



CARE AND GUIDANCE PLAN

ACADEMIC YEAR 2021-2022



VERSION SEPTEMBER 2021/CIS

VISION & MISSION

Vision:

At the Saba Comprehensive School, we develop our young people holistically, so that they will make a meaningful contribution to the global society. We establish a clean, safe and healthy learning environment, in cooperation with all stakeholders. We bring our students to a level of readiness by equipping all with the necessary knowledge and skills. We provide inclusive quality secondary education & care.

Mission:

At the Saba Comprehensive School we promote an exceptional level of education within the (Dutch) Caribbean in an effort to shape unique future leaders who demonstrate high moral values and are proud to be SCS students.

Introductory Statement

We acknowledge that the students at Saba Comprehensive School (SCS) have a range of learning styles and learning needs. Some of our students, however, require more individualized teaching and supported learning due to a range of recognised difficulties or particular strengths. The school Care and Guidance Plan is a document that describes the school Care and Guidance structure and specifies how the care and guidance needs of students are to be addressed. It is an integral part of the school's development plan.

We endeavour to create a learning environment in which students can achieve the 'highest possible standards' and the opportunity to attain their full potential.

Carol Irvine Skinner
Guidance and Care Coordinator
Saba Comprehensive School

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ABBREVIATIONS

BMS	Body Mind & Spirit
CAPE	Caribbean Advance Proficiency Examination
CC	Care Coordinator
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Secondary Education Certificate
CXC	Caribbean Examinations Council
DL	Department Leader
EC2	Expertise Centre Education Care
HRT	Homeroom teacher
JCO	Judicial Youth Case Summit
MHC	Mental Health Caribbean
MT	Management Team
PC	Participation Council
PrO	Praktijkonderwijs
SB	Student body
SCS	Saba Comprehensive School
SCT	Small Care Team
SEF	Saba Educational Foundation
SHS	Sacred Heart School
ZJCN	Zorg en Jeugd Caribisch Nederland

Introduction

The SCS is located in the village of St John's. The SCS is the only school for secondary and vocational education on the island. The language of instruction is English. The SCS was founded in 1976 as a Dutch language Secondary School offering M.A.V.O. and L.T.S (Home Economics). The Island Government of Saba decided to make English the language of instruction throughout both the primary and secondary levels, which required SCS to change its educational system.

The SCS offers the following programs based upon the Caribbean Examinations Council (CXC) products:

- Praktijkonderwijs (PRO)
- Lower Forms with Caribbean Certificate of Secondary Learning (CCSLC)
- Upper Forms with Caribbean Secondary Education Certificate (CSEC) as well as Caribbean Advanced Proficiency Examinations (CAPE)
- CVQ Caribbean Vocational Qualification

The Saba Educational Foundation (SEF) functions as the school board of the SCS and is the employer of all staff at the SCS. The school board is responsible for developing new and monitoring existing school policies for the school.

The daily management of the school has been delegated to the director and he is supported by the management team. The management team consists of:

- Lower Forms Department Leader

- Academic Department Leader
- Vocational and Praktijkonderwijs Department Leader
- Care Coordinator

The school has 19 teachers(part-time and full-time) as well as 9 support staff. Most teachers teach in more than one stream and/or department. Each class has at least one homeroom teacher (HRT). See figure 1 for the organizational chart.

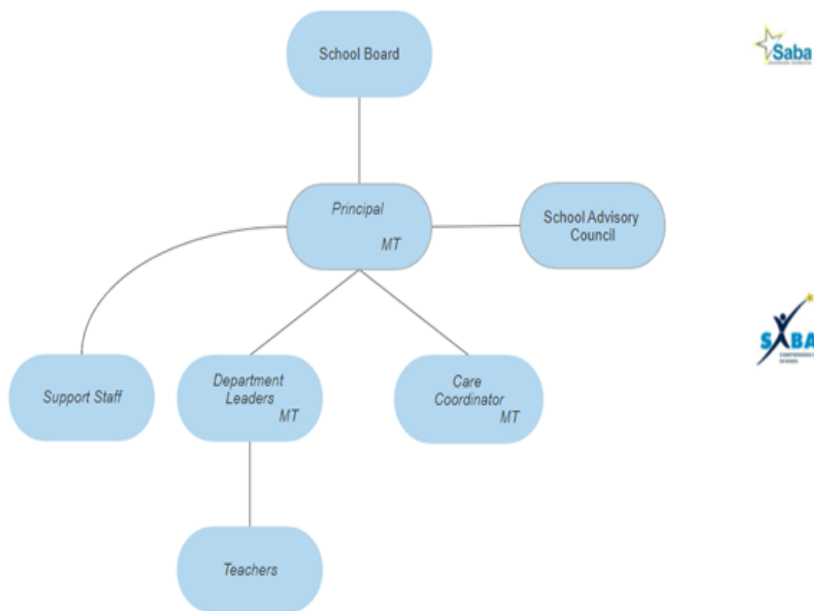


Figure 1: Organization structure

For the academic stream a student can choose from the following three profiles:

- Business
- Social Economics
- Science

For the vocational stream a student can choose from three Caribbean Vocational Qualification files:

- General Construction (BOL)
- Community Hosting Services (BBL)
- Early Childhood Development (BBL)

BBL = working and learning program

BOL= learning program with internship

The SCS has 3 main locations:

- Location Cove Bay/ Godfred Bontebal Technical Center
- Location St. John's
- Location Windwardside/ Office 416
- Location St. John's / Becky's House of Esports

Vision on Care

The Care Plan elaborates how CARE contributes to our mission and vision as stated on page 2 and it provides guidance to our stakeholders.

