vice Principal in which case a pass will be issued. Students will not be allowed to return to the campus once they have left without a pass.

7. ILL STUDENTS

Students who are ill should report to the Nurse for treatment. If it is necessary for the student to go home or see the Doctor, the Nurse will contact the parent/guardian. Students must not call or message (via laptop, tablet, email) parents to come and collect them during the school day without permission.

8. PLAYING IN AND AROUND CLASSROOMS

Playing and shouting in the classroom, on the corridors or around the classroom buildings, is forbidden. Students are expected to observe the designated out-of-bounds areas. Ball-playing is not permitted in the courtyard.

9. EATING IN THE CLASSROOM

Eating and/or drinking in the classroom is forbidden.

10. CHEATING ON ASSESSMENTS

Cheating on any form of assessment constitutes academic dishonesty. This type of dishonesty is unacceptable and will be sanctioned appropriately. (See Academic Integrity Policy in Appendix 1)

11. TEXTBOOKS AND OTHER EQUIPMENT

Students must obtain their own textbooks and other equipment required for their particular subjects. Borrowing is discouraged. A student without equipment cannot do his homework adequately and besides being a nuisance to his teachers and classmates, is showing little regard for self-responsibility.

12. SECURITY OF POSSESSIONS

Books, notebooks or articles of clothing may be secured in the lockers in the classroom. The school is not responsible for the property of students which has been left unattended, lost or mislaid, or stolen. It is recommended that students should only take enough money for the purchase of lunch each day and that it should be kept always on their person.

13. RESPECT PROPERTY OF OTHERS

Students should respect the property of others and on no account should a student deprive others of what is rightfully theirs. Stealing therefore is a very serious offence. Students who damage or cause to be damaged the property of another individual, are liable for its repair or replacement.

14. LOST AND FOUND ARTICLES

Any article found by students in the classroom or on the school grounds should be taken immediately to the place assigned for lost articles. Students who lose their possessions should check the assigned location before making a report to their form teacher. The school will only hold these items for a period of thirty (30) days after which they will be disposed of. The school accepts no liability for these items.

15. CARE OF SCHOOL PROPERTY

Students are expected to care the school property. Students should not sit on desks or tables. Feet should not be placed on chairs or desks, nor names scratched on them. Walls should not be scribbled on. The destruction of any equipment, books or other materials is considered vandalism. If students deface or destroy school property they will either have to pay for its repair or for its replacement.

16. PROHIBITED BOOKS AND GADGETS

Students should not have in their possession obscene materials, books, magazines or pictures in any format. Electronic devices not directly connected with any class are distractions and are forbidden in school.

17. TRANSPORTATION

Student-driven bikes or cars are not allowed on the premises, with the exception of Upper Sixth Formers who have to get special permission from the Principal and who must obey the prescribed guidelines.

18. KNIVES AND MISSILES

Students are prohibited from taking any knife or any other cutting implement or dangerous weapon to school. The use of stones, sticks, broken bottles etc. as weapons is strictly forbidden and will be treated as criminal behaviour.

19. APPEARANCE AND UNIFORM

Students must be attired in full uniform and in adherence with the grooming regulations whenever they are on campus as long as school is in session. This includes during exams, study breaks (5th & 6th forms),

for teacher consultations, for H.S.A. meetings and/or to return books. Students should ensure that they maintain a tidy appearance when in uniform, whether on or off campus. Students must be appropriately attired in the full school uniform for online classes.

20. COURTESY, SELF-CONTROL AND SPEECH

Students are expected to be courteous to each other, exercise self-control, and refrain from using threatening or indecent language. Fighting on the school grounds or publicly in school uniform is strictly forbidden. Students are expected to maintain the Champion standard of decorum, respect, and dignity when in uniform or when representing the school. *(See Policy on Violence in Appendix 6)*

21. EXTORTION

Extortion is the act of trying to obtain something from another by force or threat. It is therefore a clear violation of the school's policy on violence and depending on the severity of the case, it may be treated as a criminal offense. *(See Policy on Violence in Appendix 6)*

22. BULLYING

Bullying is an act of repeated cruelty in order to intentionally hurt another person, physically or mentally. Bullying, whether written, electronic, verbal or physical, is a form of aggression and is therefore a blatant violation of the school's policy on violence. The school will not tolerate any form of emotional, verbal or physical abuse of its students. Additionally, the school also recognizes and condemns indirect bullying, or social aggression, in which a student, or group of students, may be ostracized because of their race, religion, perceived sexual orientation or social class. *(See Policy on Violence in Appendix 6 and DCP in Appendix 2)*

23. RESPECT FOR TEACHERS, ADMINISTRATION AND ANCILLARY STAFF

Students are expected to show the proper respect to all members of the school community. Disrespect, rudeness or insolence directed toward any member of the School Staff is a serious offence. Courtesy does not mean subservience nor does discourtesy show independence or

manliness. Courtesy to others begins with self-respect and dignity. Discourteous behaviour shows immaturity, lack of self-respect and decorum.

24. LITTERING

Students must keep their classrooms and school premises clean. All rubbish must be disposed of in the proper receptacles. Littering degrades the school environment and is therefore an offence. Please note that 1st to 3rd form students are required to carry out their assigned cleaning duty.

25. SMOKING, DRINKING AND USE OF DRUGS

Smoking, vaping, drinking alcoholic beverages, and the use, possession, consumption, advertising, sale, or distribution of vape devices, cigarettes, e-cigarettes, related paraphernalia, or any dangerous or prohibited substance on the school compound, at school-related events, or while in school uniform are forbidden. This includes marijuana-infused products (e.g. brownies and other edibles). *Encouraging or influencing others to use or consume illicit drugs, alcohol, smoking, or vaping is considered extreme misconduct.*

Smoking, vaping, or drinking alcoholic beverages on the school compound, at school-related events, or while in school uniform will result in automatic suspension. The sale, use, possession, or distribution of dangerous drugs or prohibited substances may result in expulsion. (**See section on Expulsions on page 42.**)

26. VENDORS AND GAMING

Students may buy only from the vendors who have been given permission by the Principal to sell their goods during the course of the school day. Students may not patronize bars, games arcades or any gaming establishments while in school uniform. Student vending is strictly forbidden on campus or in school uniform.

27. VISITORS ON CAMPUS

Students may not entertain visitors on the campus. Persons (including parents and guardians) desirous of seeing a student must first report to

the Main Office and make their request known to the office staff. Parents/Guardians who have to see their child/ward during the school day should NOT make arrangements for students to meet them in the parking lot or at the school gate. **ALL visitors to the campus, including parents and guardians and past students, must report to the main office.** Parents/Guardians should NOT go directly to the classroom block or staff offices.

28. BANNED SUBSTANCES/ARTICLES

The following articles and substances must NOT be carried to or used at school:

- Cards (all types of playing/trading cards)
- Dominoes
- Chewing gum
- Electronic equipment (except for use in class with teacher's permission)
- Articles for sale
- Cigarettes / vape devices and accessories
- Alcohol
- Illegal drugs
- Inflammatory substances
- Spray paints
- Scissors (permission required)
- Knives or other weapons
- Firearms (real or imitation), ammunition, and ammunition cartridges are prohibited on campus. Prop firearms for approved cultural or artistic events require prior special permission from the school administration.
- Any other article or substance that may be harmful to members of the school community.

Confiscated items will typically be kept and returned at the end of the term, with the exception of cell phones. Items deemed dangerous by the school administration will either be discarded or turned over to the police. **Refusing to hand over a banned substance/article when requested to do so by a teacher or other member of staff is considered to be extreme misconduct.**

29. INTERPERSONAL RELATIONSHIPS

Interpersonal relationships among students are to be characterised by modesty, restraint and respect for the dignity of each person. At this stage of their development, students are encouraged to form wholesome, inclusive friendships with their peers. Romantic behaviour associated with courtship is entirely inappropriate in a school setting. All forms of genital expressions of sexuality between students will be treated as cases of extreme misconduct. Over-familiarity between students is strictly forbidden. Parents and students are reminded that notwithstanding mutual consent or feelings of 'being in love', **sexual intercourse with a minor (i.e. anyone between the ages of 12 and 15) is considered statutory rape** by Jamaican Law. The school has a legal obligation to report any such offense which is brought to its attention. *(See Sexual Harassment policy for further details.)*

30. USE OF CELL PHONE

The use of cellular phones during school hours (8:00 a.m. to 3:00 p.m.) is forbidden. **Cell phones must be turned off completely, not merely placed on silent or vibrate mode, and kept out of sight during this period.** Any notification, chime, vibration, ringtone, or alarm heard from a phone between 8:00 a.m. and 3:00 p.m. will be treated as phone use and the device will be confiscated. Students are therefore expected to ensure that all alarms and notifications are disabled during the school day. First-shift students may use phones between 1:50 p.m. and 3:00 p.m. only to make brief transportation arrangements and only in designated areas (the front pick-up area or the tiki huts outside the canteen). Earbuds, headphones, and related devices may not be used between 8:00 a.m. and 3:00 p.m. unless connected to a laptop and used under the direction of a teacher for a class activity or assignment. **Devices used in contravention of these rules will be confiscated for 14 days (2 weeks) for a first offence and 30 days (1 month) for repeat offences, in addition to the student receiving a detention.**

The school recognizes that many parents choose to provide their children with cell phones and strongly recommends that only simple, inexpensive devices be brought to school. Expensive or sophisticated

smartphones can be highly distracting to learning, may facilitate academic dishonesty, and may make students targets for theft. The school accepts no responsibility for phones that are lost, stolen, or damaged on campus. Where communication is necessary during school hours, it must be channelled through the Main Office. The use of cell phones on campus outside school hours should be limited to communication with parents/guardians for educational or transportation purposes.

Refusing to hand over a cell phone or related device being used in contravention of school rules when requested by a teacher or member of staff is considered extreme misconduct.

31. USE OF I.C.T.

Students must use all internet and communication technology (I.C.T.) equipment on and off campus in a way that is consistent with the school's DCP (See Appendix 2). Students are permitted to take laptop, netbook and tablet computers to school for class activities and in order to complete assignments. **Computer equipment must not be used to play games on the campus or to carry out any activity that violates the DCP.** These students are responsible for the security of the devices while on campus and should ensure that they are in their possession at all times.

32. USE OF SCHOOL CREST

The Campion College crest is an important symbol of our school and may not be used publicly without the express permission of the school administration. School Clubs, Sports Teams and Houses are free to use the crest in the creation of their Jerseys, T-Shirts or other wear but they must seek approval from their staff advisor regarding the design.

33. USE OF SOCIAL MEDIA

As ambassadors of their school, students are encouraged to maintain a positive and respectful online presence that reflects well on our institution. While students are free to participate in social media platforms such as WhatsApp, TikTok, Instagram, and YouTube, they

must ensure that their activities do not bring the school's name into disrepute. All online activities should be respectful and should not contain offensive, derogatory, or inflammatory material. Personal social media activities should not be directly associated with the school. Students should avoid implying school endorsement or involvement in personal posts. **Any use of the school crest requires explicit permission from the school administration. (See DCP in Appendix 2.)**



CLASSROOM CONDUCT

Good classroom behavior is essential for effective teaching and learning. Students are therefore required to:

- Arrive on **time** for classes.
- Approach their classrooms in a quiet, orderly manner, queuing on the corridor if the room is not yet vacated, and enter through the front door.
- **Stand when the teacher enters the room.** In the case where the class is held in a special building, e.g. the computer lab, students are expected to form a line and wait quietly for the teacher to arrive.
- Raise their hand and wait to be acknowledged by the teacher before speaking.
- Use the bathroom during recess time.
- Get and take to their seat all the materials needed for a particular class.
- Students are not allowed to move around the room without the teacher's permission.
- Sit in their assigned seat.
- Leave the room during their break time.
- Maintain a tidy classroom by keeping bags out of the aisle, not shifting desks and chairs, and by not littering. Return the room to its original configuration whenever furniture is moved to facilitate a special lesson.
- Listen attentively to the teacher and refrain from talking, passing notes, distracting or allowing themselves to be distracted by others.
- Be honest in doing their tests, classwork, and homework. Ensure that their work is theirs and theirs alone, and submitted at the designated time.
- Use standard English for all oral, or written communication unless a particular context requires otherwise.
- Be polite and courteous to their teachers and peers.
- Wait to be dismissed and where relevant, allow the teacher to leave the room before they do.
- Students who need to retrieve materials from their lockers should do this prior to the start of the class.
- 4th & 5th form students should politely seek the permission of the teacher prior to accessing lockers. There should be minimum disruption to classes in session.

MEDICAL EMERGENCY ON CAMPUS

Any accident involving students on campus or off campus on a school-related activity must be reported to the Main Office. In cases where a student is injured or falls ill at school, the School Nurse or any member of the Administration must be notified immediately. Students should not attempt to move a student who has suffered a fall and complains of pain in the back or an inability to move. Alert the school authorities immediately of any medical emergency on campus!

MEDICAL DECLARATION FORM

All students trying out for a sport must submit a medical declaration form signed by the parent/guardian. Students selected to represent the school in a sport may be required to undergo further screening.

INSURANCE CLAIMS

Where an accident results in an injury requiring medical attention other than that provided by the School Nurse, parents must collect the official insurance form, which is available from the Nurse or the Main Office. The form must be completed and returned to the school within two (2) weeks so that a timely claim may be submitted to the insurance company.

