

Supplement

Education Care Plan Saba
2021-2022

- A coherent system of care services that facilitates uninterrupted development for all students –
April 2021



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1. Introduction

The Expertise Center for Education Care (EC2) on Saba has published the Education Care Plan Saba 2020-2025 in May 2020. The plan offers information on policy, organization, quality assurance, financing and activities for the upcoming 5 calendar years.

Together with board members, care coordinators, and external consultants, the EC2 team formulated the mission and vision that are the foundation for the goals that give direction to the EC2 activities and to how we want to develop our role in education care.

At EC2 we strongly adhere to the leading principles of Action Oriented Approach in all the work we do with teachers, parents, as well as students. We do this by asking ourselves what the child needs from us in order to develop. When stagnation is observed it is not seen as a deficit on the part of the child, but rather a task for us adults, the care givers, parents, teachers and EC2 team. You will find an explanation of the AOA in chapter 2.1.1. We hope you recognize this method in the way we work.

AOA teaches us to:

- Look for the opportunities and ambitions of a student in his/her environment;
- Focus on teaching and learning strengths rather than difficulties;
- Describe teaching and learning behaviors in terms of talents and interests;
- Focus on personal and professional growth of the team members;
- Rely on the cooperation of stakeholders in a system in which all are accountable.

As in all active organizations, there have been developments that have their implications for the original multi-annual care plan, hence this supplement. It gives new input based on regular feedback from our students, their teachers and parents. Please, do keep the Education Care Plan Saba 2020-2025 at hand when reading this supplement.

The effect of the care system and services by the EC2 team was evaluated throughout 2020 using different sources and settings:

- Ongoing feedback in meetings at all levels in the care system as seen in the minutes of meetings with board + EC2 team + directors + Care Advice & Referral Team (CART) + Care Coordinators;
- Yearly conferences with representatives from RCN-OCW;
- Online meetings with colleague Directors EOZ Bonaire and ECE St. Eustatius;
- Education agenda platform meetings with the ministry and local schools;
- Interdepartmental meetings on the Integral Care Plan with representatives of VWS, SZW and OCW;
- Student evaluation report (chapter 2.4).

The EC2 team aims to build on developments in the overall structure of youth care that consists of (overlapping) medical, educational, social and judicial services. We always intend to have a positive impact on the functioning of youth care in general and education care in specific. To this end we set procedure goals. EC2 team as service provider has also set internal goals pertaining to the own organization. Both types are evaluated in chapter 2.

As EC2 cooperates in the integral approach of the youth, we strive for cooperation with chain partners and having a positive working relationship with all (chapter 3).

Chapter 4 gives an overview of the additional activities for 2021-2022 that corresponds with the budget in the multi-annual plan. Please, note that the goals and objectives in the original multi-annual plan are still valid. This chapter gives adjustments in activities based on experience in the previous year.

Conclusions for the way forward in the upcoming school year are listed in Chapter 5 and you will find the budget for 2021-2022 in chapter 6.

2. Evaluation 2020

2.1 Evaluation of process goals

EC2 was established in 2011 to offer external support services to the students on Saba. In the first years we assisted the schools in determining the educational needs of the students. We implemented a system of internal and external education care that would firstly empower the teacher. During bi-weekly meetings with teachers and Care Coordinators and monthly CART sessions we identified what type of care would be given internally, externally and by whom.

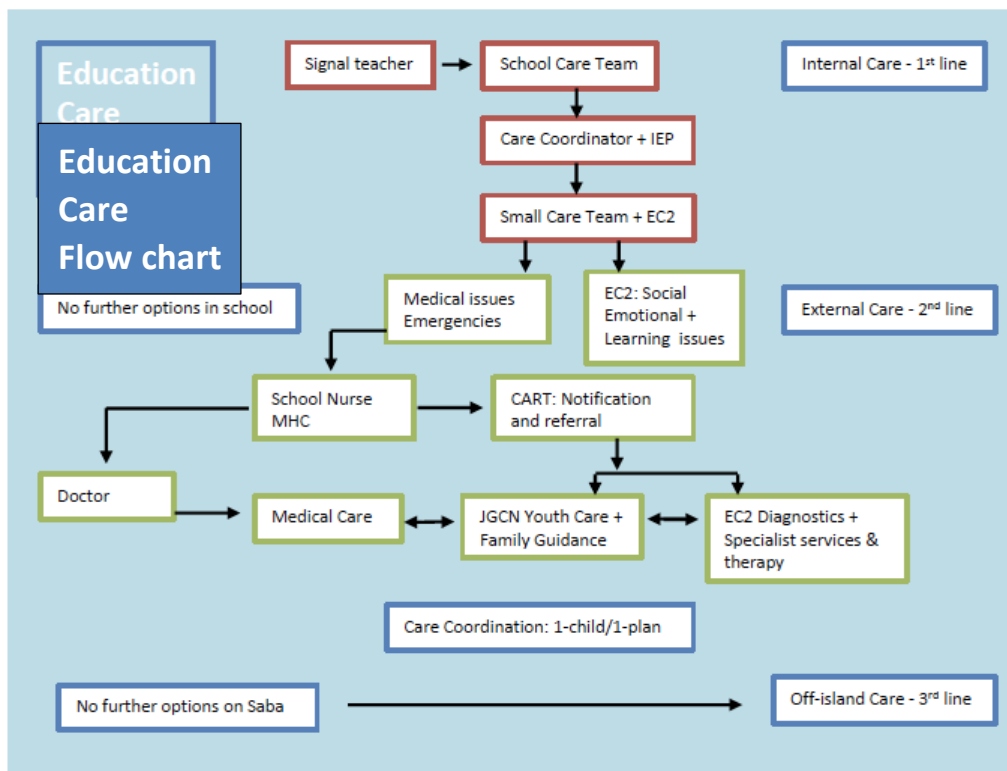
It is the mission of EC2 to create a safe learning environment for students with special needs within the inclusive school system on Saba. The intention is that:

- students who need a specialized approach and their teachers can build on strengths and talents;
- with the support of multi-disciplinary intervention;
- according to action-oriented planning.

Besides the actions directly stemming from the EC2 mission, the team has also actively participated in achieving the goals mentioned in the following paragraphs that describe how to achieve results for the students.

2.1.1 Action-Oriented Approach

Striving for continuity in education care, the EC2 team applies *Handelingsgericht Werken* (HGW) or Action-Oriented Approach (AOA). All stakeholders in education care would apply this approach in working with



students.¹ The AOA is the leading principle in education care² and clearly defines the procedures as shown in the flow chart below.

¹ Noëlle Pameijer, Tanja Beukering, Yolande Schulpen, Hugo Van de Veire (2008). *Handelingsgericht werken op school*. Uitgeverij Acco, Leuven

² Noëlle Pameijer, Tanja Beukering, Sonja de Lange (2009). *Handelingsgericht werken: een handreiking voor het schoolteam*. Uitgeverij Acco, Leuven.

There are 5 levels of education care:

- Care level 1.** Regular care in the group (internal care)
- Care level 2.** Regular care with extra support of the teacher (internal care)
- Care level 3.** Extra care with support from Care Coordinator (internal care)
- Care level 4.** Extra care with support of EC2 (external care) and other services (e.g. ZJCN, MHC, SHCF, Island Social Unit, Public Health)
- Care level 5.** Referral to a care service off-island

AOA was implemented in the schools between 2010 and 2015, during which time Care Coordinators as well as teachers were trained. With the turn-over in the teams the approach in the schools watered down over the years and an evaluation and refresher course would be beneficial.

2.1.2 Inclusive Special Education

In spite of the positive intentions to offer inclusive education, this turned out not to be feasible at all times and, similar to the situation in the European Netherlands with *Passend Onderwijs*, the work load became too high for some resulting in children with Special Education Needs falling through the cracks of the care system. Hence, EC2 initiated the development of Inclusive Special Education, with the adage: inclusive when possible, exclusive when needed. Program and procedures are being developed and would be available in June 2021. The program will be funded by OCW as a separate project under EC2.

2.1.3 Integral Youth Policy

Organizations and departments are overlapping in tasks and at times lack a joint vision as directed by the local government policies. There is a need for an integral, cross-sectoral youth policy for Saba that is developed and implemented for OLS in consultation with the youth and all partners involved in youth care and services.

Two EC2 team members initially were participating in a workgroup and followed the training *Essentials of Youth Policy* by the Council of Europe/European Commission in order to contribute to the development of a Youth Policy Plan (<https://pip-eu.coe.int/en/web/youth-partnership/online-course-on-youth-policy>).

EC2 has been constructively critical in the above process, suggesting to take UNICEF's second Situation Analysis from 2019 as point of departure and using a fact-based approach with the input of the youth to set goals and an action plan (https://www.unicef.nl/files/Sitan_BES_2019_ENG_%20corr%2029juni20.pdf).

There were few meetings and Covid-19 took away from the attention for the topic.

2.1.4 Interdepartmental cooperation

At Caribbean level: Cooperation can lead to the development and implementation of an island-wide approach for child abuse and domestic violence. It is necessary to have a registration point as well as trained professionals to act upon such notifications. The Social Unit of the Public Entity Saba provides for coordination of this approach and to this purpose the representative has taken part in the CART meetings throughout 2020, bringing the number of participating organizations up to 9.

At the same time the Youth Development Specialist of EC2 participated in the multi-disciplinary platform, to which end a covenant was signed with all parties.

Cooperation with Mental Health Caribbean has been formalized by a basic covenant stipulating the protocol for external support in education from basic to more complex, from EC2 to MHC.