It provides tools to make Care possible within the school and provide external stakeholders the possibility to provide support. The Care plan supports students with complex needs. It focuses on:

1. Achieving Learning Outcomes
2. Individual Learning Plan
3. Preparation for Post-Secondary Transition

Bi-weekly all homeroom teachers meet with the Department Leader + Representative from EC2 + Care Coordinator to discuss all the students in the homeroom.

CARE COORDINATOR	LOWER FORMS DL			UPPER FORMS CSEC/CAPE DL			UPPER FORMS CVQ		SN / PRO DL			
	HR FORM 1	HR FORM 2	HR FORM 3	HR 4A	HR 5A	HR CAPE (low/up)	HR MAR/HOSP	HR GC	HR SN	HR PRO 1	HR PRO 2	HR PRO 345
	STUDENTS			STUDENTS			STUDENTS		STUDENTS			

PrO

The aim of education for students enrolled in the PrO is to use practical methods of delivery in line with their ability. Teaching is aimed at supporting these students to develop all aspects of their lives, moral, cognitive, emotional, imaginative, aesthetic, social and physical. As part of their program there is a variety of practical subjects such as General Construction, gardening, maritime, Community Hosting Services and more.

CARE

Care is divided into 3 levels, being the first-, second- and third level of care.

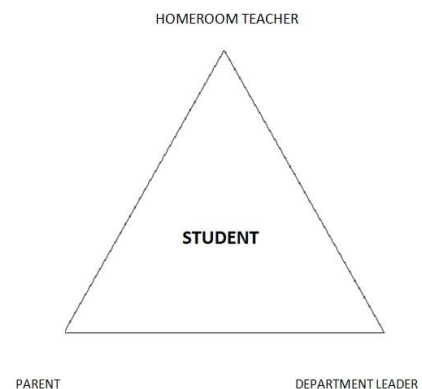
The care at the school is aimed at creating the best possible learning environment in which the students can function optimally, academically and socially. Each student will be developed holistically, so that they can make a meaningful contribution to the global society.

PROCEDURE TO DETERMINE ANNUAL CARE PLAN

This care plan will be evaluated annually¹ on the initiative of the CC. The CC keeps track of the development within the school all year round and examines the input from within the first, second, and third level of care. Wherever necessary, adjustments will be formulated and implemented. In the middle of the pedagogical triangle is the student.

RESPONSIBILITIES

The CC is responsible for coordinating the care within the school. The HRT is in charge of discussing the class with the CC and is responsible for the implementation of care within the first level of care. The DL has an assisting task. The second and third level of care is coordinated by the CC. The CC informs the SCT.



¹As indicated in the quality monitoring document

TEACHING STAFF

The teachers are responsible for the wellbeing of each student. They are the first ones to identify red flags in students such as participation, homework attitude, grades, and attendance. The teachers report these observations to the HRT and the HRT will discuss these concerns during the SCT meeting.

SUPPORT STAFF

The support staff is responsible for working together with all stakeholders to ensure a safe, healthy, and conducive learning environment.