SEARCHES

The fundamental human right to protection against unlawful searches and seizures is part of English Common Law and is enshrined in the Jamaican Constitution. This right, however, is not absolute and a search may be conducted where justified.

General Screening of Students:

The Ministry of Education encourages all schools to conduct indiscriminate screening of students using metal detectors and other search procedures where school officials deem that there are reasonable grounds to believe that the health and safety of students or staff at the school may be endangered (*page 15 of the Security and Safety Policy Guidelines of the Ministry of Education*). Campion College will therefore conduct indiscriminate screening of students periodically.

Targeted Searches:

School Officials, by common law, have the authority to search students where they have reasonable grounds to suspect that a crime or school rule has been or is likely to be violated. Where the decision is taken to search a student under these circumstances, care will be taken to execute the search in accordance with the policy guidelines set out by the Ministry of Education.

DRILLS

Earthquake Drill

1. School bell rings 5 times.
 - The 4th ring indicates the commencement of the Drill.
 - The 5th ring will last for 20 - 30 seconds representing the duration of the earthquake.
2. DO NOT PANIC.
3. While the 5th bell is being rung, the teacher should be at the doorway. Students must:
 - DUCK UNDER DESK, COVER HEAD AND HOLD ON
 - MOVE AWAY FROM WINDOWS AND GLASS
4. Follow evacuation procedures.

Fire Drill

1. School bell rings 5 times.
 - Three long rings of the bell followed by two short rings.
2. Evacuation procedures are to commence at the end of the two short rings.
3. Follow evacuation procedures.

Full Lockdown Drill

1. An alarm (siren) is heard over the intercom system.
2. For the duration of the siren, all persons on the campus must remain where they are and 'get flat' on the ground.
3. Persons may commence moving after the siren has stopped.
4. No evacuation is needed unless you are given 5 short rings of the bell.

Evacuation Procedure

- At the sound of the bell, the teacher should cease teaching immediately and instruct students to prepare for evacuation.
- The teacher will give clear instructions about the exit and route to be used and insist on students leaving in single file in an orderly fashion.
- Students on the second floor of the three story building must be instructed to use the Waters Hall Stairs and to leave the stairway by the bathrooms free for the students on the third floor.
- All students must leave the room.
- The Critical Incident & Management Team (CIMT) will check that all the rooms have been evacuated.
- Teachers should walk with students to designated assembly point—The Main Field—helping to maintain order and calm as much as possible.
- All teachers should make their way to the assembly point helping to ensure order along the way and on the field.
- Students are to assemble in lines according to form and class.
- Form Teachers/ Supervisors must retrieve registers.
- Staff register must be retrieved from staff house.
- Class lists with contact numbers must be retrieved from the main office.
- Roll calls must be taken at assembly point.
- All students and staff must be accounted for.
- Names of persons unaccounted for must be passed on to a member of the CIMT.
- Teachers must remain with their classes until clearance is given that it is safe to return to classes.

Lightning Safety Protocol

The safety of students, staff, and visitors is the school's primary concern during periods of lightning activity. If thunder is heard or lightning is seen, all outdoor activities must be treated as potentially unsafe. The following guidelines are to be observed whenever lightning is detected or a thunderstorm is approaching.

- All students, staff, and visitors must immediately move indoors or to another approved sheltered area.
- Outdoor activities, including Physical Education classes, sports practices, matches, assemblies, and recreational activities, must be suspended immediately.

- Students and staff should **not** remain in open fields, courts, stands, under trees, near metal fences, or in other exposed outdoor areas.
- Students and staff should avoid contact with electrical equipment, wired devices, plumbing fixtures, and metal surfaces where possible during severe lightning activity.
- Students must follow all instructions from supervising staff without delay. Teachers and coaches are responsible for ensuring that students under their supervision move promptly and calmly to a safe location.
- Outdoor activities must not resume until at least 30 minutes have passed since the last thunderclap or lightning strike.
- The school may delay dismissal or student movement during severe lightning activity, as necessary, for safety reasons.
- In the event of a lightning-related injury, immediately alert the school nurse and administration. Only trained individuals are authorised to use the defibrillator.

Failure to follow safety instructions during lightning activity will be treated as a serious safety concern.

SCIENCE LAB RULES

Safety in the science classroom or laboratory is the FIRST PRIORITY for students, teachers, lab assistants and parents.

To ensure safer classroom, laboratory or field experiences, the following **Science Laboratory Rules and Regulations** have been developed for the protection and safety of all. Your teacher or lab assistant will provide additional rules for specific situations or settings. The rules and regulations must be followed at all times.

Standards of Student Conduct in the Laboratory and in the Field

1. Conduct yourself in a responsible manner at all times in the laboratory. Frivolous activities, mischievous behaviour, throwing items, and conducting pranks are forbidden.
2. Lab and safety information and procedures must be read ahead of time. All verbal and written instructions shall be followed in carrying out the activity or investigation.
3. Eating, drinking, gum chewing, manipulating contact lenses, and other unsafe activities are not permitted in the laboratory.
4. Working in the laboratory without the teacher or lab assistant present is forbidden.
5. Unauthorized activities or investigations are forbidden. Unsupervised work is not permitted.
6. Entering preparation or chemical storage areas is forbidden unless authorised by the teacher or lab assistant.
7. Removing chemicals or equipment from the laboratory is forbidden unless authorized by the teacher or lab assistant.
8. Sinks and lab tables must be cleared by students before exiting the lab.

Personal Safety

9. All accidents, chemical spills, and injuries must be reported immediately to the teacher or lab assistant, no matter how trivial they may seem at the time. Follow your teacher or lab assistant's directions for immediate treatment.
10. Tie back long hair and tuck into the collar of your shirt during lab activities. Neckties must also be tucked into the shirt collar.
11. Know the location of all safety equipment in the room. This includes eye wash stations and fire extinguishers.

12. Students must not handle organisms without specific teacher or lab assistant authorization. Wash your hands with soap and water after handling organisms and plants.
13. Biology & Chemistry students should own a lab coat. This should be worn when handling chemicals and at the direction of the teacher. Safety goggles provided by the school should be worn at the direction of the teacher.

Specific Safety Precautions Involving Chemicals and Lab Equipment

14. Avoid inhaling fumes that may be generated during an activity or investigation.
15. Never fill pipettes by mouth suction. Always use the suction bulbs or pipette fillers.
16. Proper procedures shall be followed when using any heating or flame producing device especially Bunsen burners. Never leave a flame unattended.
17. Remember that hot glass looks the same as cold glass. After heating, glass remains hot for a very long time. Determine if an object is hot by placing your hand close to the object **but do not touch it**.
18. Should a fire drill or other evacuation emergency occur during an investigation or activity, make sure you turn off all gas burners and electrical equipment and exit the room as directed.
19. Always read the reagent container or bottle labels twice before you use the reagent. Be certain the chemical you use is the correct one.
20. Replace the top on any reagent bottle as soon as you have finished using it and return the reagent to the designated location.
21. Do not return unused chemicals to the reagent containers. Follow the teacher or lab assistant's directions for the storage or disposal of these materials.

Standards for Maintaining a Safer Laboratory Environment

22. Bags and books are to remain in an area designated by the teacher or lab assistant.
23. Never sit on laboratory tables.
24. Work areas should be kept clean and neat at all times. Work surfaces are to be cleaned at the end of each laboratory activity.
25. Solid chemicals, metals, matches, filter papers, broken glass, and other materials designated by the teacher or lab assistant are to be deposited

in the proper waste containers, not in the sink. Follow your teacher or lab assistant's directions for disposal of waste.

26. Sinks are to be used for the disposal of water and those solutions designated by the teacher or lab assistant. Other solutions must be placed in the designated waste disposal containers.
27. Glassware is to be rinsed with water and placed as directed by your teacher or lab assistant.

(Adapted from Safety in the Science Classroom NSTA - National Science Teachers Association)



COMPUTER LAB RULES

Violations of the laboratory rules or the Internet Usage and Cyber Offences Policy will result in loss of computer privileges and/or other disciplinary action.

- No eating or drinking in the labs.
- No games of any kind, Multi-Use Devices (MUDs) or Internet chat.
- When IT classes are in session, the lab is not available for individual student use.
- Students are not allowed in the labs unless accompanied by a teacher or lab assistant.
- If there is a shortage of available machines, users must give up access to the computers if they are needed for a higher priority use.

Priorities in decreasing order:

- Regular classes meeting in the computer labs
- Working on assigned homework and class projects
- Personal communications (e-mail, web browsing, etc.)
- Other personal or recreational uses
- Do not install any software, modify or delete any system files on any lab computers.
- Multimedia equipment are for school work only. Do not use them for playing music or other recreational activities.
- Respect the equipment. Do not remove or disconnect any labels, parts or cables.
- Do not read or modify other users' files.
- Do not run programmes that continue to execute after you log off.
- Keep the labs clean.
- Do not use the labs to violate the school's Academic Integrity Policy.
- All print jobs must be paid for.



There are six Houses, named after exemplary Catholic saints who could serve as good role models for the students - Bellarmine (orange), Gonzaga (yellow), Kostka (green), Loyola (blue), Regis (navy blue) and Xavier (purple).

THE HOUSE PATRONS A Profile

Saint Robert Bellarmine, S. J. (1542 - 1601)

Saint Robert Bellarmine, S.J. was a Bishop, Cardinal and Doctor of the Universal Church. He was one of the most learned men of his time and his books were such a powerful vindication of the Catholic Church that Queen Elizabeth forbade her subjects from publishing or selling them under pain of death. A very popular orator, he could memorise an hour-long Latin sermon by reading it over once. He had the ability to simplify the great truths of theology and put them within range of ordinary people. Bellarmine confronted the Protestant Reformers and justified the right of the Catholic Church to defend herself and the faith, to teach on moral issues and to somehow guide and correct the temporal order.

In spite of his protests, the Pope made him a Cardinal "because he was without equal for learning in the Church of God". From this new vantage point, he set about to root out the abuses which gave the Reformers grounds for their criticisms of the church and he presented to Pope Clement VIII a denunciation of the major abuses prevalent in the Pope's own Roman Curia. He also pointed out that the Pope was not the Church's overlord but its administrator. Only Pope Sixtus V's death prevented him from putting some of Bellarmine's writings on the list of forbidden books because Bellarmine opposed the Pope's theory of direct papal power over civil authority.

His concern for education was apparent from the letters he wrote urging careful training of mathematics teachers. Galileo invited Bellarmine to see the new-found wonders of the sky in his telescope and later Bellarmine turned to Jesuit scientists to confirm Galileo's findings. This resulted in Bellarmine's gentle treatment of Galileo at his trial - which did not please the Holy Office.

Bellarmino was notable not only because of his brilliant scholarship offered freely in the service of others, but also his commitment to intellectual integrity. In fact, his theories of government are reflected in the writings of Thomas Jefferson. He was not to be intimidated by anyone either inside or outside the Church.

Saint Aloysius Gonzaga, S.J. (1568 - 1591)

Saint Aloysius Gonzaga, S.J. was an Italian Jesuit scholastic (not yet ordained) who died while attending the sick during the 1591 Roman plague and is the Patron Saint of Youth.

This young nobleman repudiated the allure of Renaissance life and gave himself with powerful single-mindedness to the Ignatian ideal. In calling himself “a piece of twisted iron that needed to be straightened out” he was referring to his appalling background, of both his heredity and his environment. His ancestors included despots who condoned assassination, debauchery and extortion. They survived one assassination after another while their subjects were bled white by taxation. Aloysius, convinced that such a society could not be reformed from within, tore himself out of his setting and joined the then new Society of Jesus.

Aloysius had a remarkable toughness of character; he was never a recluse and his innocence was founded on neither ignorance nor prudery. He could control quarrelling princes and lead Roman rabble to confession.

Aloysius had hoped to be sent to work on the missions but the plague intervened when he was only twenty-three. While helping the victims he contracted the plague and died. Usually known as the Patron Saint of youth, this catechist of Roman ragamuffins, consoler of the imprisoned, martyr of charity for the sick, just as appropriately and deservedly could be honoured as a Patron Saint of the Social Apostolate. He certainly reflects one of the hallmarks of Jesuit education - the individual care and concern for each person.

Saint Stanislaus Kostka, S.J. (1550 - 1568)

Saint Stanislaus Kostka, S.J. born in Poland, was seventeen years old when he entered the newly founded Jesuit Order, and died a year later. He was recognized for accomplishing the ordinary things in life in an extraordinary way through a vibrant faith. The liturgy speaks of him “accomplishing much

in a short time". He had a sacramental view of the world and exemplified in his own life signs of a transcendent life.

Stanislaus Kostka, a student at the Jesuit College in Vienna, gave the measure of his determination to respond to God's call to the Jesuit Society, against the set opposition of his angered father and sadistic brother, by the fatiguing journeys he made on foot from Vienna to Augsburg, and then on to the Jesuit novitiate in Rome. Of singular innocence and devotedness to the Virgin Mary, he showed undeviating singleness of purpose, and demonstrated extraordinary steadfastness in prayer and penance. He received exceptional spiritual favours in the form of visitors.

During the last ten months of his short life he moved everyone who knew him with his childlike fervour. Eventually he died of a fever, leaving to the recently opened novitiate of Sant' Andrea, the happy memories of a joyous son who had been among the first to enter its walls. He was proclaimed the Patron Saint of religious novices.

