



PraktijkOnderwijs Plan
Saba Comprehensive School
St. Johns
Saba
Dutch Caribbean

Version October 2021

Saba Comprehensive School PraktijkOnderwijs

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SCS Mission & Vision

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.

Introduction

The Saba Comprehensive School (SCS) is a school for Secondary and Vocational Education.

Taking into account that on Saba there are no other secondary schools, the SCS is therefore required to admit all students who expressed their desire to enroll and who meet the entry requirements.

The SCS is home to students and staff from the following countries:



The SCS offers inclusive education by offering the highest quality instruction through academic, technical and service-oriented programs. In order to provide quality education and care, the SCS caters to students in Academic, Vocational and PraktijkOnderwijs.

➤ **PraktijkOnderwijs (PrO)**

PrO is an educational program that caters to students who meet the requirements in the age range 12 to 18.

Entry requirements

- IQ between 55 – 80
- learning delay of three years or more in two of the following domains:
 - X calculation/math
 - X reading comprehension
 - X technical reading and spelling

Additionally, the following criteria are used to determine enrollment in PRO:

- X Teacher recommendations
- X WISC IV assessment results
- X K-TEA II assessment results

PrO students receive more practical and hands-on subjects. Core subjects such as Dutch, English and Mathematics are also scheduled. PrO students may have a learning disability, low IQ and/or special learning needs. They are unable to successfully complete a CVQ or CSEC written examination in the customary timeframe.

The main purpose of PrO is to offer education to students in such a way that they are well equipped with social and practical skills in order to obtain a job and function properly in society. This program trains the student in his/her area of interest until the objectives for the Outflow have been met.

Besides the few basic academic classes and much more hands-on training, the students also do job shadowing and job training. The PrO program caters to each student's talents and interests, while assisting with each student's



needs. This program allows each student to work in his/her area of interest at his/her level and pace.

The PrO students attend most subjects as a group where they receive differentiated instruction and subject content, if deemed relevant to cater to their individual educational needs.

The K-TEA II results are used in the development of the student's Individual Development Plan. If there is a case where the K-TEA II results are higher than the WISC IV, the WISC IV (IQ) results are the determining factor. The K-TEA II is an achievement test; the results demonstrate what the child has already learned overall but not the child's intelligence and/or aptitude.

SEN at EC2

When students are in need of a more specific type of individualized education, they may join the SEN program with EC2. The SEN program has been established for students who cope better with a program outside of the regular classroom and/or school environment. This can include more individualized academic assistance and specific socio-emotional support. The students need to have a diagnosis in order to qualify for this program. Some students may have a combined program with SEN and PrO.

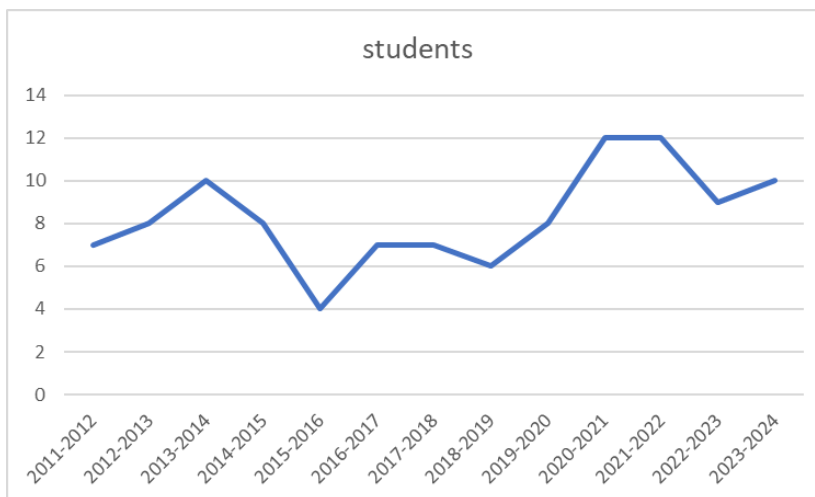
History

Before the academic year 2011-2012, students who would qualify for PRO after form 2 were placed in the Vocational stream at the Saba Comprehensive School. The students hardly received extra assistance or support with the theoretical part of the Vocational subjects.