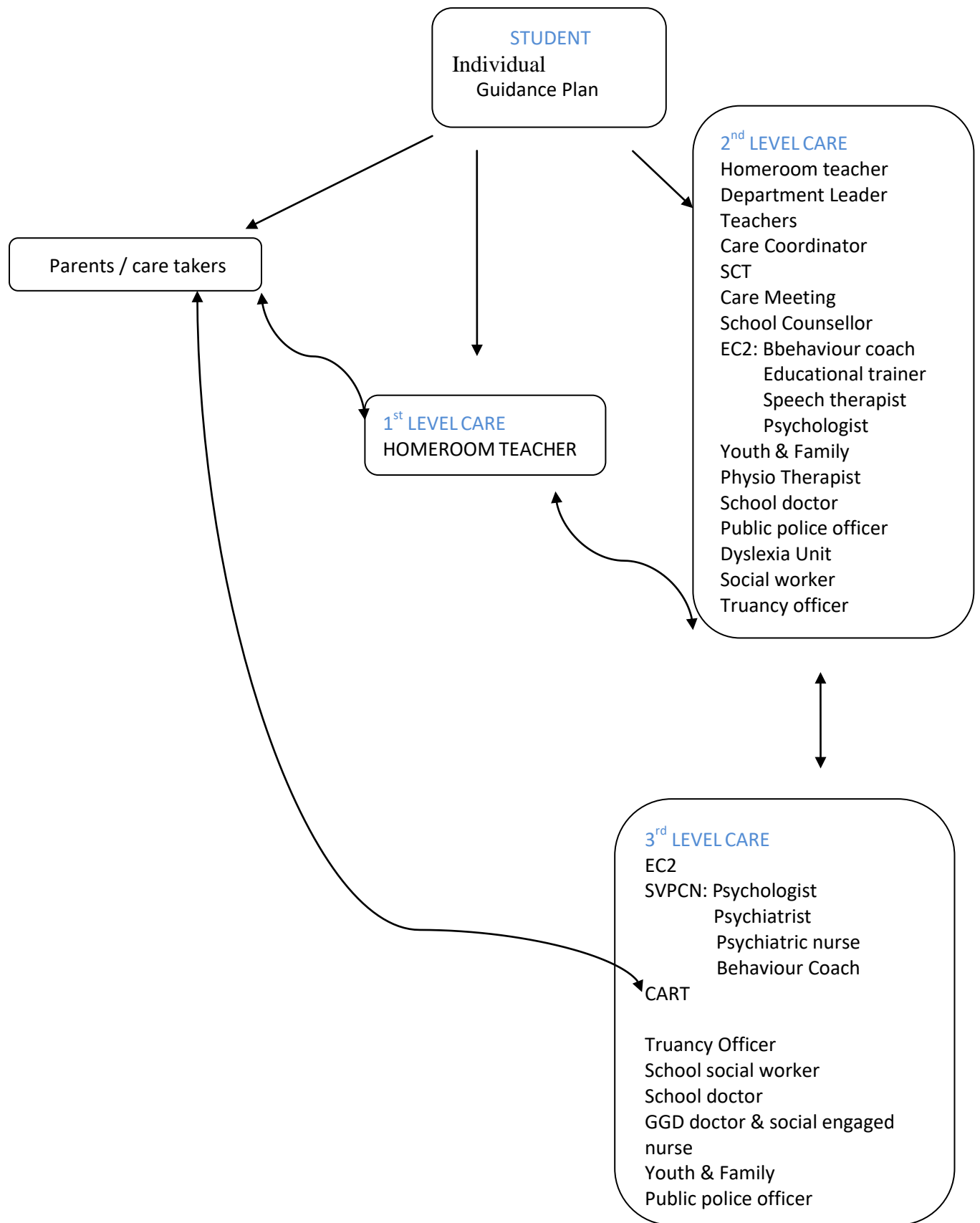
HRT²

The HRT has a meeting with the CC and the DL bi –weekly. These meetings are called small care team meetings (SCT). During these meetings care and guidance pertaining to individual students and/or an entire form is discussed. During the SCT meeting the information gathered is entered in the student tracking system by the HRT and/or CC. The HRT informs the parents if needed.

DL

The DL works closely with the HRTs. The DL attends the SCT meetings every other week.

²Also see : responsibilities of the homeroom teacher in the HRM Manual



Care is divided in FIRST, SECOND, and THIRD level of care.

FIRST LEVEL OF CARE | HOMEROOM TEACHER

All care in/around the classroom, such as the care by the HRT and the subject teachers.

HOMEROOM TEACHER

The HRT is the main contact person for all stakeholders in the school and has a central role in the care structure. The HRT's is active in the implementation of care at the first level. The HRT's contribution is geared towards monitoring the students with regards to their school achievements, social-emotional well-being, absenteeism and physical health. The HRT is the first to signal developmental needs and areas in which the student needs assistance or care. The tasks of the HRT are:

- Requesting assistance for the developmental needs of students.
- Monitoring students Individual Learning Plan progress.
- Taking part in the SCT meetings (bi- weekly).
- Keeping track of actual information regarding the students and updating information in PRESENTIS.
- Helping in drafting the IEP goals for students.

The HRT starts the week with his/her homeroom during the homeroom hour. This time should be used to ask the students about the weekend, inform them about upcoming events/activities and may be used to address issues like bullying, group processes, how to study etc.

All information regarding the student is collected by the HRT. He/she processes the information and acts independently. If the HRT is in need of support or information, he/she can contact the DL, the CC or EC2. The HRT

can also do research (online, books, best practices etc). The findings can result in an IEP for the student. In case dyslexia might be the issue, the dyslexia protocol will be used. If bullying is taking place, the (anti) bullying protocol will be used.

SECOND LEVEL OF CARE

When care in the first level is not sufficient, the SCT seeks advice from EC2. EC2 is contacted by the CC and the CC explains the situation. EC2 will be invited to join the SCT and together with EC2 a workable solution is suggested. EC2 presents its ideas and the SCT will decide what kind of assistance will/can be given to the student. The information can be used for an IEP. At this level of Care the Parents are contacted by the HRT.