Saint Ignatius Loyola, S.J. (1490 - 1556)

Saint Ignatius Loyola, S.J. is the founder of the Society of Jesus, the author of the *Spiritual Exercises*, and the Patron Saint of all Jesuits. Over his own protests he was elected the first Superior General. The expansion of the Jesuit Society was nothing less than miraculous; during his sixteen years as Superior General, it had grown from ten men to a thousand men living in 101 houses. Ignatius was canonized in 1622.

Loyola was born in the Basque hill country, the youngest of eleven children. Having received only a superficial education, his interests were in sports and military prowess. While defending a fort in Pamplona his leg was broken. During his convalescence he read the only books available which were lives of saints, and he underwent a remarkable conversion. He was determined to imitate these saints and to become a knight in the service of God. After some years in prayer and penances, he received divine illumination by which the rest of his life would be guided. He wrote down his experiences in his famous book known as the *Spiritual Exercises*.

These exercises are not read - they are done. They involve a process meant to free one to choose what is best for oneself in the light of first principles, and bring a sense that God is at work in all things, animating and energizing

them. These step-by-step guidelines for teaching the art of prayer and meditation are meant to lead an individual to find God in all things, to increase awareness of God's plan and the role one can play in bringing it to fulfilment.

At the age of thirty, Loyola returned to school to repair the gaps in his education until he was ready for the great universities at Alcala and Salamanca. In both these places he was reported to the Inquisition and jailed. Later he gathered together six companions who determined to go to Rome and put themselves at the disposal of the Pope. In 1540 Pope Paul III gave formal recognition to the order which would profess the three customary vows of poverty, chastity and obedience along with a fourth vow of special obedience to the Pope.

Very early it was clear that education was the most urgent need of the Church, so it became the work of the Jesuits. It is therefore no surprise to find many Jesuit schools named in his honour.

Saint John Francis Regis, S.J. (1597 - 1640)

Saint John Francis Regis, S.J. was a home missionary to southern France, visiting hospitals and prisons, reviving the faith of lax Catholics, assisting the needy, and bringing the hope of Christ to the poor. His influence reached all classes and brought about a lasting spiritual revival throughout France.

When he became a Jesuit he requested the mission of evangelizing the fallen-away Catholics of the interior of France, which still suffered from the sad effects of the Wars of Religion - that civil strife between French Calvinists and Catholics. Since a good portion of southern France had been under the control of the Huguenots, the Catholics in those areas had been forced to abandon the practice of their faith. Their churches had been destroyed and their priests slain. Now that peace returned to the country, it was the task of the home missionary to rekindle the faith that had once been there.

Regis travelled through many towns, climbing difficult mountains to carry God's message. His sermons were simple but sincere, and flowed from a heart close to God. Besides preaching, he would hear confessions, celebrate Mass, and catechize. He consoled the disturbed of heart, visited prisons, collected clothing and food for the poor, and established homes for

prostitutes so that they might be rehabilitated. There was nothing outstanding in any of his actions during the years he travelled as a home missionary, but the results were truly extraordinary. His influence reached all classes and brought about a lasting spiritual revival throughout France. Numerous miraculous cures of the sick effected during his lifetime continued after his death.

Saint Francis Xavier, S.J. (1506 - 1552)

Saint Francis Xavier, S.J. was a missionary in India, the East Indies and Japan. Since the time of the Apostles there has not been a greater missionary than Francis Xavier.

His early ambitions to become a university professor were put aside when he met Ignatius Loyola, who convinced him that the best way to use his talents was to spread the Gospel. Xavier became one of Ignatius' first companions in a fellowship that later became the Society of Jesus. He was the first Jesuit missionary.

The story of his journeys is an epic of adventure that found him dining with head hunters, washing sores of lepers in Venice, teaching catechism to Indian children, and baptizing 10,000 in a single month. He could put up with the most appalling conditions on his long sea voyages and endure the most agonizing extremes of heat and cold. Wherever he went he would seek out and help the poor and forgotten.

In a ten-year span he travelled thousands of miles - most on his own bare feet. He saw the greater part of the Far East. He died in 1552 on a lonely island of Sancian, near the China coast, while trying to reach mainland China. It was an astonishing feat when one considers the primitive means of transportation available, together with the danger involved in any form of travel due to incessant wars and piracy. But what is especially remarkable is the fact that he left behind him a flourishing church wherever he went. Many miracles were attributed to him, but the real miracle of his life was the miracle of his personality, by which he was able to win over thousands to the Faith wherever he went and to win their passionate devotion. He was declared the Patron Saint of Navigators as well as the Patron Saint of all Missions.

MEMBERSHIP

Incoming First Formers are placed in Houses, and remain in these Houses for as long as they are at Campion. The number of students per House is therefore fairly even until the end of Fifth Form. Not all graduates enter Sixth Form so the ratios change at that time. To offset this, any new student from Fourth to Sixth form is placed in the House with the fewest members. Members of Staff are also assigned to Houses, care being taken to evenly distribute the male and female teachers among the six Houses.

MEETINGS

Meetings are held on days appointed by the House Coordinator.

OFFICERS

Each House elects a House Captain, one Vice Captain, two Sports Captains, a Treasurer and a Secretary. There should also be a Staff member to serve as House Moderator. Altogether, Officers and Staff Members of Houses are responsible for conducting the House Meetings, encouraging student involvement, collecting funds when necessary and keeping accurate records of House Meetings: Attendance, Achievements and Expenditure. The House Coordinator checks from time to time to ensure that these duties are being carried out.

ACTIVITIES

Inter-House rivalry exists in the areas of Academic Performance, Conduct, Sports and other co-curricular activities.

In the Academic area, points are awarded for not only FIRST and SECOND Honours, but for outstanding EFFORT as well (*all Excellent or a combination of Excellent and Good*). Conduct points are awarded for merits and deducted for demerits and suspensions.

Students are encouraged and rewarded if merited, for participating in a variety of co-curricular activities. These include Inter-House competitions such as: *Road Race, Swimming, Girls' and Boys' Football, Netball, and Sports Day* events.

At the end of each School Year, trophies and shields are awarded to the top House in each category.

AIMS

The aim of the House System at Campion - which can be deduced from the above information - is therefore to provide an environment that enables the fullest personal development of each and every student, not only within but also outside of the classroom, by:

- a. Promoting a spirit of friendly rivalry among students.
- b. Enabling students to realize their leadership potential.
- c. Providing students with opportunities to develop and improve their organizational skills.
- d. Creating opportunities for students to use up some of their boundless energy in healthy, creative and enjoyable ways.
- e. Helping students to learn that although abilities differ from person to person, with consistent and dedicated effort, much can be achieved.
- f. Teaching students that
 - (i) participation can be rewarding even without a victory and
 - (ii) defeat should be graciously and peacefully accepted.
- g. Inspiring students to truly LIVE the School Motto: FORTES IN FIDE ET OPERE (Strong in Faith and Work)

CO-CURRICULAR PROGRAMME

The formation of our students into men and women of character requires both a rigorous academic programme as well as a broad and vibrant co-curricular programme. Co-curricular activities at Campion are designed to provide opportunities for students to explore their varied talents and interests, to teach important life skills, to promote volunteerism and service, to cultivate lasting bonds of friendship and to foster school spirit and loyalty.

Co-curricular activities at Campion are many and varied, appealing to a diverse and multi-faceted student population. There are over thirty individual clubs and an entire range of sporting activities. Therefore, each student should be involved in at least two co-curricular activities. Membership in a club, recorded on the report card, requires a minimum of 70% attendance to meetings, along with any additional requirements stipulated by individual clubs. Students are encouraged to ascertain membership requirements prior to joining a club.

There is a member of faculty who is assigned the Co-Curricular Coordinator to whom all concerns may be addressed.

Students are reminded that they MUST seek and receive permission from the school administration before entering the school in any competition of activity.

Parents/Guardians are required to formally give permission for students to represent the school in sports as often matches take place off campus.

Clubs include:

- ART
- CATHOLIC CLUB
- CHAPEL CHOIR
- CHESS
- CHORDS
- CHRISTIAN LIFE COMMUNITY
- COMPUTER
- DANCE SOCIETY
- DEBATING
- DRAMA
- ENGINEERING
- GREEN GENERATION
- HOMEWORK PROGRAMME
- INTERACT
- INTER-SCHOOL CHRISTIAN FELLOWSHIP (ISCF)

- KARATE
- KEY CLUB
- LANGUAGE CLUB
- LEO CLUB
- MINISTRY OUTREACH PROGRAMME
- MUSTARD SEEDLINGS
- OCTAGON
- PEER COUNSELLING
- PHOTOGRAPHY
- SCHOOLS CHALLENGE QUIZ
- SCHOOL MAGAZINE
- SCIENCE
- SIGN LANGUAGE
- SIXTH FORM ASSOCIATION
- STUDENT COUNCIL
- STEEL ORCHESTRA
- THE STUDENT VOICE
- UNITED NATIONS
- YOUNG ENTREPRENEURAL SOCIETY

**This list is not exhaustive as the number of clubs continues to grow.*

SPORTING ACTIVITIES include:

- ATHLETICS
- BADMINTON
- BASKETBALL
- CRICKET
- FOOTBALL
- GOLF
- HOCKEY
- LACROSSE
- LAWN TENNIS
- NETBALL
- RUGBY
- SWIMMING
- TABLE TENNIS
- VOLLEYBALL
- WATER POLO



THE ROLE OF INDIVIDUALS IN THE SCHOOL

PRINCIPAL

The Principal holds full responsibility for the day-to-day operations of the School and is directly responsible to the School Board, and through the Board, to the Ministry of Education.

The Principal:

- handles matters of **Staffing**: employing, timetabling; **Financing**: budgeting, auditing of accounts, fund-raising, fee-collecting; and **Academics**: the school curriculum.
- is responsible for the **School Plant**: its use, maintenance, improvement and security; and the **Student Population**: Entry, Discipline, Promotions, Expulsions.
- establishes and maintains good relationships with the community, the parent body, the staff and the student body.

VICE-PRINCIPALS

These are the chief assistants to the Principal and carry out specific management roles.

Some of their roles include:

- Organizing school assemblies and worship
- Assisting with special School functions
- Providing professional guidance of Teachers
- Monitoring student performance
- Commenting on reports
- Adjudicating on disciplinary matters being disputed with the Dean of Discipline
- Investigating or deciding on disciplinary matters or may refer the matter to the Deans of Discipline for action.
- Any other reasonable responsibilities assigned by the principal.

DEAN OF STUDIES

The Dean of Studies has general responsibility for academic affairs and direct responsibility for the supervision of the curriculum. He/she works with the Heads of Department to ensure teacher compliance with the school's

philosophy of Teaching and Learning through:

- Monitoring Lesson Planning and Student Assessment
- Analysis of student performance data for improved instructional practice
- Periodic review of the curriculum
- Teacher Appraisal
- Providing opportunities for teacher professional development

REGISTRAR

The Registrar has general responsibility for student matters.

Responsibilities include:

- Running of external examinations
- Maintenance of attendance records
- Maintenance of internal school records
- Sending of school reports

S.B.A. COORDINATOR

The school's SBA Coordinator provides a link between the teachers of the subjects with SBA and the school's management team. He/she is expected to:

- Liaise with the Dean of Studies and Registrar regarding SBA matters
- In collaboration with the teachers and Heads of Department, create the master SBA schedule at the start of each academic year.
- Submit to the Dean of Studies/Principal every two months, a report on the progress of SBA across all Departments.
- Receive, document and act on all reports of student delinquency in the submission of SBA assignments.
- Keep records of all communication with parents re student delinquency in the SBA process.
- Refer recalcitrant students to the Dean of Studies/Principal.

DEAN OF DISCIPLINE

The Dean of Discipline is responsible for the conduct and deportment of students, to ensure that a high standard is maintained at all times. Duties include:

- Investigating and deciding on matters related to demerits, and in conjunction with the Principal or Vice Principal, on matters warranting suspension or expulsion

- Assisting with selection of the Prefect and Sub-Prefect Body
- Assisting with determining deployment of the Prefect Body
- Arranging and monitoring the detention system

GRADE SUPERVISOR

Appointed by the Principal, one for each Grade Level, the Grade Supervisor's duties include:

- Monitoring and recording of attendance (regularity and punctuality)
- Commenting on and ensuring the completion of reports
- Assisting with difficulties at grade level
- Appointing Beadles for classes
- Ensuring the discipline and order on their assigned block

DIRECTOR OF TECHNOLOGY

Appointed by the Principal, the Director of Technology has overall responsibility for school's technology infrastructure and resources. Duties include:

- Management of the school's network
- Supervision of the systems administrators
- Procurement of technology equipment for classrooms
- Assisting in training of staff and students in the use of software and online tools

FORM TEACHER

Appointed by the Principal, the Form Teacher's role is basically a pastoral one - the Mother/Father figure who guides, counsels and creates a family atmosphere within the class. Responsibilities include:

- Organization of daily class devotions
- Assisting class to organize scheduled school assembly
- Monitoring of the Homework Book
- Ensuring care of classroom and furniture
- Assisting with fund-raising ventures
- Encouraging students' maximum achievement
- Encouraging and monitoring good conduct and deportment of student

GUIDANCE COUNSELLOR

The Guidance Counsellor is concerned with student welfare. He/She:

- Monitors the social and academic progress of students referred to the Department
- Works with the Development Office in the awarding of scholarships and financial assistance to needy students
- Liaises with the relevant state agencies in matters of student welfare
- Supervises the delivery of the school's Personal Development curriculum
- Offers advice and counsel to students with special problems
- Liaises with the home and parents of students with special problems
- Administers the School's Welfare Fund to give economic assistance where necessary
- Any other duty assigned by the Principal

Individuals may seek the confidential assistance of the Guidance Counsellor whenever the need arises.