This resulted in students not able to complete their course and dropping out of school. Education for these students was not adjusted to their competencies.

In the Academic year 2011-2012 it was decided by the Management to start PRO. A fact-finding mission was held for management and staff (including staff from neighboring islands) to The Netherlands in preparation of the start.

Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
students	7	8	10	8	4	7	7	6	8	12	12



The PrO program had a rough start with inadequate and/or insufficient classroom space, classroom resources, teacher training and scheduling. Teachers' and parents' understanding and acceptance of the special needs of our students and of their son/daughter and the necessity of the PrO program were also a hurdle that SCS had to overcome.

Planning and organization were seriously lacking in at least the first few months of the program.

A close work-relationship was established with the Laura Linzey Day Care Center, Adult Education program and/or the Foundation Social Workplace for the students to receive Child Care, Gardening and Cosmetology practical lessons.

In April 2012, the PrO class moved into a newly renovated classroom and received new and much needed resources. The newly renovated room contained computers for the students to use, and it was equipped with a small kitchen. This was a great improvement to the students having cooking class in a regular classroom using a hot plate and toaster oven. The only flaw in the design of the PrO classroom was a moveable partition separating a Hospitality laundry room and the general PrO classroom. This flaw became more evident with the noise the laundry classes and washing machine created during the on-going PrO reading and mathematics lessons. A wall was constructed in 2016 to solve this issue and creating for a more peaceful environment for the PRO students.

In 2012-2013 school year, the Saba Comprehensive School also established a close work-relationship with the Saba Health Care Foundation. This relationship was established to cater to a student's individual wish and to give this PrO student the opportunity to train as a Nurse's Assistant at the A.M. Edward's Medical Center.

Near the end of that same school year, the decision was made to make specific criteria for the entrance into PrO.¹

In the 2013-2014 school year the PrO students started following the Job Training calendar of the Vocational classes. This was in addition to the

¹ See page 5 for the Selection Process.

day(s) scheduled for the student to train. The PrO students schedule was always different with additional practical lessons. Job training was no different in this aspect that they received more time in job experience than the vocational students. Depending on the needs and maturity of the students it was decided on an individual basis how many days per week the student was scheduled for job training.

In June 2014, the Saba Comprehensive School had its first two PrO students' complete school and transition into the local work force. The school assisted the students in attaining jobs at the Organoponics Garden, Laura Linzey Day Care Center and an After-school program. One student received additional support and care through SKJ and EC2, upon the recommendations of SCS, while the other student attended classes at SKJ. They were both permitted to graduate with the academic and vocational students on November 8, 2014 and received a school certificate.

Since the start of PrO at SCS, there have been many developments in the paperwork aspect. The Individual Education Plan (IEP) has been edited, reformatted, and then completely recreated more than once. These changes were necessary based on specific requirements and recommendations of the Dutch Inspectorate.²

Finally, by August 2014, a format was decided upon. The format is quite extensive including every aspect of the student's education, care and development and also the parents' wishes. The new and improved format is called the Individual Development Plan, which is used for PrO students. Students in other forms use a new IEP, which focuses on their educational needs.

After the training of the student tracking system, Presentis, more information was gathered about our IDP and how we could make it better. The paper IDP will be replaced by a digital one and will be changed for the better.

In November 2015, the first ever PrO BES Conference was held with PrO Mentors, Department Leaders, Care Coordinators and EC2 Directors (or the equivalent organization) in attendance. The PrO BES Conference was an

² Inspectorate Report, March 23, 2015

enriching experience where the different professionals could learn about each other's PrO programs, swap best practices, and collaborate. Between 2019- present informal discussions have taken place between schools in Sint Maarten and St. Eustatius during the Caribbean Vocational and Trade Schools Conferences.

In 2020, the first PrO student completed the CCSLC Mathematics examination with the "Competent". The CCSLC examinations in secondary school are normally written in Form 3³. When a student passes five subjects with Competent or Mastery, he/she gains the CCSLC Certificate.