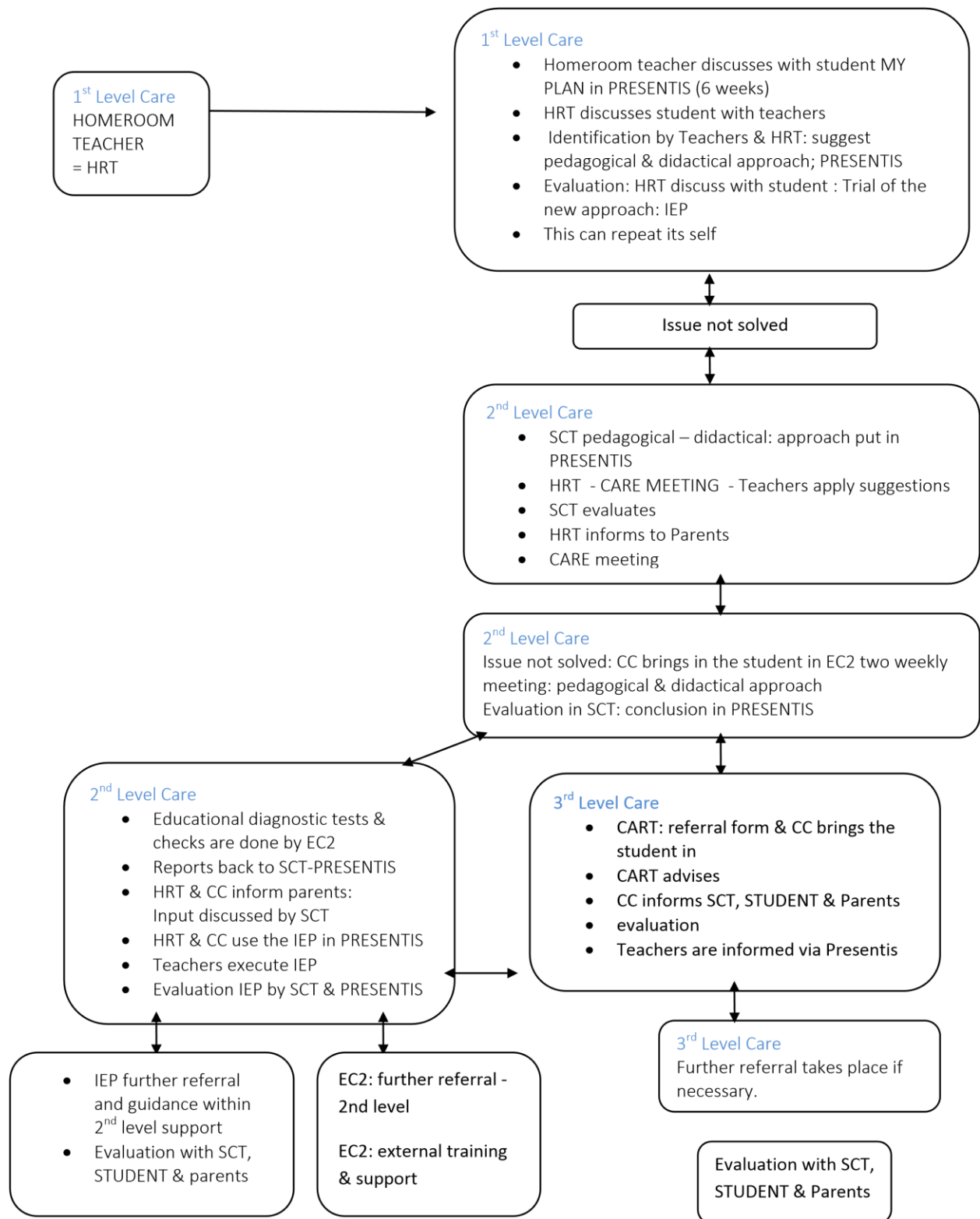
EC2

If extra care, guidance, or testing is needed EC2 will do so. If EC2 gets involved the assistance, care, or testing will be done at EC2.

EC2 reports its findings back to the CC. The provided care will be discussed in the SCT. An IEP is necessary before referring a student to EC2. When a student needs a referral, the HRT will inform the parents and ask them to sign the referral form. In case dyslexia is diagnosed, the dyslexia protocol will be used.

THIRD LEVEL OF CARE | CART

Although the staff members are highly qualified, they do not always have a solution to all the issues. When faced with those challenges, external organizations will be used, always in cooperation with the parents. The external care team meets once a month. The external care team, also known as Care Advice Referral Team (CART) works together with other external organizations to make sure the best possible care is given. During the CART Meetings the students are discussed, the problematic nature of which transcends the expertise or competence of the school and/or care where the supplement is discussed, a plan of approach is formulated and agreements made for implementation. The IEP will be adapted.



CARE MEETING

Every month the General Care meeting will be held within the monthly staff meeting. This part of the staff meetings will be chaired by the CC. The CC invites the HRT to discuss his/her homeroom and/or a particular student. Pedagogical and didactical suggestions are shared between the staff and the HRT. The suggestion to discuss the student was brought up via the SCT. Care meetings can also be used to give staff information about specific care and/or used for workshops. The Care meeting can also be used to discuss students individual learning plans ILP and individual educational program IEP.

CART TEAM

The CC/HRT prepares all data for students who will be discussed in CART. The CC takes part in the CART on behalf of the SCS. On request, a HRT or DL can be invited to join the meeting. This meeting is chaired by the director of EC2.

THE PUBLIC HEALTH NURSE

The public health nurse looks after the youth health care. She comes into contact with the students during the preventive health care examinations at school. Apart from health check, interviews are also held with students during these encounters, geared towards psychological development of the student and/or his lifestyles. In the CART the public health nurse will chiefly identify social-medical problematic issues whereby the functioning at school is compromised. In a given case, the public health nurse may give relevant information regarding the (social-) medical history of a student (and the family). The public health works closely with the truancy officer when it concerns illegitimate absenteeism or high absence through illness.