NURSE

The Nurse assumes the full responsibility for the students who are ill while at school. He/She:

- Sees to the speedy and safe transportation of students to hospital in cases of emergency
- Manages the distribution of medical supplies to Grade Supervisors, the Sports Department, and Teachers
- Keeps accurate records of students with special medical needs resulting from diagnosed conditions
- Administers First Aid when necessary
- Advises teachers on students' health
- Makes contact with parents if any student needs to see a Doctor or be sent home due to illness
- Instructs students re. hygiene, personal & physical development
- Ensures that students' immunisation records are up-to-date

CHAPLAIN

The School Chaplain caters to the spiritual enrichment and development of staff and students. His/her duties include:

- Developing the Liturgical life of the school through class and school worship services and prayer assemblies
- Conducting Days of Reflection and Retreats for staff and students
- Expanding and enriching the current Outreach Programme of the school

- Working closely with the Religious Education Department and the Guidance Department to aid students' spiritual development

DATA PROTECTION OFFICER

Appointed by the Principal, the Data Protection Officer is responsible for ensuring the school's compliance with the Jamaica Data Protection Act. Duties include:

- Conducting audits of the school's collection, storage, and processing of data
- Monitoring compliance by members of the school community with the data protection and privacy policy of the school
- Advising the Principal on the risks and suggesting strategies to alleviate same as it relates to use of data

STUDENT POSITIONS OF RESPONSIBILITY

Students have a chance of serving in leadership roles at class and school levels. Students serve in these positions of responsibility at the administration's discretion and may be removed if a student does not carry out duties or brings the post into disrepute. Assistants may be appointed for each post at the discretion of the Form Supervisor or Form Teacher.

HOMEWORK MONITOR

This person is selected by the Supervisor in consultation with the Form Teacher. His/her main duty is to keep and record in the Homework Book all classwork and homework that is given by teachers and to indicate when no homework is given.

BEADLE

The Beadle is selected by the Supervisor in consultation with the Form Teacher. The Beadle is the Head Student of the class, responsible for maintaining discipline, recording attendance, lateness etc. The Beadles report any class problems to the form teacher or supervisor. In the event of teacher absence, it is the Beadle's responsibility to report to the Main Office.

ASSEMBLY MONITOR

The Assembly Monitor keeps the assembly register and records student attendance or lateness at each assembly. This is collected periodically by the Dean of Discipline or Form Supervisor for checking and any other action necessary.

PRAYER MONITOR

The Prayer Monitor is chosen by the Form Teacher. Duties include helping to organize School Devotions scheduled to be led by the class and organizing daily devotions for the class at the beginning and at the end of the school day.

ENVIRONMENTAL MONITOR

The Environmental Monitor is chosen by the Form Teacher. Duties include turning off lights, multimedia equipment, and fans when the class is not in session and ensuring the tidiness of the classroom.

STUDENT COUNCIL REPRESENTATIVE

This representative is elected by the students of the class. He/she:

- Must attend Student Council meetings
- Makes representation to the Council on behalf of his/her class
- Reports to the class on Student Council meetings

SUB-PREFECT

These students are selected by the Dean of Discipline on the recommendations of their teachers. Sub-prefects should:

- Possess good leadership qualities
- Demonstrate good school spirit
- Have an exemplary record of conduct

Sub-prefects are selected from the Fourth and Fifth Forms. Their duties include:

- Monitoring the corridors and classrooms
- Supervising students entering the canteen
- Keeping good order in the library
- Any other duty assigned to them by the Dean of Discipline

PREFECTS

Prefects are selected on the advice of the Prefects, Staff, Supervisors, Deans of Discipline, Vice-Principals and Principal. They should be:

- Of good character and reliable
- Able to cope with their academic duties despite the extra responsibilities of their office
- Exemplary in their conduct and therefore able to set an example to the rest of the student body

- Knowledgeable of the rules of the school and be willing to guide students in their conduct and so promote the maintenance of good discipline in the school
- Able to set an example in their speech and attire
- Able to command the respect of the student body as a result of their own conduct and demeanour
- Strong in their personality and mature enough to know how to relate to the rest of the student body
- Able to act on their own initiative

The Prefect's main role is to encourage and promote good discipline amongst the student body. Each prefect is assigned a number of duties which includes patrolling the corridors, library duty, canteen duty, general supervision at School Assemblies, and proctoring classes in the absence of a teacher.

FORM PREFECT

Form Prefects are appointed by the Head Prefects to perform a Big Brother/Sister role to the members of a particular class. The Form Prefect:

- Encourages conflict resolution through the proper channels
- Spends time with the class and becomes familiar with the class teacher
- Remains with the class in assemblies and ensures that good discipline is maintained
- Encourages full participation in school activities

HEAD STUDENTS/PREFECTS

A **Headboy** and one Deputy, and a **Headgirl** and one Deputy, as well as eight other **senior prefects**, are selected from amongst the members of the Prefect Body by the Principal after consultation with the Prefect Body, Staff, Supervisors, and Vice-Principals.

As Head Prefects, they provide leadership to the Prefect Body, assigning duties to individual prefects and monitoring them in the carrying out of their duties. They also provide leadership to the rest of the student body and should be exemplary role models for the school population.

GUIDELINES FOR PARENTS

A strong partnership between home and school is one of the characteristics of any effective school. Parents/Guardians must be aware of what is happening at school in order to properly monitor, guide and support student achievement.

To this end, make sure you receive:

An Academic Calendar

This is sent out each year in September giving the dates of:

- the beginning and end of each term
- mid-term breaks
- meetings with parents
- any scheduled major school event

Action: Keep safely where it can be always viewed to help with planning, so relevant meetings can be attended and support given to school functions.

N.B. Pay special attention to examination dates and avoid planning activities for your child/ward which conflict with their examinations.

Reports

Five are issued each year: THREE End-of-Term Reports, TWO Mid-Term Reports (Christmas and Easter Terms).

Action: Study these reports. Note the child's progress. Take any action necessary to improve progress.

Please note that grade books and attendance registers can be monitored throughout the academic year. Parents are advised to use the online platforms to check on student progress and contact teachers where necessary in a timely fashion.

Consultation Schedule

A consultation schedule is sent home to parents in September each year outlining the times when teachers are available for consultation. These times are not only an opportunity for teacher and student to reinforce, learn, explain, and redefine etc., any academic problem the student may be

having, but parents may request to see the teacher during this consultation time. Similarly the teacher may request to see a parent or student at this time. **Never go directly to a classroom to have discussion with a teacher.**

WITHDRAWAL OF STUDENTS

Parents/Guardians are required to give one term's notice of their intention to withdraw their child/ward. This notice must be submitted in writing to the Principal. Parents/Guardians are asked to ensure that all rented texts and other school property are returned and that all financial obligations to the school settled prior to the student's date of withdrawal.

The school does not grant 'academic leave of absence' to students. **Students who are absent from school continuously for over thirty (30) days will be deemed to have withdrawn and their names removed from the school's register.*** Discretion may be applied for cases of extended illness once the parent has been in dialogue with the school administration and supplied the necessary documentation.

TEACHER/PARENT INTERACTION

Campion provides opportunities for teacher-parent interaction. **Home School Association (H.S.A.) Consultation Meetings.** In the second term, TWO days are set aside for this. Dates are indicated on the academic calendar. 5th formers have a designated afternoon in the Christmas Term.

One aim of the H.S.A. Consultation is to stimulate parental interest in the academic development of the children and to maximize the potential of the school to provide quality education.

Action: Attend the H.S.A. Meetings and, to save time -

- Come knowing the names of the child's teachers
- Know the child's class (e.g. 1-4)
- Monitor the mark books and email teachers
- Study the School Report and know what questions you would like to ask
- Bring the Report

Private Consultations

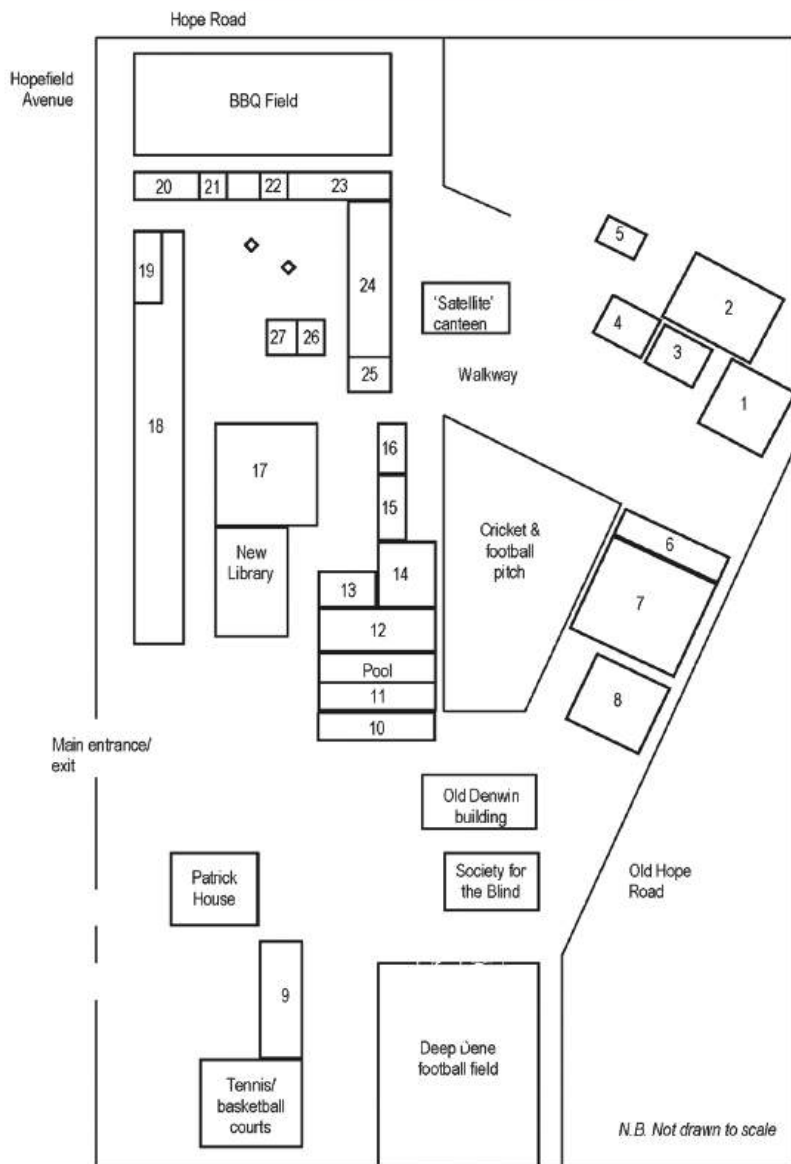
Appointments can be made (by email, telephone or in person) to meet with teachers (see Consultation Schedule for possible times).

SUGGESTIONS FOR HELPING YOUR CHILD

1. **Books and Equipment** - Be sure that they are given, and take to school with them, all required books and equipment.
2. **Rental Books** - must be cared, used and returned on the prescribed day at the end of the school year. Failure to do so results in penalties.
3. **Study Timetable** - Help your child to organize and follow a study plan which allows each subject to get prime study time each week.
4. **Homework** - Insist that homework is done daily. Work may be:
 - Assignments given by the teacher
 - Revision or correction of classwork done
 - Preparation of work for the next class
5. **Notebooks** - A notebook should be kept for each subject. An entry with DATE and TOPIC, and facts gleaned should be made each day the subject is done. This enables parents/guardians to see what is done in school and helps the child in revision and study.
6. **Absent Notes/Excuses** - Absences from school should be explained by the parent/guardian. A note addressed to the Form Supervisor should be presented on the day your child returns to school. If your child is unavoidably late for school at any time, a written excuse from the parent is expected. If for good reason your child is out of uniform, a note seeking permission for his/her acceptance in school must be sent to the Grade Supervisor, Dean of Discipline or Vice Principal.
7. **School Rules** - Ensure that your child abides by the school rules (*pay special attention to attire and grooming*).

We advise both parent and child to read through this booklet together. All of us—students, parents and teachers—can contribute much to the success of the school and the development of each child by working together with understanding and cooperation.