In the 2021 CCSLC examinations more subjects were written by PRO Students scoring Competent in the areas of Mathematics, Integrated Science and English. The decision for the students to enroll in the CCSLC examinations was based on their aptitudes and motivation in their classes and part of their IDP.

Accomplishments

The Dutch Inspectorate commented on the IDPs in their last report (March 2015). Adaptations were made to the IDPs based on the Dutch Inspectorate's criteria. Those criteria were met when the Saba Comprehensive School met the Basic Quality Standards in 2016.

Care is now adequate in the process of referring students and receiving support. EC2 meets bi-weekly with the Care Coordinator, Class Mentor and Department Leader to discuss the students' Care.

As of March 2015, the PrO 2 students started Job Shadowing. Job Shadowing is a two-day observation and training at different types of jobs. Ideally it would take place at least 3 times in the PrO 2 at jobs in the General Construction and Hospitality areas.

³ Mathematics, English, Spanish, Social Studies, Integrated Science and/or Digital Literacy

Collaboration with SKJ took place when they developed their BBL program in August 2015. PrO students enrolled in their BBL program, after completing their training at SCS, and worked towards a MBO1 and/or MBO2 certification.⁴

The Care Coordinator and PrO Mentor provide specific information about each PrO student to the SCS teachers in order to assist the teachers in meeting the students' needs. While the PrO Teachers could use training in teaching PrO students, this information has been a great assistance to the teachers.

The PrO Mentor has collaborated with other professionals in the PrO area. This took place in 2015 at a PrO Conference in Bonaire planned by the SCS Principal, Anton Hermans, and PrO Mentor, Madelyn Johnson.

PRO Students are able to transition into Vocational if they are able to continue in the vocational stream.

After students have left the SCS, we are following them to see how they are doing and provide additional support and guidance if needed.

At the back of the school a Garden was constructed to provide in school education and training in the agricultural field. Here they learn more about sustainable living through farming.

Areas for development

It was evident and still is, that all teachers should receive training in teaching pro-students.. While they understand what a PrO student is and that they may have certain needs, the teachers do not always understand how to meet those needs. It is also highly recommended for the persons at the Job Training sites under whose supervision the PrO student will be Job shadowing or Job training to receive adequate information about the individual student in order for these persons to understand how to communicate and offer individualized training to PrO students or a specific PrO student.

⁴ Collaboration Protocol SRF & SEF

The way forward for PrO must include teachers' training, improve Care and more organization and structuring for the Job Shadowing and Training.

Teachers' training will be provided by the PrO Mentor and specialists in areas that the PrO subject teachers believe they need training in. The PrO Mentor will have workshops for the PrO teachers, specifically, to provide explanation on the needs of the PrO students and strategies for meeting those needs.

In collaboration with the EC2, the Mentor, will seek training for the PrO teachers in useful, practical strategies that can be used with PrO students.

PrO Class & Classroom

➤ Class

The PrO class has a different schedule to the students in the other streams.

In PrO Forms 1-3 the students take a wider range of practical subjects to acquaint them with different subject areas. They receive more periods in Physical Education, General Construction and Hospitality than the other Forms 1-3. They also receive instruction in Gardening, which Forms 1-3 do not receive.

Before entering PrO Form 3, students choose an area they would like to learn more about, such as Hospitality or General Construction. On entering PrO 3, the student attends more Hospitality/General Construction classes in order to specialize more in that area.

PrO 3-5 students have at least one day blocked off on their schedules for job training. This is generally on Friday.

Support services from EC2 are scheduled into the students' Timetable, such as Behavior Coaching and Speech and Language Therapy.

➤ Classroom

The PrO classroom must contain the necessary materials and equipment for assisting students in obtaining their educational (theoretical/practical) objectives.

Sufficient computers are available in the PrO classroom to give students the access to internet and programming to complete assignments, research and work in Presentis. Next to the PRO Room the former Linnen-Room has been made available for the PRO-department to use. Currently we are in progress of turning it into an interactive learning space.