MENTAL HEALTH CARIBBEAN (MHC)

Mental Health Caribbean (MHC) organizes psychiatric and addiction care for the Dutch Caribbean islands Bonaire, Saba and Sint Eustatius. MHC offers support and care to children and adolescents, day treatment, forensic care and supervised housing. MHC also performs prevention tasks in consultation with the public entities of St. Eustatius and Bonaire. The MHC team consists of various disciplines/Professionals such as psychiatric nurses, social psychiatric nurses, (child and adolescent) psychologists, (child and adolescent) psychiatrists

EXPERTISE CENTRE CARE / EC2

The EC2 team works with and for pupils of 3-24 years old who experience issues with behavior, learning, communication, physical, and/or social-emotional development. They can be enrolled in the Laura Linzey Daycare Center (LLDC), the Sacred Heart Primary School (SHS), the Saba Comprehensive School (SCS), or the Social Opportunity Pathway for Youngsters (SKJ).

When a school's Care Coordinator requests our assistance, EC2 can:

- Offer ambulatory guidance to the teacher and possibly parents of a student with a specific need.
- Offer specialized, supportive activities to students with special needs during and after school.
- Facilitate professionalization of stakeholders within the school.
- Observe the student and give recommendations.
- Perform action-oriented diagnostics with practical tips for home and school.
- Support the parents at home.

- Give counseling to the student.
- Facilitate and demonstrate the shift from curriculum-centered to student-centered teaching /learning.
- Develop a guidance plan and progress report per term for each student in our care.
- Invite parents and care Coordinator to discuss the reports twice a year: in January and June.

Bi-weekly the CC, DL and HRT meets with EC2 to follow up on students who would be receiving support from EC2. EC2 facilitates and advises based on the concerns and questions coming from the school³.

SRF

Their aim is to educate youth who are at risk of leaving the educational system without a starting qualification. Saba Reach Foundation is a non-profit organization which serves to facilitate sustainable employment and participation opportunities for (young) adult residents of Saba with a distance to the labour market. Saba Reach Foundation serves to facilitate sustainable employment and participation opportunities for (young) adult residents of Saba with a distance to the labour market.

As there have been no drop-outs in the past couple of years, the SCS collaborated with SRF in redefining the scope of the SKJ program. A workgroup has been formed to advice the SRF as well as the Ministry of Education.

³ Please also see Supplement EC2 Plan 2021-2022, Projectplan Inclusive Education on Saba, Education Care Plan Saba 2020-2025

POLICE

The tasks of the police are described in the police law. In short, it's about the police who must look after a safe and comfortable community and must offer help to persons who need it. The police maintain contact with the school within the framework of safety at school. During the JCO they provide a contribution in the form of consultation in the field of criminal law.

(Informing and/or guiding) when filing a complaint, conducting preventative interviews at school or at the police station in order to avoid being a culprit or recidivism.

They also gather relevant information regarding criminal cases and the progress thereof.

TRUANCY OFFICER

The general task of the truancy officer is to prevent and combat absenteeism from school and premature drop-outs. The truancy officer monitors adherence to the compulsory education act within the external care team.

The officer receives and assesses reports regarding absence from school.

The truancy officer also presents signals regarding youths if there is a reason for it. In addition, the officer collects relevant information regarding youths as it regards the history of the school career and the absenteeism-related behaviour and analyses the causes of that absenteeism. After determining the problem in the care consultation, contact is made, if requested with the student in question and the parents/caretakers. The results of this contact are reported in the following consultation or directly to the school, if there is a reason for this. The truancy officer has the authority to take legal steps/actions that is authorized in relation to the parents and students. The

truancy officer informs the school (and CC in specific cases) if there is a reason for this.

The SCS sends monthly reports to the truancy officer and these are also discussed within the SCT.

Zorg en Jeugd Caribisch Nederland (ZJCN)

Children have the right to live in a safe environment, a place where they can grow up healthy. Where they are supported and guided properly. ZJCN provides support to children and their parent(s) who are dealing with parenting issues. Youth Care can provide personalized parenting assistance.

- Arrange foster care where necessary.
- Providing ART-training to children with aggression problems.
- Drawing up a visitation arrangement between the parent and the child.
- Providing mediation to help parents communicate with each other.
- Placing a child under the supervision of a Family Guardian.
- Supporting young people who are in Youth Probation.

Sometimes parents receive mandatory assistance in raising the child. This happens in case the family is experiencing serious problems, or if the safety of the child is at risk. A family may also receive mandatory assistance if voluntary assistance does not help, or if voluntary assistance is rejected.