CAMPUS GUIDE



LEGEND

1. CAMPION HALL including BOOK STORE, BOOKRENTAL ROOM, GUIDANCE COUNSELLORS' OFFICES downstairs/ CHAPEL AND CHAPLAIN upstairs
2. SENIOR ART ROOM upstairs / GYM / DANCE STUDIOS
3. REHEARSAL ROOM downstairs/ JUNIOR ART ROOM upstairs
4. DRAMA ROOM downstairs / JUNIOR ART ROOM upstairs
5. MUSIC ROOM
6. CANTEEN including Mezzanine floor upstairs
7. AUDITORIUM including COMPUTER LABS
8. NETBALL/VOLLEYBALL COURTS
9. TENNIS ACADEMY
10. ANCILLARY STAFF/WORKSHOP
11. SPORTS COMPLEX
12. TENNIS COURTS
13. ADMINISTRATIVE WING including PRINCIPAL'S OFFICE, BURSAR'S OFFICE & BOARD ROOM
14. ADMINISTRATIVE BLOCK including VICE-PRINCIPALS' OFFICES & SECRETARIAL STAFF downstairs/COMPUTER LAB upstairs
15. FIRST FORM BLOCK and TECHNOLOGY RESOURCES ROOM
16. FIRST FORM SUPERVISOR'S OFFICE downstairs/FIRST FORM BATHROOMS upstairs
17. STAFF HOUSE including STAFF LOUNGE, KITCHEN & WORKING AREAS
18. SIXTH FORM BLOCK including lecture rooms, reading room, lounge & SIXTH FORM SUPERVISOR'S OFFICE
19. SIXTH FORM MULTI-PURPOSE SCIENCE LAB downstairs/ COMPUTER SCIENCE LAB upstairs
20. SCIENCE BLOCK including JUNIOR SCIENCE LAB, BIOLOGY LAB and SUPERVISOR'S OFFICE upstairs/CHEMISTRY LAB & PHYSICS LAB downstairs
21. DEAN OF DISCIPLINE & CO-CURRICULAR COORDINATOR'S OFFICES
22. 4TH & 5TH FORM SUPERVISORS' OFFICES (upstairs); DEAN OF DISCIPLINE'S OFFICE (downstairs)
23. WATERS HALL including FOURTH FORM CLASSROOMS downstairs/ FIFTH FORM CLASSROOMS upstairs
24. SECOND & THIRD FORM CLASSROOMS & BATHROOM FACILITIES
25. NURSE'S OFFICE
26. THIRD FORM SUPERVISOR'S OFFICE
27. SECOND FORM SUPERVISOR'S OFFICE

APPENDIX

Appendix 1. ACADEMIC INTEGRITY POLICY

PREFACE

Campion College has as one of its core values, the virtue of integrity. Students are expected to conduct themselves according to the highest standards of integrity in all areas of school life. In an environment where the pursuit of academic excellence is so prized, the school sets out to inculcate in each student the corresponding value of academic honesty. To this end, there is a policy for treating all forms of academic malpractice.

Forms of Academic Dishonesty and Corresponding Sanctions

Academic dishonesty is any action intended to give oneself or another an unfair advantage or to put others at a disadvantage in academic matters.

Infringements considered extreme misconduct that may be punishable by a Suspension and referral to the School Board:

Plagiarism

- Submitting an SBA or IA previously done by another student as one's own work.
- Downloading internet answer papers and submitting them as one's own work.
- Submitting AI-generated responses as your own work.
- Inappropriate AI use
- Copying another student's work (in part or in whole) with or without permission and submitting it as one's own assignment.
- Selling and/or purchasing of assignments.

Impersonation

- Impersonation: pretending to be someone else or facilitating another student's impersonation of you physically or electronically.

Students may discuss general approaches to assignments (homework and out of class projects) and seek clarification from classmates regarding the assignment expectations, unless explicitly instructed otherwise by the instructor. However, students are expected to safeguard their own work and must not share completed or substantially completed assignments with others. If copied work is identified, both the student who copied the work and

the student who shared it may be subject to sanctions, as sharing work in this manner may constitute facilitating academic dishonesty.

Infringements punishable by a Demerit and a score of '0':

- Cheating on assignments (home work, class work, tests or projects) and on examinations.
- Taking unauthorized material or study aids into an examination room or during an examination sitting.
- Talking to, signalling, or texting someone while in an examination room.
- Copying or attempting to copy from another student's work, with or without his/her permission, during an examination.
- Obtaining or attempting to obtain an examination prior to its administration.
- Aiding academic dishonesty in an examination.
- Aiding academic dishonesty on assignments.
- Taking a cell phone into an examination room.
- Use of a smart watch or unauthorised device/equipment in an examination or test.
- Inappropriate AI level use.

Infringements punishable by a Detention:

- Minor breaches of Examination Regulations.
- Borrowing during an exam.
- Using text from books, the internet or other sources without following the conventions for citation and acknowledgement of sources.
- Falsification/fabrication of data: changing or omission of data to support claims or hypotheses.
- Inappropriate AI level use

The Dean of Discipline has responsibility to investigate all reported cases of academic dishonesty and determine the appropriate sanctions. Where a particular case is complex or the nature of the breach is unclear, the Dean may activate the Academic Integrity Committee to review the case and make recommendations to the Dean of Discipline or the Principal for possible sanctions.

ACADEMIC INTEGRITY COMMITTEE

Terms of Reference

Membership:

- Dean of Studies
- 3 members of the academic staff
- 1 Student Representative from the Student Council

Reporting Structure:

The Committee makes its recommendations for sanctions to the Dean of Discipline.

Hearing Process:

1. Teacher fills out an “Academic Dishonesty Incident Report” with:
 - Subject
 - Date of Infraction
 - Any evidence to support the charge of academic dishonesty
 - Name and SignatureReport is then submitted to Dean of Discipline.
2. The Dean of Discipline reviews report to determine if a hearing is necessary. If a hearing is deemed necessary, the student is given 5 clear days notice of the date, time and place of hearing.
3. Student appears before the committee and case is heard. Student may be accompanied by parents/guardians at the hearing.
4. Committee considers the matter and makes a judgement.

Appendix 2. CAMPION COLLEGE DIGITAL CITIZENSHIP AND TECHNOLOGY USE POLICY (DCPI)

I. Introduction and Purpose

In the digital era, the Internet, and Information Communication Technologies (ICT) offer unparalleled benefits for education at Campion College, facilitating global communication through email, instant messaging, and social media. As we embrace these tools for their immense educational benefit and potential to transform learning, we are committed to harnessing this power in a way that is safe, responsible, efficient, effective, ethical, and conducive to student growth. Our commitment extends beyond just safe and effective utilisation of technology to foster a culture where digital interactions are conducted with courtesy and respect, reflecting our core value of developing men and women for others. This policy aims to guide our community in embodying our values in every form of online communication, ensuring that our students not only excel academically but also contribute positively and respectfully in the digital world.

II. Scope of Policy

This policy applies to all members of the Campion College community, including students, staff, and coaches. It covers the use of Information Communication Technologies (ICT), social media interactions, and any digital communications associated with the school, whether conducted on campus or remotely. The scope extends to:

- All digital communications, including emails, instant messaging, social media postings, and internet usage by students, staff, and coaches. It applies to interactions within school-related activities, on school premises, and at school-affiliated events, whether through school-provided ICT resources or personal devices brought under the Bring Your Own Device (BYOD) programme or otherwise. The objective is to ensure technology use enhances learning and reflects the school's values without detracting from the educational environment.

• **Bring Your Own Device (BYOD)** is a programme that allows students to bring permitted personal digital devices to school to connect to the school's network to facilitate learning in the classroom under the supervision of their teacher or in other school-related settings. The bring-your-own-device policy will allow the use of these devices under

appropriate safety and security measures as set out by the school.

- Online conduct that impacts the school environment, including cyberbullying, sharing of school-related confidential information, and representation of the school on various digital platforms. Participation in school-connected groups' activities on digital platforms, ensuring that all interactions reflect the school's values of CALORIE, respect, empathy, and the ethos of being men and women for others.

III. Acceptable Use of Devices and Internet

Approved Devices: Tablets, netbooks, laptops (1st to 6th form), and smartphones (6th form only) are sanctioned, contingent upon meeting the technical specifications set forth by the IT department. This measure ensures devices are compatible with educational software and adhere to network security protocols, facilitating a seamless integration into the learning environment. **Please note that the ability to bring your own device to school is a privilege and not a right, and therefore, the school can revoke this privilege under certain circumstances.**

Only students in 6th form are allowed to connect their mobile phones to the school's wireless network. This is permitted when they are in the sixth form building during non-contact time or as directed by the teacher during class time. **Personal gaming devices are not allowed under the BYOD programme.** The school reserves the right to decide the type of devices allowed under the BYOD programme.

Teachers at Campion reserve the right to when to allow the use of devices (not including cell phones for 1st to 5th form) in the classroom. Thus, teachers may choose to allow students to use their devices every day, on some days and not on others or on specific tasks. Students are, therefore, reminded that they must comply with the teacher's directives regarding the use of the device in the classroom. While in class or in a school setting, students should ensure that their device volume is off or on silent mode unless given prior permission by a teacher. This is to ensure that they do not disturb other students. Students should also refrain from using their devices to make personal phone calls or send text messages while in class.

Internet Access: Access to the internet on campus is granted exclusively for educational endeavours such as research and classroom activities.

To maintain a focus on learning, non-educational browsing, streaming, or downloading of non-educational content on the school's network infrastructure is expressly prohibited. This policy is designed to optimise internet resources for academic use and safeguard students from distractions.

Prohibition on Online Behaviour and Use of Electronic Devices: Campion College upholds the principle of using the Internet and electronic devices in a manner that is legal, ethical, and socially responsible, and respects community standards. The following activities are explicitly prohibited and serve as examples of unacceptable online behaviour, be it on or off campus, and are in breach of the school rules. The Campion College Administration retains the discretion to deem any unlisted online activity as inappropriate and also in breach of school rules. Students **must not**:

- Watch pornographic or other inappropriate content on the school compound or at school-related activities or events
- Use school-owned devices to watch pornography or other forms of inappropriate content, whether on or off-campus
- Post or send disrespectful, offensive, rude, vulgar, profane, obscene, pornographic, harassing, abusive, discriminatory and/or inflammatory language, statements or images advocating violence, and/or personal attacks
- Post or send sexually explicit correspondence, including images of themselves
- Post or send false or defamatory information about the school, staff, or other students
- Post or disclose personal information, including, but not limited to, names, addresses, photographs, credit card details, email addresses, and/or telephone numbers of a student or staff member without that person's explicit prior permission
- Engage in illegal acts on the campus including, but not limited to, tampering with computer hardware, and deliberate attempts to spread computer viruses and other types of malicious software on the school's network or personal devices of other students and staff.
- Post material that brings the name of the school into disrepute

Game Play: Engaging in gameplay is restricted to contexts where it forms an integral part of an educational activity. Such activities during the school day (8 am to 3 pm) must be under the direct supervision or instruction of a

teacher, ensuring that gaming serves a pedagogical purpose. This approach allows for the innovative use of gaming in learning while maintaining the educational integrity of technology use within the school. Use of the school's network resources for game play should be within the context described above.

Communication: All correspondence with Campion College staff must be conducted through officially assigned student email addresses to ensure professionalism and security. Communication should always be respectful, appropriate, and aligned with the mission and values of Campion College. The provided email accounts are intended for the exchange of information relevant to academic and school activities. Chain letters and spamming activities are strictly prohibited to maintain the integrity and efficiency of our communication channels.

IV. Cyber Offenses and Security Measures

The following actions are strictly prohibited and considered violations of our digital citizenship standards:

Cyberbullying: involves using the Internet or other digital technologies to tease, harm, intimidate, threaten, or harass members of the Campion Community (staff or student) through direct or indirect activities such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, social media status, digital pictures or images (including edited versions), or website postings (including blogs), impersonating another student/staff member, and disseminating personal information or images which may have the effect of one or more of the following:

- Physically, emotionally or mentally harming a student/staff member;
- Placing a student/staff member in reasonable fear of physical, emotional or mental harm;
- Placing a student/staff member in reasonable fear of damage to or loss of personal property;
- Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Cyberbullying is considered a serious offence and is strictly prohibited whether committed on or off campus, using the school, personal or other equipment, and can result in a student being expelled from Campion College.

Prohibited Network Activities: Unauthorized access, including hacking into the school's network or equipment or unauthorised entry into school databases or restricted areas of the network infrastructure, is strictly prohibited. This encompasses any manipulation of both school-owned and personal data without explicit permission. These actions compromise the integrity and security of our digital environment and are subject to severe disciplinary actions.

Distribution of Malware: Creating, distributing, or knowingly introducing malware into the school's network is also

Vandalism: defined as any malicious or intentional act aimed at damaging or destroying data, digital devices, or the school's ICT infrastructure, is strictly prohibited. This includes theft, defacement of digital devices or online resources (such as the school's website or educational platforms), and any action that compromises the integrity or availability of digital and physical technology resources. Such behaviour undermines the educational environment and will be met with strict disciplinary action.

Security Protocols:

- **Antivirus Software:** All devices connecting to the school network must have school-approved antivirus software installed to protect against malware and other cyber threats.
- **Securing Access Credentials:** Students are required to vigilantly protect their login credentials to prevent unauthorised account access. Sharing usernames, passwords, or any access information with others is strictly forbidden. Students will be held accountable for any action that takes place under their login. Unauthorised attempts to access another user's account will lead to immediate suspension of ICT privileges and may incur further disciplinary measures.
- **Responsible Software Management:** To maintain a secure and efficient IT environment, students are strictly prohibited from installing any unauthorised software on school devices or using any device on the school network that compromises security, fairness, or operational integrity. This includes attempts to bypass IT security measures through unauthorised software or methods. The use of VPNs on the school's network is strictly prohibited. Altering, tampering with, or introducing

- malicious software into the school's technology infrastructure, including both school-owned and BYOD devices connected to the network, is forbidden. Only authorised IT staff members may perform software installations on school devices to ensure the protection of our digital resources and the seamless functioning of our educational activities.
- **Device Security and Care:** Students must safeguard both personal BYOD and school-loaned devices, always ensuring their security, particularly when not in active use. Each device should be distinctly marked with durable, non-removable identification labels. For safekeeping, devices should be locked in the student's locker during non-use periods, such as lunch or physical education classes. It's crucial to power off devices before storage to extend battery life and prevent potential overheating, maintaining the device's condition and readiness for educational activities.