Testing/Assessment

The EC2 performs all testing/assessments for our students. Parent permission must be obtained in writing from the parents before a student can be assessed by EC2. Every parent whose child enrolls in PrO will have to sign that document at the moment he/she enters PrO giving the school the responsibility to give the best possible care and guidance to the student. Parents must be involved and there will have to be regular meetings/contact. The parental involvement means more growth for the student (pedagogical triangle).

Students who qualify for PRO at the Primary School (SHS) should be tested via the SHS.

Students are re-tested every two-three years. This will give a more up to date picture of the student's performance and needs.

Before enrolling a student in PRO parents are informed via a face-2-face meeting by EC2 and the SCS. Test results/reports are shared with all stakeholders.

Additional Support

As stated in the Care and Guidance Plan, parents/guardians must give consent for any student to receive support, whether in-school or out of school. Parents/guardians can agree verbally for in-school support

➤ In-school:

Extra-support in school can consist of counseling by the Care Coordinator, extra guidance from the Mentor and/or another teacher, and/or Remedial. Extra in-school support from the Mentor and/or subject teachers may include after-school homework help, additional time scheduled for completing assignments, etc.

➤ Out of School

EC2 offers extra support for some of our students. Referral to EC2 is followed up by the Care Coordinator.

EC2 may support by Counseling, Speech & Language Therapy, Physical Therapy, Behavior Coaching, Social-Emotional training, etc.

The EC2 schedules the appointments for the students with input from the Care Coordinator or student's Mentor.

The Care Coordinator has direct contact with the EC2. The EC2 may contact the Mentor when a service may not take place at a given time. For example, if the specialist is ill or not on-island.

EC2 provides a report twice a year to the school and parent on the progress of the student.

The Care Coordinator, Mentor, Department Leader and EC2 will meet every other week in Small Care Team Meetings to discuss each PrO student and see what he/she needs in order to be successful.

Transition from PrO to Vocational

When a student exceeds the expectations in PrO, 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 student's teacher's suggestions and recommendations, test scores, and what the teachers, the student and his/her parent(s) want.

The student should be able to successfully complete the Form 2 End of Year Exam and the Form 3 End of Year Exams. The student should also be able to possibly complete the CCSLC examinations.

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/guardians must be contacted and consulted about the transition from PrO to Vocational. Their agreement and involvement with the transition is 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.

Job Training & Job Shadowing

Objectives:

General:

The student:

1. Arrives at the job on time;
2. Demonstrates manners and politeness, i.e. saying Good Morning, etc.;
3. Dresses appropriately;
4. Performs with a positive attitude;
5. Follows instructions;
6. Asks questions when he/she does not understand;
7. Works independently;
8. Shows initiative;
9. Acts friendly with customers (when applicable);
10. Acts polite and friendly with other persons he/she comes in contact with while on the job;
11. Cooperates with co-workers and supervisor;
12. Attends to details;
13. Acts responsibly;
14. Calls in to say if/when he/she will be late, sick, or absent for some other reason.

Other objectives may be included depending on the area the student is studying and working in.

Procedure for Setting up Training/Shadowing:

1. The job trainer/supervisor is willing to take-on a PrO student.
2. The job trainer/supervisor is made aware of the student's weaknesses, strengths, needs, etc.
3. In the case of Job Shadowing, the supervisor understands that the student is there to observe and learn about the job, not necessarily train for the job.
4. The student has at least one day scheduled for job training per week.
5. The student should have at least 4 hours at job training.

6. The Care Coordinator regularly checks on the student at job training, whether by phone or by visiting the place.
7. In PrO3 the student will train 1 day per week at a different placement each term (when possible).
8. In PrO2 the student will shadow for at least 2 consecutive days per term at a different job placement.

Hours:

Outlined below is the MINIMUM number of hours for each Form, per term, for Job Shadowing (Form 2) and Job Training (Forms 3-5).

Year/Form	Term 1	Term 2	Term 3	Total
Form 2	4	4	4	12
Form 3	68	64	64	196
Form 4	76	96	64	236
Form 5	76	96	64	236

By the End of the PraktijkOnderwijs program a student should have completed a minimum of **680** hours of on the job training.