STUDENT ENROLMENT

Since the SCS is the only school for secondary and vocational education on the island, students may enter SCS throughout the year. Every year the students from the Sacred Heart School (SHS) matriculate to SCS. Some of SCS enrolment comes from international transfer students whose parents

migrated to Saba for job opportunities. The HRT plays a key role in the transition process from primary school to secondary school. The HRT teacher along with the subject teachers and the CC ensure that the transition periods for these students are a smooth one. The students are prepared for their new school by:

- Visiting SCS twice before the change: together with the class teacher of grade 6, the students visit the SCS in the last term of their last Grade 6 school year;
- The DL and HRT pay several visits to the SHS during the last term of grade 6 with workshops and teaching activities. At the end of the year, a transfer meeting takes place in which all new SCS students are discussed;
- The transfer meeting is attended by:
Sacred Heart School (Grade 6 Teacher, Remedial teacher, CC)
Saba Comprehensive School (Lower DL, Incoming Grade 6 Home Room Teacher, CC)
- A rich program⁴ offered to Grade 6 SHS consisting out of the following classes/subjects:
 - Spanish
 - General Construction
 - Community Hosting Services
 - Aggression Replacement Therapy Workshop
 - Drama / Dance
 - Saban History
- Summer School

⁴This is the program for Academic Year 2021-2022

TRANSITION

The Care Coordinator, along with Department Leaders, ensures that the transitional periods for students are smooth. When students change class within or between schools, they must adjust to new surroundings, become familiar with new teachers and peers, learn new ways of working, and make sense of the rules and routines that operate in their classes. While students are navigating the formal school environment, they are also adjusting to the social changes that happen when changing schools and classes. Major transitional points in the students' life at SCS include:

1. 6th grade to High School
2. Pro classes into regular secondary (especially into Form 4 Vocational)
3. Form 3 to Form 4 (subject selection)
4. Form 5 into Lower Six (CAPE)
5. Secondary to post-secondary school options (Form 5)

In an effort to ensure a smooth transition from Grade 6 at the Primary School level to Form 1 or PrO 1 at the Secondary school, a series of activities are planned.

1. 6th grade to High School

- Grade 6 students are attending a variety of classes (see page 23). These classes are offered after regular SHS school hours. Before classes begin, the Lower Forms Department Leader, as well as the Director and Care Coordinator would have a little session where they would welcome all new students to SCS, explain where classes would

be held and discuss expectations of them while attending these classes at SCS.

- Saba Comprehensive School requires that all testing for Grade 6, via EC2, be completed by January as per the request of the SHS (School Questionnaire, Raven, KTEA-II Brief and Learning Styles Test for all students, as well as the WISC IV IQ Test for the students who would have been identified as PrO students by the Small Care Teams at SHS, as well as other weak students. Students being streamed to PrO at the end of Grade 6 should come as no surprise to parents as these students would have been identified from as early as Grade 3 and this information would have been communicated to the parents by the SHS Small Care Team. SHS would also be responsible for informing parents of the testing that would take place, as well as individually sharing the results of said tests with parents and students.

- The Grade 6 Transfer and Placement meeting would also be held at SCS in April. It is expected that the new HRTs, SCS Care Coordinator, Lower Forms Department Leader, PrO Department Leader, Grade 6 Teacher(s), SHS Care Coordinator and EC2 be present at this meeting. All test results from EC2, as well as all academic and care information from SHS will be shared during this meeting.

- CPEA and other test results will be shared via email by the SHS Principal to the Lower School Department Leader. These results will be used as part of the academic planning for students.

- Summer School will be offered to all Grade 6 students to help ease their transition into High School and to help to bridge the gaps in learning in Dutch, English, Math and also, work on Social Skills.

2. Pro classes into regular secondary (especially into Form 4 Vocational)

When a student in PrO has reach a level of readiness, and his/her teachers believe he/she has the attitude and aptitude for Vocational training (CVQ) it is possible for the student to transition from the PrO stream to the Vocational stream.

This transition is based on the mentor suggestions, recommendations and test scores. The student and his/her parent(s) feedback is also taken into consideration.

The student should be able to successfully complete the Form 2 End of Year Exam and the Form 3 Vocational End of Year Exams.

If needed, re-testing of the WISC IV, K-TEA and possibly the K-TEA II should also be done.

A transition plan should be included in the student's IDP for at least the first year of the transition to Vocational. This should be followed by an IEP for the student including the necessary subject areas.

The transition plan must include:

- the level of work and grades expected of the student;
- remedial;
- Other extra-supports/services.

Parents must be contacted and consulted about the transition from PrO to vocational. Their agreement to the transition should be documented.

All teachers need to be informed of the transition and the student's new teachers need to be informed on his/her special needs. This information can be shared with the teachers when the decision for the transition is made, and again before the transition happens.

3. Form 3 to Form 4 (subject selection)

Students at Form 3 receive special guidance to ensure that they selected the best academic or vocation package. This is done based on the IDEA interest inventory; Career Exploration sessions (job shadowing opportunities, Career focal week). The recommendations of HRT and DL's also play a critical role in the final decision. Students should have a minimum of 70 percent in the stream they are considering, and should have an overall percentage of 70 in their end of year report. Currently at SCS we offer 3 academic packages:

- Science (Chemistry, Physics and Biology)
- Business (Principles of Business, Principles of Accounts and Office Administration)
- Humanities (History and Geography)

Students are required to do one additional choice subject:

- Technical Drawing **or**
- Home Economics **or**
- English B **or**
- Visual Art **or**
- Spanish

Currently, we are offering the following CVQ's at SCS:

- General Construction level 2
- Community Hosting level 2
- Early Child Care Development Level 2

5. Secondary to post-secondary school options (Form 5)

SCS students actively begin their post secondary school transition preparation in Form 4. We begin with a series of social skills topics that are covered in Group Guidance. At the start of Form 5 we continue to support students with both individual sessions and group guidance sessions. During these guidance sessions the students are exposed to a number of areas that will assist them in their preparation for life after Secondary School. These include:

Post Secondary School Options:

1. Tertiary Education (College/University, CAPE, Community College , Skills and Professional Schools)
2. Enter into the world of work / Apprenticeship programs
3. Gap Year Programs (to focus on Dutch and gain other academic qualifications)

Guidance and Transition Topics:-

- College Readiness Checklist
- Work Readiness Checklist
- Understanding the differences between university educations vs. Secondary education
- Deciding on your right fit for a college/university
- Choosing a Major and Minor
- Study Financing

- Budgeting
- The Application process and timeline as well as VISA, SATS etc
- College information session via Zoom and in person from visiting colleges and university;
- College/University and (online) Job fair

In November we kick off the series of SCS organised sessions with a general Information session for both parents and students as well as students who are still on island. At this general session we cover the general topics of:

- Study finance application;
- Guardianship application process;
- Student Visa and Study Permits;
- SAT and other Standardized testing;
- Scholarships and Grants.

After the general session, informative sessions are scheduled for studying in the region, USA/Canada, and Europe/The Netherlands.

We also collaborate with other initiatives from Bonaire (online study fair) as well as information sessions organised by Dutch Tertiary Institutions.

The CC along with 1 other teacher and 2 students will make up the transfer student committee. The major aim of the committee is to assist foreign students to integrate into the SCS setting/culture/environment. For some student's integration have proven to be quite a task. The transfer policy will focus on:

1. A welcoming group for the transfer student within the class;
2. CC meeting with transfer students once a month to monitor needs, adjustment issues and integration;
3. During the SCT meeting their academic needs and extracurricular activities will be discussed;
4. A Transfer Student Folder. It should include a copy of the school guide, the SCS extra curricula activities schedule and the SCS code of conduct.

REGISTRATION

Registration Grade 6 SHS

The registration forms are sent to the primary school in March. The Grade 6 teacher is responsible for handing out the forms and ensuring that parents receive all information. The grade 6 teacher fills in the required information for the school. Parents and students of grade 6 are invited for an information evening at the SCS. During this visit, the parent will officially register the student by handing over the registration forms. The registration also includes an intake interview in which the registration form will be completed.

The registration form documents the history of the child, its preparatory education and progress and if possible, specific information. This information

is entered into the 'physical' file. In the context of the privacy law, a portion of the data will be processed digitally in PRESENTIS.

The first school day of the new school year is started with a cordial invitation for the students: an activity, by doing so parents have the opportunity of accompanying their children themselves to school. The HRT presents the students the first school materials and helps them in the school.

Registration other students

All other students who wish to enrol at the SCS have to submit their registration form to the principal of the SCS. The rest of the procedure is similar to the registration of SHS students.

DEPARTURE

The students are prepared for their future education by means of different activities and information. Through the Guidance Curriculum students are exposed to topics that will aid them with their post-secondary planning. Universities representatives are invited to visit to help the students to be better informed about post-secondary choices.

All students are guided to make the best choice for work or tertiary education by job training and/or job shadowing. In addition, students will be allowed to visit the Job Fair in St. Maarten once it is being hosted again.

The students who graduate are tracked through a community group on the school's Facebook page up to two years after graduating at SCS. Where necessary, the student can rely on assistance from the SCS.

Students who leave the school before graduation will be given all relevant data and if needed contact will be made with the new school to ensure the best guidance in the new school. A de-registration form has to be filled in and given to SCS with all the information about the new school. The student will also receive a letter for the new school as well as school transcript, the overview of attendance and any other relevant information.

REBOUND

Rebound is a strengths-focused program for high-school students who are unable to follow the mainstream day program at the Saba Comprehensive School. Rebound provides an all-day, comprehensive program for students, geared towards re-entry at the school or to an alternative solution. The goal of the rebound program is to provide a supportive environment for students to achieve the following goals, outside of the regular school environment:

- Identify root causes of student behavior and systemic issues;
- Address root causes of external placement in order to:
 - prevent juvenile crime (and other risky behaviors) during out of school time
 - prevent future extended suspensions
 - prevent dropping out of school

At this moment the SCS organizes its own “rebound” if needed by adjusting the schedules as much as possible as there is no similar program available on the island.

UNIVERSAL GUIDANCE

Group or classroom guidance related to academic, career development, and personal/social development are delivered or taught. The Guidance Counsellors collaborate to integrate activities from the School Guidance and Counselling Curriculum into classroom lessons and into school-wide programs. Students are also exposed to the “We Can Young” campaign, a workshop that teaches respect and boundaries within healthy relationships. The Olweus Anti bullying lessons are a part of the Universal guidance curriculum. Healthy lifestyle and public health screening is administered to every student by the Public Health Nurse.

INDIVIDUAL COUNSELING

Individual counselling provides the help for students to resolve personal or interpersonal problems. The Guidance Counsellor performs the role of the confidant and safe place for students to discuss personal matters which can include, bullying, self-esteem, abuse and a wide range of interpersonal conflicts. The student and the Guidance Counsellor form a relationship that enables trust and personal growth.

MANDATORY REPORTING

When parents send their children to school, they expect that they will be safe and taken care of, and that usually is the case. Unfortunately, both at school and elsewhere, students are vulnerable to people who don't have their best interests at heart. All too often, it is even the child's parent or guardian who is not treating them properly.