Reporting Security Breaches: students are obliged to promptly report any known or suspected violations of this policy, along with any other activities that might threaten the security of the school's ICT infrastructure. Quick and responsible reporting is crucial for maintaining the integrity and safety of our digital environment.

V. Social Media Guidelines

To ensure a positive and respectful online presence that aligns with the values of Campion College, the following social media guidelines are established:

- **Content Standards:** Members of our community are encouraged to contribute positively to their digital footprint. Posting of harmful, offensive, or derogatory material is strictly prohibited to maintain a respectful and safe online environment. Content must be consistent with the school's Online Behaviour and Use of Electronic Devices part of this policy stated above.
- **Privacy Settings:** Users should apply robust privacy controls to their personal social media accounts to protect personal and sensitive information from unauthorised access.
- **Confidential Information:** There is a strict prohibition against sharing any school-related confidential information or materials online. This includes

internal documents, personal data of students and staff, and any information that could compromise the security or reputation of the school.

VI. School Liability Statement

Campion College acknowledges that students utilise BYOD at their own risk within the school environment or connected to the school network. Every student is responsible for securing and maintaining their device, including using protective cases and software and storing it carefully. Therefore, Campion College is not liable for any damage, loss, or theft of the student's BYOD on school property or during school-sponsored events. Additionally, the school is not responsible for device maintenance, data or call costs, or ensuring the security of the school's network and internet connection for student use. The school may regulate or restrict access to the network at any time to ensure appropriate usage.

VII. Consequences of Policy Violations

Violations of the Digital Citizenship and Technology Policy at Campion College are taken seriously, with a tiered system of consequences, ranging from teacher warnings for minor infractions to suspension or expulsion for serious or repeated offences, ensuring accountability and the safety of the school community. Upon suspicion or discovery of a violation, the matter is escalated to the Dean of Discipline or another member of the school administration for assessment and action. The process for addressing infractions is as follows:

- **Initial Assessment:** The Dean of Discipline or another administrative member will initially engage the student in discussing the suspected or known violation.
- **Investigation:** A thorough investigation will be conducted by the school administration to ascertain the details of the alleged violation. Written statements will be collected as part of the investigation.
- **Parental/Guardian Notification:** The student's parents or guardians will be informed about the issue, the policy, and potential disciplinary outcomes after interviews with students are completed.
- **Disciplinary Action:** Based on the investigation's findings, appropriate disciplinary measures will be taken. Actions may range from warnings for minor infractions to more severe penalties for serious or repeated offences, such as suspension, removal from special programmes, or

expulsion.

- **Permanent Record:** Incidents will be documented in the student's permanent record.
- **ICT Facility Suspension:** Depending on the violation's nature, students may be temporarily barred from using ICT facilities at Campion College.
- **Expulsion Process:** For grave offences, the expulsion process will include an evidentiary hearing in line with school procedures and the Education Act.
- **Law Enforcement Involvement:** If the violation involves criminal activity, law enforcement authorities will be notified.

This tiered response ensures a balanced approach to maintaining a respectful, secure, and conducive learning environment.

VIII. Roles and Responsibilities

Students: Responsible for the security and ethical use of their devices. Expected to follow all guidelines and report any breaches of policy.

Parents: Encouraged to engage in conversations about online safety and digital citizenship at home and support the school in enforcing this policy.

Teachers and Staff: Monitor technology use, guide students in ethical behaviour online, and enforce policy violations.

Appendix 3. EMAIL GUIDELINES FOR PARENTS

Email may be a fast and convenient way for you to send messages, but this may not be the case for many of our teachers. Some teachers read their email messages in the morning before school, some may read them at the end of the day, and some read them during the school day. Many teachers prefer to use the phone to speak directly to parents.

For these reasons, please remember if you choose to send an email message to a member of our professional staff, you **may not** get an immediate reply. The usual practice will be a response within **three** working days of receipt of your email, since the staff members will determine how best to contact you: by email, phone, or to schedule a personal conference.

When using email, please observe the following guidelines:

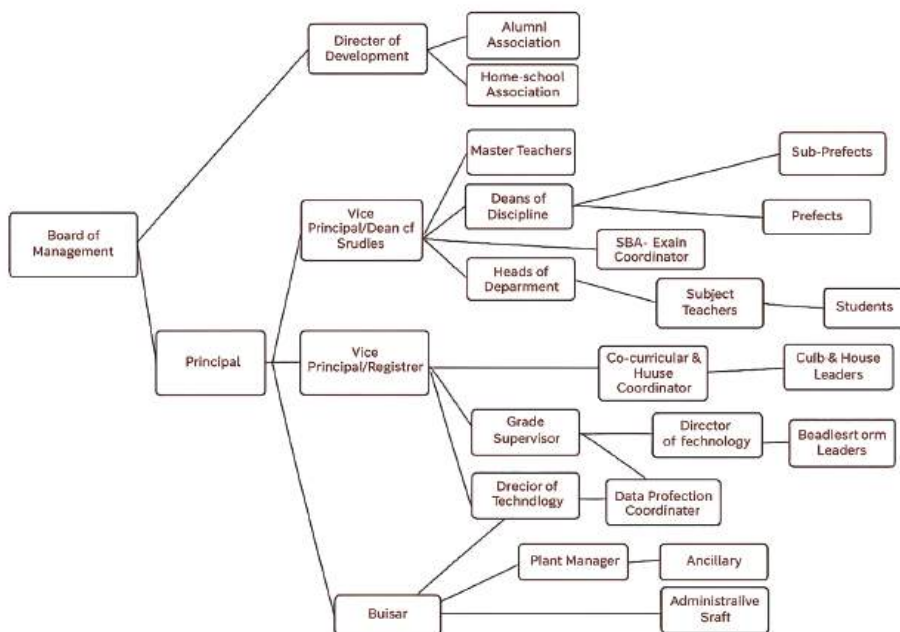
- Do not send emergency messages by this medium. For example, do not use email to inform a teacher that your child is not to go home on the bus. A teacher may not have time to read your message in a timely fashion.
- Your child's academic progress, learning expectations, or behavioral issues, which require a lengthy and deep response, are best addressed by scheduling a personal conference with your child's teacher.
- Please identify yourself and your child and homeroom class in the subject line of your email message. Failure to adhere to this will result in your email being ignored.
- For all medical or health concerns, please contact the school nurse by phone.
- Please keep all contact professional. Jokes, amusing or special stories, chain letters, or commercial solicitations are inappropriate and reduce valuable teaching time.
- Communication sent outside working hours or on public holidays will not be deemed to have arrived until the next working day.
- Mass email to the school staff must be approved by the administration before sending the e-mail.
- Requests for transcripts or other official documents must be done in person at the main office.

Appendix 4. LINES OF COMMUNICATION

The organisational structure of the school is outlined in the diagram below. 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 structure for this activity is outlined below and we ask that as much as possible the system be adhered to. Issues relating to a student's academic performance should first be discussed with the subject teacher. If the matter cannot be resolved at this level, only then should it be referred to the Head of Department, then the Dean of Studies, and as a last recourse, to the Principal.

Issues relating to student discipline should first be discussed with the subject teacher. If the matter cannot be resolved at this level, only then should it be referred to the Grade Supervisor or Dean of Discipline, then the Vice Principal for Systems Management (Registrar), and as a last recourse, to the Principal.



Appendix 5. PHILOSOPHY OF TEACHING AND LEARNING (Student Version)

CORE VALUE: LOVE & RESPECT

COROLLARY (Learner):

Students ensure that they attend consultations as requested by the teacher. Students ensure that they notify parents in advance of consultation time so that pick-up can be rescheduled.

Students understand, appreciate and respect the uniqueness of each other. Students should treat each other with respect and avoid negative name calling.

Students never denigrate another student.

CORE VALUE: OPEN-MINDEDNESS

COROLLARY (Learner):

Students are open to other cultures and an understanding of how cultures shape view points. Students are to willingly share their cultural experience with the class to add value to the lesson. Students must never denigrate other cultures, religious beliefs, nationalities, etc.

Students should be willing to participate in the lesson by respectfully sharing opinions (even if opposed to the teacher's view point), aiding in carrying out tasks, volunteering for activities, etc. Students must willingly share their personal experience that can help to enhance the lesson or further a teaching point.

Students must never ridicule a suggestion, opinion or experience shared that was genuinely made to enhance the lesson.

Students must never waste the class or teacher's time by making knowingly unnecessary comments or suggestions that add no value to the learning experience.

CORE VALUE: CREATIVITY

COROLLARY (Learner):

Students must appreciate that their peers may learn differently from them and, therefore, must be open and understanding of the need for the teacher to use different methods (from those with which they are most comfortable)

to reach out to their peers. They must, therefore, receive the different teaching strategies with openness and enthusiasm.

Students must be willing to procure (as within their financial or other capacity) or use additional material/technology being used or suggested by the teacher.

Students must be willing to think. They should not simply rely on the teacher giving the answer. Students must be willing to "reason out" the answer based on the guiding questions being asked by the teacher.

Students should answer questions in complete sentences.

Students must attempt to express themselves clearly and comprehensively. Students must avoid the use of words that do not mean anything e.g. "You know Miss. That thing".

Students should be willing to explain or express a thought or idea in their own words and not simply regurgitate information from the text.

Students should read ahead to ensure that they are prepared for class and can make meaningful contribution to the lesson.

CORE VALUE: ACCOUNTABILITY

COROLLARY (Learner):

Students should read teacher comments and feedback to ensure that mistakes made are not repeated on future assignments.

Students must ensure that all assignments are done to the best of their ability.

Students must submit assignments in a clear and organised way to allow for the easy marking of the assignment.

Students should complete all pre-class activities prior to attending class to allow for the smooth flow of the lesson.

Students must keep a homework/assignment book to keep track of all assignments issued and their corresponding due dates.

Students should ensure that assignments are started on time in order to ensure their timely completion.

Students should speak to their teachers early to seek clarification on an assignment, where necessary.

Students should take care to prepare properly for assignments/tests to ensure that their performance accurately reflects comprehension/mastery of topics/skills.

CORE VALUE: EXCELLENCE

COROLLARY (Learner):

Students must always be prepared for the lesson by having open and available on the desk any material and/or equipment needed as instructed by the teacher in advance.

Students should view the learning process as an opportunity to develop relevant life skills that have impact in the world of work in a variety of fields.

Students should seek to understand how a particular lesson interacts with other subject areas or the real world.

Students should ensure that they seek consultation with the teacher, on their own accord, to have clarified areas where they fell down on the test/assignment.

Students should store carefully test/assignment papers to track their own progress on a specific topic.

Students should respectfully give the teacher feedback on classes as to what went well, what did not work and how the class could be improved.

CORE VALUE: INTEGRITY

COROLLARY (Learner):

Students should review rubric and other guidelines given when attempting assignments to ensure that assignments are satisfactorily done.

Students should submit their own work only. They should never cheat on any test or assignment.

They should only discuss general ideas about an assignment with other students, never the details of implementation or content to be submitted.

Students should always respond to teacher and other students with respect.

Students should not take matters into their own hands if they feel aggrieved by a teacher. The matter should be reported to someone higher up in authority.

Students should trust the teacher's judgement. A person may not always be

reprimanded in public, however, there should be trust that appropriate action is taken by the teacher and that the teacher is fair in dealing with the issues.

Students must respect copyright guidelines and laws.

CORE VALUE: RELIGIOUS

COROLLARY (Learner):

Students must attend and participate reverently in assembly.

Students must take responsibility to lead in assembly or class devotion.

Students should display spiritual consciousness and show reverence for the sacred.

Students must demonstrate good stewardship of the environment and of the school's resources.

Students acknowledge and embrace the uniqueness of self and others.

Students should be open to learning about and appreciating the religious values of an Ignatian institution.

Students must be open to learning about and appreciating different belief systems and faith traditions.

Students should display tolerance for members of the school community and wider society, irrespective of socio-economic background, religion, ethnicity, political affiliation or gender.

Students should respect the rights of their teachers, peers and other members of the school community.

CORE VALUE: COMMITTED TO DOING JUSTICE

COROLLARY (Learner):

Students must demonstrate compliance with school rules and laws governing the wider society.

Students should expect to be held accountable for their actions and to be rewarded or punished regardless of their gender, race, creed, etc.

Students should recognize that it is their duty to confidentially report evidence of wrong-doing to appropriate authority.

Students must acknowledge that for every right there is a corresponding responsibility.

Students should use the prescribed channels to express their experiences of injustice.

Students must understand the importance of social justice within school, country and world.

Students should be open to learning about the experiences of persons outside of their own social circles.

Appendix 6. POLICY ON VIOLENCE

Respect is a core value of the Campion College ethos. This value is to be practically lived out in our interactions with all members of the school community and extended to our relationships in the wider society. It has its foundation in our Christian belief that each human person is “made in the image and likeness of God” and as such possesses an inviolable dignity. It is this dignity that commands our respectful treatment of each other in all our attitudes, words and actions. Campion College sees disrespect as the root of all violence, and therefore regards all forms of aggression as incompatible with the spirit and mission of this institution.

Violence in Language

Violent actions often start with violent language. All members of the school community should refrain from demeaning, abusive, threatening, and indecent forms of address or language in their dealings with one another. Verbal or written threats, racial/ethno-cultural, religious harassment in any form is unacceptable and will be met with disciplinary action.