Rules and/or Regulations:

1. The student must attend job training as scheduled.
2. The student must meet the minimum number of hours for job training in order to move over to the next form or get a school leaving certificate.
3. The student must call the school and his/her job trainer when he or she is sick. The student can request for his/her Mentor or Care Coordinator to inform the job trainer. The student must visit the Doctor on the day he/she calls in sick for his/her job training and obtain a doctor's letter giving sick-leave. Copies of the Doctor's letter

must be handed in to the school and the job trainer when the student returns to school and to the job.

4. Any hours not completed for job training must be completed during the student's free time, such as in the afternoon, on the weekend or during vacation.
5. The Care Coordinator, Job Supervisor, and/or Mentor are notified and approve of the hours the student intends to complete in his/her free time.
6. The student represents the school and should act positively and follow any rules/regulations that the job placement has in place.
7. Students are required to complete their job training/shadowing handbooks, which include their timesheet and area for self-reflection. Self-reflection will be completed in the handbook after each day of training. The Care Coordinator will assign a time by which the handbook should be completed.

Consequences:

1. If a student is absent for one day of job training with an excuse or due notice, he or she has to complete the missed time during his/her vacation or at a time agreed upon by the Job, School and Student. For example, on the weekend.
2. If a student is absent for one day of job training without giving an excuse or due notice, he or she will be registered as Absent for that school day. Additionally, he or she will have to stay after school until 3:30 pm for detention AND complete the time missed during his/her vacation or at a time agreed upon by the Job, School and Student. For example, on the weekend.
3. If a student is absent for a second day of job training (either consecutively or on separate occasions) with an excuse or due notice, he or she has to complete the missed time during his/her vacation or at a time agreed upon by the Job, School and Student. For example, on the weekend.

4. If a student is absent for a second day of job training (either consecutively or on separate occasions) without an excuse or due notice, he or she will be registered as Absent for that school day. The student's Mentor will call his/her parent(s) to inform them of the situation. Additionally, he or she will have to stay after school until 3:30 pm for detention AND complete the time missed during his/her vacation or at a time agreed upon by the Job, School and Student. For example, on the weekend.
5. If a student is absent for more than two days of job training (either consecutively or on separate occasions) with an excuse or due notice, he or she has to complete the missed time during his/her vacation or at a time agreed upon by the Job, School and Student. For example, on the weekend.
6. If a student is absent for more than two days of job training (either consecutively or on separate occasions) without an excuse or due notice, he or she will be registered as Absent for that school day. The Truant Officer will be informed. The student's Mentor will call his/her parent(s) to schedule a meeting with them at school. Additionally, he or she will have to stay after school until 3:30 pm for detention AND complete the time missed during his/her vacation or at a time agreed upon by the Job, School and Student. For example, on the weekend.
7. When the student stays after school for detention for missing his/her job training, he/she will be expected to complete a project about an assigned area of his/her job training. The project will be presented in class. The student will be graded on his/her presentation skills.

Graduating from PRO

Students leave PrO after five (5) years, unless there are other factors are in place to allow the students to stay on for a sixth year.

The school assists the student in attaining a job before leaving school to ease the transition out of school into the working world.

To further ease the transition, the student will gradually work more days per week at their job-placement and attend school less days.

Additionally, SKJ is informed of the student's completion with PrO at SCS. The PrO Mentor can assist the student with registering with SKJ for classes if so desired. The PRO does not automatically mean enrolling in the SKJ Program.⁵

If the student is able to attend a school off-island, the Mentor and Care Coordinator will assist in the research as part of their IDP and contact with the school.

The Mentor will follow-up and/or check-in with PrO students for up to one year after they are finished with school. This follow-up may be to provide assistance or to find out how the student is progressing.

As of 2021, students will receive a School diploma upon graduating, instead of the School Certificate as in previous years.

In order to receive the school diploma, PrO students must meet the criteria set out for them by the end of PrO 5. The criteria are

- submit a Portfolio at the end of PrO 5 meeting the necessary criteria;
- and give a presentation on their experience in PrO and their Internships to their peers, teachers, parents and Job Coach(es).