Teachers and other school personnel are required to report any instances that threaten children’s safety. In a nutshell, this means teachers and school personnel are legally obligated to report any signs of abuse or neglect of a child to the appropriate authorities immediately.

MENTORSHIP

Our vision is to form a collaborative and community-based approach that serves to prevent risky behaviors among adolescents through extra-curricular activity involvement, safe environments, and positive relationships with caring adults.

1. The Program

MatshonaDhliwayoonce said, “If a ship is strong, the ocean's tides do not bother it.”“The MentorShip” is a program that has been initiated on the three following principles:

1. Preventing youth related at-risk behaviors is a community effort which transcends the home and school. Community members can play a vital role in the positive influence of youth development.
2. Evidence suggests that mentored youth enrolled in community-based mentoring programs experience greater health and social benefits compared to non-mentored youth.
3. Adults who become mentors can benefit from a sense of fulfilment and personal growth, through increased confidence and motivation, as a mentorship program can help in the strengthening of leadership qualities, communication and personal skills.

The Objectives

- Promoting the Rights of the Child

“The Convention on the Rights of the Child sets out the rights that must be realized for children to develop to their full potential. Social research findings show that children's earliest experiences significantly influence their future development. The course of their development determines their contribution, or cost, to society over the course of their lives.”- UNICEF.org

To this effect, an objective of this program is to support the application of the Rights of the Child on Saba where it relates to the Government and School advocating for the best interest of the child, the right to be heard and the right to life survival and development.

- Domestic Violence Prevention

Numerous studies show that domestic violence has long-term negative effects on children, and that it creates a cycle wherein children who witness domestic violence are more likely to become abusers as adults. Through this program, the objective is to help children learn some general skills that are crucial to preventing them from becoming abused or abusers as they grow and are exposed to different social and relationship dynamics. These skills include: effective and positive communication, conflict management skills, building a stronger sense of self confidence and self-worth.

- Parenting Support

Taking into consideration parents in their ongoing roles to raise upstanding citizens of society, this program would serve as a means to collect pertinent information on mentees and disseminate such in the form of home-based

recommendations and family engagement strategies to parents i.e. contributions to a family based plan.

Additionally, this program seeks to:

- Provide a support system for 'at risk' youth.
- Encourage individuals to take responsibility for their thoughts, feelings, perceptions and behaviors.
- Teach individuals new and more constructive ways of relating to their peers.
- Enable youth to strengthen their leadership and management skills and widen their career opportunities.
- Promote community wellness by inculcating

PROMOTION SUPPORT FOR STUDENTS

Term 1: Students are monitored and discussed during the bi- weekly SCT meetings. Any barriers to education and learning are noted and discussed, and the needed support is recommended. Term 1 report card meeting teacher's share their concerns, students that are identified as mildly to highly at risk based on the report card outcomes, the parents and students are called in for a meeting with CC and DL to discuss the report and the factors needed to improve the student grades. Support can be home work support via school or EC2 and or organizational and executive function support via Ec2 and or social/ emotional and family system support (as needed).

Term 2: Students identified in term 1 as at risk will continue to be monitored regularly via the bi- weekly SCT meetings. Potentially new at risk students are also discussed via the SCT meeting. Term 2 report meeting teachers share concern and indicate the progress or lack of made by students identified as at risk for promotion. At this point students who have shown improvement can be taken off the support systems or they can be recommended to continue for the school year. At this point parents are also notified of these concerns and changes via the report card distribution via HRT.

Term 3:

Continue monitoring of student's performance and attendance. Term 3 report students can be promoted unconditionally or with conditions based on their report card. A weak report card will mandate a student to participate in Summer School to reinforced missed content in various subject areas. Students can then be promoted on the following conditions: -

1. Promoted to the next form based upon a reduced work schedule. This will be supported by a cognitive test (WISC IV);
2. Promoted to the next level based upon the approval of the teachers due to social/ emotional factors;
3. Promoted to the next level on a promotion period, where term 1 will be used to monitor and evaluate this decision. (Promotional agreement).

N.B

Mandatory support should be given to students and parents (where needs be) where students are promoted on conditions. Students and Parents will then sign an in-school agreement to closely monitor the students progress.

High Achieving Students/ Accelerated Track

Students would be selected based on the transition assessments done by EC2 during the 6th grade year (Raven, KTEA brief and the CPEA results), and the WISC IV test would be completed within the first term of High School. The average age for students entering High School is 12 years old. In the current setup students do three (3) years lower form and at the end of year 3 they do the CCSLC eternal assessments, this is followed by 2 years of CSEC preparations/ exams and 2 years CAPE preparation/ exams. Students who qualify academically, and agree to with Parents consent to be part of the Accelerated track program will follow a fast track set up:-

- CCSLC (form 1 & 2) CSEC subjects would be selected at the end of form 2
- CSEC (form 3 & 4)
- CAPE (form 5 & 6)

Recommendations for High Achievers:

1. Independent learning projects for extra credits or points.
2. Accommodations for students to move at their own pace within the classroom.
3. Opportunities for inter form collaboration having form 1 students work with a form 3 or 4 student on SBA's or projects.