Fighting and Physical Violence

Campion College will not tolerate any form of physical violence among students. Fighting will result in immediate suspension for ALL involved. Students are encouraged to “walk away” from aggressive behaviour and provocation, as they have recourse to their adult supervisors. A choice to become involved in a fight is a choice to face possible expulsion from school. Tempers MUST be controlled.

NOT CALLING IN REINFORCEMENTS/INVITING PERSONS ONTO THE COMPOUND

The invitation of any other person/s onto the compound for the purpose of intimidation or causing harm/violence to any member of the school community will be severely punished.

Possession and/or Use of Weapons

Campion College strictly prohibits the possession of any weapon on its property. Weapons include guns or replicas, knives and other cutting implements.

Any use of an object (stone, stick, bat, bottle etc.) as a weapon to inflict injury will be punishable by immediate suspension and possible expulsion.

It should be clearly noted that the possession of a weapon or replica, or the use of any dangerous weapon is a criminal offense in Jamaica and the police may be notified in such cases.

Police Reports

Any incident on the school grounds involving injury to a member of the school community must be reported immediately to a member of the school's administration.

The Principal, as the accounting officer for the school is responsible for deciding whether a formal report to the police is necessary.

Appendix 7. SCHOOL POLICY CONCERNING EXTERNAL EXAMINATIONS

Fourth & Fifth Form (CSEC)

1. Campion College offers a five year curriculum which culminates in the sitting of the Caribbean Secondary Education Certificate examinations in eight subjects, of which English A, English B, Information Technology and Mathematics are compulsory. These four subjects should be sat in the fifth form year as a prerequisite for the successful completion of the prescribed course of study and therefore eligibility for graduation.
 - Students may be entered to sit CSEC Mathematics at Campion in fourth form provided that they are currently enrolled in the regularly scheduled Additional Mathematics class at Campion College. The student must be under the instruction of a Campion teacher. **SBAs MUST be set, supervised and marked by this teacher.**
 - Where a student has successfully sat CSEC Mathematics with a grade one (I) in 4th form and is currently enrolled in regular Additional Mathematics classes at Campion, the student may substitute CSEC Add. Maths for Mathematics in order to fulfil the requirements outlined.
 - **Earlier sitting of CSEC Maths (prior to 4th form) is not recommended.**
2. In addition to the four compulsory subjects, students are required to sit 4 or 5 other CSEC subjects in their 5th form year as a prerequisite for the successful completion of the prescribed course of study and therefore eligibility for graduation. This will lead to a total of 8 or 9 subjects. Students who wish to sit 9 subjects must have demonstrated the required academic competence and discipline, and have made this request at the time of subject selection for Fourth Form. Permission will be granted based on student eligibility and availability of space.
3. Students who wish to sit a tenth CSEC subject (**more than the maximum 9 allowed by the timetable at Campion College**) and who want to be entered for examination at this centre must have an average of 80% each term in fourth form and must seek permission from the Registrar by the end of September of the academic year of the examination. Students must also:

- Arrange to have a Champion Teacher who teaches in that specific subject area mark the SBA if it is a subject with a SBA component since CXC insists that SBAs are centre-moderated.
 - Be under the instruction of a Champion teacher.
 - Submit a request form signed by their parent.
4. In very special circumstances, a student may request exemption from sitting one of the optional subjects described in point 2 above. Such a request must be made in writing to the Registrar by the end of the first week of the 5th form academic year. Such exemption will be granted only under very special circumstances.

PLEASE NOTE THE FOLLOWING:

In the 6th form selection process, students who sat and passed their subjects in one sitting will be considered stronger candidates than those who opted to do their CSEC subjects in two or more sittings. As far as acceptance to 6th form goes, there is little or no value in sitting a CSEC subject before fifth form. Quality of passes rather than quantity factors more heavily in 6th form decisions. Student transcripts can only reflect the number of CXC subjects sat at Champion College.

Any student who, under very special circumstances, has sought and has been granted exemption from sitting the CSEC examinations in any subject must continue to attend all classes, and complete all required assignments up to the start of the December exams (the student is not required to sit the December exam in the subject he/she has dropped). Failure to do so will be reflected on the student's transcript, and such a student would not be eligible to take part in the graduation exercises or to receive a high school diploma from Champion College. In some instances, a student may be required to remain in the class, completing all assignments, including internal exams, for the entire academic year.

In addition to the Policy Concerning External Examinations outlined in Appendix 7 of the School's Handbook, please note the following:

1. Students who performed poorly in their fourth form year and fail particular subjects, will need to be recommended by their subject teachers in the first term of fifth form in order to be entered to sit the failed subject at CSEC.

2. Students who are strong academically may also sit **other** subjects in fourth form at Campion provided that the following conditions are met:
- They are not currently enrolled in the subject at school (except in the case of Mathematics where point 1 above will apply).
 - They identify a Campion Teacher to mark the SBA if it is an SBA subject.
 - They are under the instruction of a qualified teacher. A letter will be required from the individual or institution.
3. No study leave will be given for fourth form students to sit CSEC exams as they must balance their time between the CSEC exams being sat and the requirements of their studies at Campion.

Frequently Asked Questions regarding Exam Entries

Q: I am a fourth form student and am not currently enrolled in Add Maths at Campion. Will I be allowed to sit CSEC Maths in fourth form and then pick up Add Maths in fifth form at Campion?

A: No. Only students who are enrolled in Add Maths at Campion will be granted permission to sit CSEC Maths in fourth form.

Q: I sat CSEC Maths privately in fourth form. Can I be enrolled in regular Add Maths classes in fifth form at Campion?

A: No. Add Maths is a two year programme. Students are not allowed to take up new subjects on their regular schedule after the second week in September of fourth form.

Q: I sat CSEC Maths privately in fourth form, got a grade 1 and am currently doing CSEC Add Maths privately. Will I be exempted from the requirement to sit CSEC Maths in fifth form?

A: No. Only students who sat CSEC Maths at Campion College, and are enrolled in Add Maths as part of their regular schedule will be granted this exemption. See guidelines above.

Q: I am not enrolled in regular CSEC Add Maths classes at Campion, however, I would like to be entered to sit the CSEC Add Maths exam at Campion. Is this possible?

A: Yes. Students may request sitting an additional subject that they are not carrying as part of their regular schedule as long as guidelines outlined above are followed.

Q: I am in fourth form. Can I sit a subject apart from CSEC Maths in fourth form?

A: Yes. Students who are strong academically may be allowed to sit subjects in fourth form provided that it is not a subject on their regular schedule. See guidelines above.

Q: I sat and passed CSEC Add Maths in fifth form privately. Do I qualify to take Pure Maths in sixth form?

A: Yes. Once Add Maths is sat successfully in the 5th form year at Campion or privately, it will be considered in the application to 6th form. Verified results must be communicated at the time of application.

Q: I sat a Science subject (Chemistry, Biology, Physics) privately and got a grade 1. Do I qualify to take the science subject in 6th form?

A: It depends. Students who sat Chem, Bio, or Phys privately must demonstrate that they have sufficient laboratory experience in the subject for it to be considered when they apply for 6th form. This can be achieved by asking a Campion teacher to conduct supervised lab work over a period of time with the student. The teacher will be required to submit a letter confirming that the relevant lab work has been covered.

Please note that all exams sat under the Campion College centre will appear on the student's transcript under external exams. However, only subjects that are pursued as a part of a student's regular schedule will appear on the student's transcript under grade level.

Sixth Form

Sixth form is a two year academic programme preparing students in 6A and 6B for the Caribbean Advanced Proficiency Examinations.

Please take careful note of the following guidelines:

1. Students must pursue the subjects that they qualify for based on the 6th form application and selection process. A minimum of three optional subjects are required in addition to the compulsory subject Communication Studies (6B) and Caribbean Studies (6A).
 - An additional optional subject may be pursued if a student:
 - has 8 or more ones in one sitting
 - qualifies for the additional subject in terms of the prerequisites **and**
 - there is sufficient space in the subject area.
2. Students are only allowed to take 5 optional subjects where they have superb CSEC results, a strong academic performance over 4th and 5th form, and have received permission from the Dean of Studies.
3. Students will only be entered for subjects in which they are enrolled at school (i.e. registered in the class). However, any student who is suitably qualified (i.e. has met the prerequisites of the subject and possesses 8 or more ones) but has NOT got into a desired subject due to space constraints may be entered IF the SBA assignment is centre-modified and the student is being tutored by a Champion teacher.
4. **Entries by the Champion College centre will only be made according to the aforementioned guidelines.**
5. All exams sat under the Champion College centre will appear on a student's transcript under external exams. However, only subject that are pursued as part of a student's regular schedule will appear on the student's transcript under grade level.

Appendix 8. S.B.A. POLICY FOR STUDENTS AND PARENTS

Preamble: School Based Assessment (SBA) forms a critical element of the assessment framework of the Caribbean Examinations Council (CXC). This takes the form of oral examinations, projects, laboratory activities, portfolios, field work and research papers. They comprise between 20% and 60% of a candidate's final grade in some of the examinations at CSEC and CAPE levels. These assignments are carried out with teacher support, which includes coaching, monitoring and timely feedback throughout the process. (For specific instructions regarding SBA, refer to the CXC website www.cxc.org).

To maximize student achievement on this critical component of the external examinations, it is imperative that students, teachers and parents collaborate to ensure the quality, integrity and timely submission of all assignments designated for School Based Assessment.

It should be noted that there is an increased emphasis on the use of group SBAs by the CXC. This requires students to build competencies that are not merely subject-specific but promote the development of collaborative skills. Students will therefore need to be accountable and appreciate that group SBAs earn a single grade.

EXPECTATIONS

TEACHERS

Teachers are expected to:

- Explain SBA requirements to students (aims, assessment criteria, CXC and SBA regulations).
- Communicate their Department's SBA guidelines to students and parents orally and in writing.
- Plan and carry out SBA as an integral part of the teaching/learning process.
- Guide students through the process of completing SBA assignments.
- Provide helpful and timely feedback to students on all SBA assignments.

- Monitor student progress in the preparation of SBA assignments in accordance with the stipulated requirements.
- Report to the SBA Coordinator and parents any failure of a student to meet SBA submission deadlines.
- Take reasonable measures to authenticate students' SBA work.

STUDENTS

Students should:

- Sign the Declaration of Academic Integrity form at the beginning of the school year in which they will undertake the SBA and at the time of submission of the final SBA document for each subject.
- Understand the task requirements and assessment criteria for each SBA assignment.
- Familiarize themselves with the standards set by CXC for all SBA.
- Familiarize themselves with the school's regulations and procedures for the completion of SBAs.
- Know the school's timelines, critical dates and deadlines for submission for each subject they do with an SBA component.
- Keep complete records of their work, including back-up files and drafts.
- Complete and submit assignments on time.
- Properly acknowledge and reference all sources used in their SBA assignments.
- Keep safely all receipts issued to them by their teachers for submitted SBA assignments.

Student SBA Delinquency

1. Students who miss the first deadline date will be reported immediately to the SBA Coordinator, unless there are extenuating circumstances. This report should be made using the SBA Delinquency Form in e-format or hard copy. A notice of the missed deadline should also be sent to the student and his/her parents immediately via RENWEB. **Appropriate action will be taken where students miss the deadline.**
2. Students who are delinquent in submitting SBAs and who are reported to the Dean of Studies may be removed from classes to work on their SBAs in school or may be sent home to have the work completed. Parents should be contacted in all cases of SBA delinquency.

3. Late or non-submission of SBAs/IAs is recorded as serious academic indiscipline and is taken into consideration when students apply to sixth form.

Student Malpractice

1. All students who will be doing SBAs during an academic year are required, at the start of that year, to sign a Declaration of Academic Integrity Form and include in their SBA submission, indicating that they understand the consequences of academic dishonesty and that the work they submit will be their own or that of the group.
2. SBAs are stored for a few years so that if there is any suspicion that an assignment is similar to one that was marked in a previous year, a check can be made. Students should ensure that work is original. Where a teacher has evidence of plagiarism or other serious acts of academic dishonesty in a student's SBA, the matter will be reported immediately to the SBA Coordinator and the Dean of Studies, using the appropriate form. Further action will be guided by the school's Academic Integrity Policy.
3. Where the SBA is done by a group, each member of the group is expected to make a substantial contribution to the finished product. Disciplinary action may be taken against delinquent members of groups.

PARENTS

1. Parents of students doing SBAs will be required to co-sign the Declaration of Academic Integrity Form at the start of the academic year.
2. Details of SBA projects should be communicated to students and their parents. Teachers should not rely solely on oral instructions given in class for communication regarding SBAs.
3. Parents will be informed of the requirements, procedures and general guidelines for the preparation and submission of SBAs at the start of the academic year in orientation meetings. Specific guidelines for each subject area will be placed on the school learning platform. Parents are encouraged to use this information to help monitor their children's progress.
4. Parents are encouraged to actively support their children throughout the SBA process by helping to ensure that they meet deadlines, pointing them to helpful resources and facilitating their involvement in

field trips etc. However parents are reminded that the work submitted as SBA must be wholly that of the individual child.