⁵ Over the past couple of years there has been no SKJ-program

PrO Portfolio

PrO students vary in level and talents; therefore, their Portfolios will be different. However, each Portfolio should have the following components depending on their IDP:

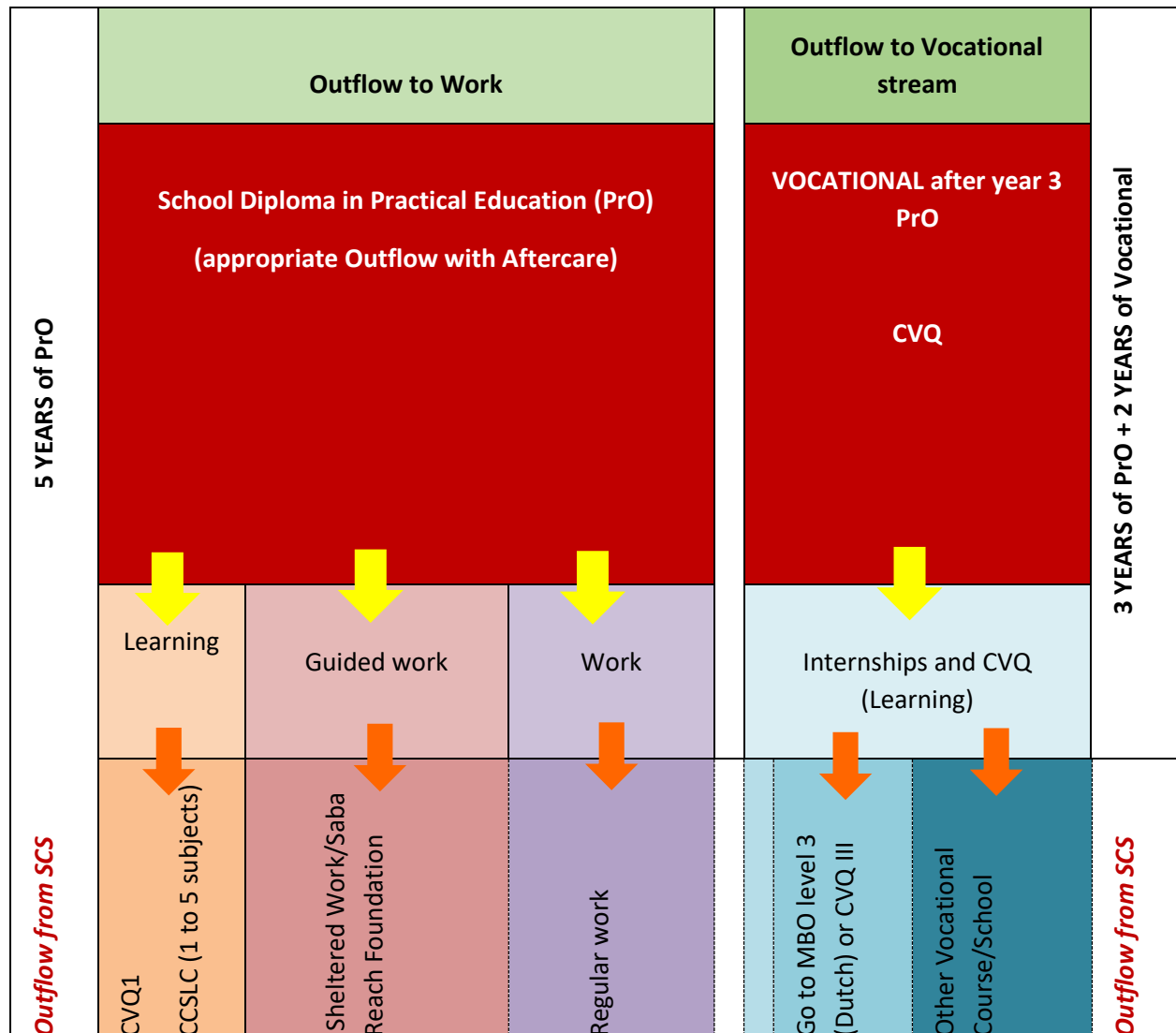
- Languages (Spanish, Dutch, English)
- Mathematics / Calculations
- Integrated Science
- Social Studies
- Digital Literacy
- Core Skill Area, i.e. Hospitality, General Construction, etc
- Internship

Each component should contain at least three assignments. In the case of a practical assignment, the student can use pictures or other multimedia to showcase his/her work.