Parental Involvement

Parents are strongly encouraged to collaborate with the school in ensuring their child's optimal performance on SBA. In fulfilling their supporting role, parents are expected to:

- Attend all orientation meetings at the start of the academic year at which SBA sensitization takes place.
- Co-sign the Declaration of Academic Integrity form at the beginning of the school year in which their child will undertake SBA.
- Familiarize themselves with the school's SBA policy.
- Ensure that their child has created a personal schedule of deadlines by which to have assignments completed, in line with the school's schedule.
- As far as possible, provide the necessary materials for the completion of SBA assignments.
- Closely monitor their child's progress with the completion of SBAs ensuring that the school's deadlines for submission are being met.
- Ensure, as far as possible, responsible and honest completion of work in accordance with the stipulated requirements of the CXC and the school's SBA policy.
- Respond with urgency to any notice from the school regarding missed SBA submission deadlines.

Appendix 9: Extract of AI Policy Framework for Students

Guiding Principles for Students

1. **AI as Support, Not Replacement** - AI tools should assist with learning, not replace student thinking, creativity, or problem-solving.
2. **Transparency** - Students must always disclose the use of AI in assignments, projects, or presentations.
3. **Integrity** - AI use must respect intellectual property, privacy, and CXC's ethical guidelines.
4. **Critical Engagement** - Students must evaluate AI outputs for accuracy, bias, and relevance.

Levels of AI Use in Student Work

Adapted from CXC AI guidelines and "The AI Guide" © 2024 by Alex McMillan and Holly Clark as adapted by D. Otsu:

AI USE LEVEL	DESCRIPTION
LEVEL 1 - NO AI USE	Students think alone. Students complete the assignment entirely through their own thinking, effort, and skills, from start to finish. Artificial Intelligence is not used at any stage or for any component of the work. This applies to all exams, tests, quizzes, and assessments where external assistance is prohibited.
LEVEL 2 - AI FOR IDEAS (LIMITED SUPPORT)	At Level 2, students may use AI as a supportive tool to assist with planning and idea development. At this stage, AI is employed to help students structure, plan, or prepare their own ideas. Typical uses include brainstorming essay or project topics, generating outlines, suggesting examples, or offering alternative approaches that can serve as inspiration. Students may also use AI to clarify difficult concepts, check basic grammar, or carry out simple fact-finding. Once the student uses the tool to develop their idea, the remaining work is fully handled by the student. In all cases, the emphasis remains on developing independent thought, with AI providing guidance rather

AI USE LEVEL	DESCRIPTION
LEVEL 2 - AI FOR IDEAS (LIMITED SUPPORT)	than solutions. Importantly, students must always acknowledge and disclose any use of AI, ensuring that proper citation is observed.
LEVEL 3 - AI FOR IMPROVEMENT (GUIDED ASSISTANCE)	At this level, students may use AI more extensively than in Level 2, but only to refine and enhance their <u>own original work</u>. AI may not be used to create new substantive content; instead, it can support editing, organisation, and presentation. Examples include improving clarity and flow, suggesting alternative phrasing or vocabulary, enhancing persuasiveness, or providing feedback on structure. Students may also use AI to generate supporting materials such as videos, graphics, or GIFs to strengthen the presentation of their submissions, provided these remain supplementary and do not replace the student's original analysis or ideas. This level of use is acceptable under CXC guidelines for essay-type or research-based tasks, where the AI is not performing the core skills being assessed. Students must carefully evaluate AI suggestions against their own judgment, making final edits independently. Importantly, students must always acknowledge and disclose any use of AI, ensuring that proper citation is observed. Prompts and outputs must be documented in an appendix.
LEVEL 4A - COLLABORATIVE USE (LIMITED CREATION)	At this level, students may use AI to generate specific elements of their work, provided they take responsibility for interpreting, critiquing, and integrating the outputs into their final submission. AI may be used to produce short sections of text, charts, diagrams, code snippets, images, or other artefacts that enhance a project. Students are expected to combine these AI-generated components with substantial original contributions, ensuring that their

AI USE LEVEL	DESCRIPTION
LEVEL 4A - COLLABORATIVE USE (LIMITED CREATION)	own analysis, commentary, and reflection remain central. Appropriate uses include drafting sample paragraphs, generating preliminary designs, producing visual aids, or creating alternative models for comparison. Students must demonstrate understanding by explaining AI results in their own words and by showing how these outputs support, rather than substitute for, their learning. This level of use is acceptable only when AI is applied to elements that do not directly assess the learning objectives or skills under examination. CXC does not permit level 4 for SBAs or any of their assessment papers. All AI-generated content must be explicitly acknowledged, with prompts and outputs documented in an appendix, and full disclosure and citation are mandatory.
LEVEL 4B - FULL PROCESS SUPPORT (TASK COMPLETION & HUMAN EVALUATION)	At this level, students engage with AI across the full spectrum of their work – from brainstorming and drafting through to revision and final presentation. AI may be used to generate multiple versions of text, artwork, or code, which students then refine, adapt, and evaluate. The emphasis is on critical engagement: students must assess AI outputs for accuracy, bias, and relevance, and reflect on how these tools shape their own learning and contributions. This level is most appropriate for older students, particularly those preparing for CSEC and CAPE, who may employ AI in structured research, simulations, modelling, or data analysis. However, CXC does not permit level 4 for SBAs or any of their assessment papers. AI-generated content may form part of the final submission (internal - Campion-based work only), but

AI USE LEVEL	DESCRIPTION
LEVEL 4B - FULL PROCESS SUPPORT (TASK COMPLETION & HUMAN EVALUATION)	students remain responsible for ensuring originality, intellectual integrity, and compliance with assessment objectives. All use of AI at this level requires full transparency. Prompts and outputs must be documented in an appendix, and proper citation of AI contributions is mandatory.

CXC Ethical Use and Requirements

Students may use AI (Levels 1 - 3) for supportive purposes, such as brainstorming, drafting ideas, practising skills, creative exploration, coding support, simulations, or creating visual aids, provided that teacher approval is obtained. However, AI must **not** be used to complete SBA/CXC assignments or projects in ways that misrepresent a student's own work, to generate exam answers, or to bypass independent effort. Submitting AI output without proper disclosure is strictly prohibited.

For every assignment, whether set internally by Campion College or externally by CXC or another examining body, teachers will indicate the permissible AI Level.

Summary of Ethical Use

Students may use AI for:

- Brainstorming, drafting ideas, practising skills, creative exploration (with teacher approval).
- Simulations, coding support, or visual aids (with teacher approval).

Students must not use AI for:

- Completing SBA/CXC assignments or projects in a way that misrepresents their own work.
- Generating exam answers or bypassing independent effort.
- Submitting AI output without proper disclosure.

CXC explicitly requires:

- An AI Use Disclosure Statement to accompany SBA submissions.

- Inclusion of AI prompts in an appendix.
- Submission of an originality report with SBA work.
- Proper citation of AI outputs when used.

Failure to meet these requirements, or any dishonesty in AI use, may result in penalties under CXC's malpractice rules.

CXC Approved AI Engines

- Copilot
- Gemini
- ChatGPT
- Incus

CXC Approved AI Originality Checkers

- Winston AI
- Originality.ai
- GPTzero
- Grammarly

Student Responsibilities

Students are expected to use AI tools critically, responsibly, and in accordance with both Campion College's framework and CXC regulations. Students are required to:

- Use AI critically and responsibly.
- Apply AI only at the level stipulated by their teacher.
- Acknowledge and properly cite all AI-generated content and use.
- Respect privacy and data protection laws by not entering personal or sensitive data into AI tools.
- Report suspected misuse of AI by peers.
- Avoid over-reliance on AI to prevent "cognitive debt" and skill atrophy (Kosmyna et al., 2024)

Students are responsible for ensuring that they comply with the designated AI Use level and must seek clarification where unsure, in order to avoid ethical breaches.

Consequences for Breach by Students

Teachers have the **authority** and **responsibility** to ensure that a student's work is genuinely their own and complies with the school's policy on academic integrity. To verify this, teachers may ask questions, administer short quizzes, or use other methods to confirm that students understand what they have submitted and that it reflects their original effort.

Breaches of the school's AI policy by students will be treated as academic misconduct and may result in:

- Academic penalties such as grade reduction and or a requirement to resubmit work.
- A zero grade and a demerit, depending on the severity of the case.
- Consequences consistent with infractions outlined in the school's Academic Integrity Policy.
- Loss of technology privileges.
- Reporting to the Caribbean Examinations Council (CXC), where relevant.

The full AI Policy is on the school's website.

Appendix 10. SEXUAL HARASSMENT POLICY

EXTRACT OF SEXUAL HARASSMENT POLICY AT CAMPION COLLEGE

1. What is Sexual Harassment?

“Sexual Harassment” means the making of any unwelcome sexual advance towards a member of the School Community by another member of the School Community.

2. What is Sexual Advance?

“Sexual advance” includes any one or more of the following acts, communication, or forms of conduct or behaviour which takes place upon the school compound or otherwise, or in relation to a member of the School Community by another member of the School Community namely

- physical contact of a sexual nature.
- a demand or request for sexual activity or for favours of a sexual nature.
- the making of sexual suggestions, remarks or innuendos.
- sexually oriented “kidding”, “teasing”, double entendres and jokes and any other sexually oriented conduct.
- the showing of pornography or the display of images of a sexual nature (including but not limited to images on social media).
- the display of objects of a sexual nature.
- the making, to or in the presence of, a person, of a statement of a sexual nature concerning that person, whether the statement be made verbally or in writing.
- any other physical, gestural, verbal, non-verbal or visual conduct or communication of a sexual nature other than as part of the approved teaching curriculum of the school.

A sexual advance by an adult member of the School Community towards a student at the School is not permitted in any context.

3. Who are the members of the School Community?

“School Community” means with respect to Campion College all employees (including teachers whether permanent, temporary, acting or provisional), students, duly authorised parents, non-employee volunteers and instructors engaged in the business or activities of the School, the School’s administration (that is the School Board, the

Principal, Vice-Principals, the Deans of Discipline and Grade Supervisors).

4. What do I do if I think that I have been sexually harassed?

Report it to a Complaints Officer or a member of the School Administration. They will guide you on how the complaint will be dealt with.

5. Are complaints treated confidentially?

Yes

6. Will I get in trouble if I make a complaint and it can't be proven?

No. Not unless you knowingly tell a lie and make a complaint that you know is not true.

7. Can I make a complaint against another student or a teacher?

Yes. You can make a complaint against any member of the School Community, as defined at 3 above.

8. What if an adult touches me in a place that makes me uncomfortable and tells me that I will get in trouble if I tell anyone about it? Is that true?

No. The School is here to protect you and will do its best to ensure your safety.

Complaints Officers

Chairman of the School Board

Principal

Vice-Principals

Guidance Counsellors

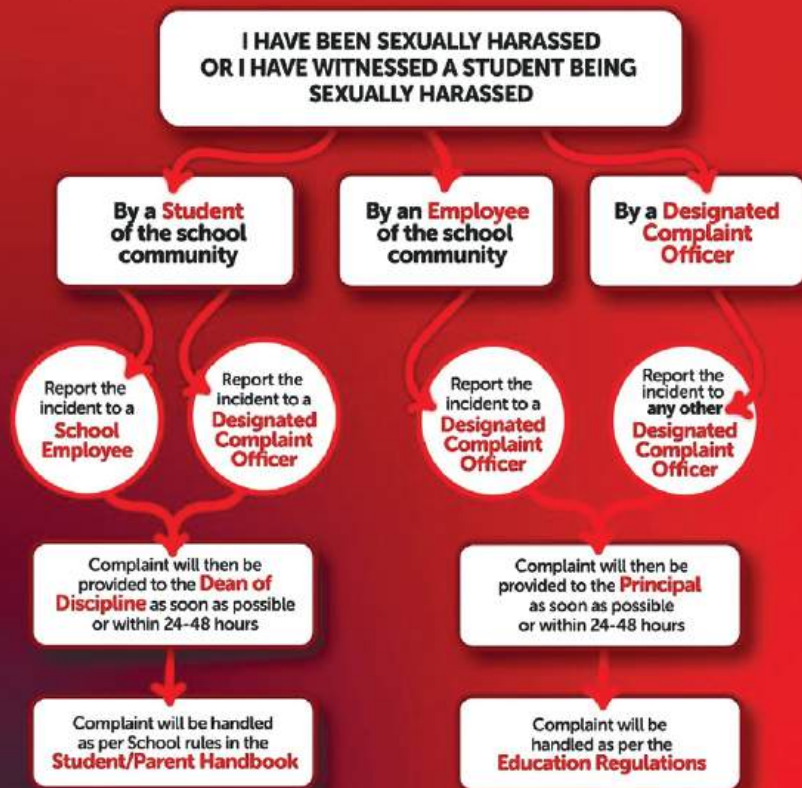
Deans of Discipline

Grade Supervisors

Staff Representative to the Board

N.B. This document is an extract only and is not meant to replace the School Policy on the prevention of and reporting of Harassment. If there is any provision in this extract that conflicts or appears to conflict with the Policy, the Policy will be applied. If you have any questions about how the Policy operates, please speak with a teacher, Guidance Counsellor or other member of the School Administration.

REPORTING PROCEDURE FOR STUDENTS OF THE SCHOOL COMMUNITY WHO HAVE BEEN SEXUALLY HARASSED



COMPLAINTS OFFICERS

Chairman of the School Board • Principal • Vice-Principals
Guidance Counsellors • Deans of Discipline • Grade Supervisors
Staff Representative to the Board

*Reports should be in writing where possible. Complaints against the Principal should be reported to the Chairman of the School Board.



CAMPION COLLEGE