In the Internship component, students should include

- pictures of their experiences and accomplishments;
- a Reflection of the experience;
- an Evaluation from their Job Coach;
- a copy of their end of program Presentation.

PrO Outflow diagram



Explanation:

The main goal of PrO is to prepare our students for the world of work.

The left side of the above chart shows the Outflow possibilities for students who follow 5 years of the PrO stream. At the end of PrO 5, they will receive a School Diploma and obtain a job. It is possible to enroll in a MBO1 level program.

The right side of the above chart shows the Outflow possibilities for students who have the academic abilities to follow the Vocational stream after following 3 years of PrO. These students only Transition from PrO 3 to Vocational Form 4, upon their teachers’ recommendations AND when they are on the level academically to be able to perform on the Vocational level. Upon leaving SCS, the student will have the same possibilities as a Vocational student.

Matrix Praktijkonderwijs 2015-2016

Description	What	How	Results	By	Ready	Finances
Care	Use of (Diagnostic) Testing	Refer students to EC2	The teachers are able to guide the students in a more effective and efficient way, results will improve	SCT	Continuous	--
	Inform staff about PRO Students and their needs	Scheduling meetings and training	Staff is updated during care meeting and all students have been referred to EC2. There are weekly meetings with ProO mentor, CC and DL with EC2 to discuss progress	Care Coordinator, Pro Teacher, Pro Department Leader	August 2021 and continuous	n/a
	Development of IDP	New ProO teacher will receive training and consult professionals in the field	IDP meets the requirements	Management	Continuous	\$ 1,500
		PDCA	IDP meets requirements according to the inspectorate			
		Training staff in using Presentis	Staff members use Presentis for goals	Management	Continuous	\$ 1,000
	Remedial assistance	By allotting extra periods to subject teachers / referral EC2 / recruiting RT	Students will be assisted and guided to work on their deficits and results will improve	Management	Depending on the individual needs	\$ 7,000
		Recruiting RT	The SCS has a RT employed to support the needs of the students	Management	2024	\$ 80,000
	Teaching assistant	Recruit Pro Teacher	The SCS has a fully competent and knowledgeable PRO Teacher	Management	January 2022	\$ 80,000

Description	What	How	Results	By	Ready	Finances
Transition/ Collaboration	Increase Educational Partnership	Scheduling report card meetings with SCS + EC2 + Parent + Student (November and June)	Increase parental involvement and increase students' success and results	PrO Teacher, Department Leader, Care Coordinator	Continuous	--
	Prepare Pro Students for the Labor market	By offering Job Training, Job Shadowing and taking part in the Job Fair	The students will have the level of readiness to enter the labor market	Guidance Counselor, PrO Mentor	Continuous	\$ 2,000
	Pro Students will be able to be successful in the Vocational Stream	Inform the teachers about the specific needs of the PrO student	Teachers are able to cater to the student's needs	PrO Teacher, Department Leader	If applicable	--
	Pro Students will be able to be successful in the Vocational Stream	Mentoring/coaching the PrO Student	The Vocational student is able to be successful	PrO Teacher	If applicable	--
	To increase the understanding of PrO Students by Job Trainers	Set up a workshop to inform Job Trainers	The Labor Market is more receptive towards PrO student	ROA + PrO Teacher	November 2015	\$ 200

Description	What	How	Results	By	Ready	Finances
Professional Development	To inform all teachers about PrO and PrO Students, incl IDP	Organize staff training	Teachers have a better understanding of PrO	+ EC2 + Care Coordinator	Continuous	
	Students need to be exposed to the use their subjects in an applied manner	Reviewing and adjusting the curriculum and by Training IPA	A curriculum is in place that is rich and challenging	Management	December 2022	\$ 30,000