The Small Care Team structure has been re-established at the Laura Linzey Daycare Center. This enables intervision between the caregivers and parents of the 3 year-olds with the Public Health Youth Nurse and EC2.

At European level: Cooperation with the ministries in The Hague is established mainly through the BES(t)4Kids program, especially where the local partners meet online with representatives of the three participating ministries on the Integral Care Plan, pedagogical vision (with UNICEF) and quality of day and after school care.

2.1.5 Rights of children with special care needs

Children in the care of EC2 often experience physical as well as intellectual issues. In the Netherlands they would be entitled to extra health services, or their parents could extend health insurance options (*aanvullende verzekering*). Saba Health Care would be wise to investigate and advise ZVK in options to cover services from e.g. an Occupational Therapist, Pediatric Physical Therapist, and Doctor for Intellectually Disabled thus forming a team of health care providers around children and youngsters with permanent developmental issues and intellectual disabilities. EC2 is temporarily providing some of these services and has needs assessments available.

The challenge is for policy makers to establish a youth policy that is socially inclusive and that acknowledges the rights of children with special needs (Convention Rights of the Child article 23a). This implies that they would be represented in the youth policy and the BES(t)4Kids Program as well.

2.2 Evaluation of care services

The following table gives an overview of the number of care services (in terms of students or individual assessments) offered by EC2 in the period 2011-2020, and a prognosis for 2021.

Care services offered	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
1. Entry assessments (gr1 + F1 + SKJ)	23+15 +0	28+13 +8	17+27 +9	21+23 +7	18+1 2+6	19+1 9+4	19+21 +1	18+28 +0	22+15 +0	19+19 +0	29+20 +0
2. Academic ability assessment + coaching	10	11	16	11	13	12	20	36	37	17	15
3. Behavior assessment + coaching	7	7	6	12	12	15	11	9	14	10	10
4. Social-emotional assessment + guidance	2	6	12	13	6	14	10	23	21	22	20
5. Speech & language assessment + therapy	14	29	30	23	15	13	17	22	11	9	15
6. Motor skill training (previous Phys Therapy)	-	10	10	11	14	11	5	10	6	-	5
7. Handwriting club	-	-	-	-	-	-	2	4	-	-	-
8. Music Coaching	-	-	-	-	-	-	8	12	-	-	-
9. Psychiatric assessment	8	7	4	5	6	0	0	1	2	-	-
10. Special assessments (Dyslexia + placement + career)	0+6 +14	1+3+2	3+5+1 8	5+3+0	9+12 +18	5+6+ 20	7+2+1 5	1+0+3	5+8+ 21	5+1+0	5+5+ 17
11. Occupational Therapy	-	-	-	-	-	-	-	8	11	9	12
12. Homework Club	-	-	-	-	-	-	-	15	18	13	10

Compared to 2019, it is noticed that in 2020:

- The number of entry assessments stayed more or less the same. Because of the high number of students in K1 this year (29) an increase in K2 assessments is expected for 2021.
- A significant 45% less ability testing and academic coaching took place. Reasons are that certain programs were interrupted on teachers' request to give extra support in class and less re-testing was requested. We came to the conclusion that ongoing support best be continued after the summer vacation into the next grade, because it takes unnecessarily long to start the procedure back up again.
- Behavior assessment and coaching occurred a bit less, most likely because a Behavior Coach wasn't available for the second half of the year (see chapter 2.3.1).
- The demand for social-emotional intervention was equally high when compared to the past 2 years. The Covid-19 crisis may have contributed, as well as the approach of the current Youth Development Specialist who managed to break the taboo on mental health among secondary level students by applying positive strategies especially designed for each individual student.
- Speech & Language Therapy and Occupational Therapy remained more or less the same in quantity. This is a remarkable achievement seeing that therapy took place online as of March 2020. We have noticed that some students don't respond as well to online sessions as to live sessions. Also, not being able to do assessments with the children, some referred children have been screened by the EC2 team but not as yet assessed by the therapists. This explains a slight increase in expected numbers for 2021.
- Special assessments were done for dyslexia screening. Career assessments were not requested in 2020 but are expected to take place in Form 2 again next year.
- Homework Club had less changes in the groups. Because SCS started their own homework services less participants are expected for 2021.
- The Child & Adolescent Psychiatrist no longer visits Saba through EC2. Motor skills training, music therapy and handwriting club were not offered in 2020 because the coaches were not available. These services will be taken off the list for next year.

When it comes to fine and gross motor skills the OT can be of assistance.

The services as listed in the above table are provided by a relatively small team that has grown over the years from 1 to 6.7, see table below.


The position of the Director has always formally included practical work with the kids (Academic Coach + educational testing) so the manager would also have the daily experience and contact with the students, teachers and parents.

The same is intended for the Project Leader ISE. Fte's for that department (SEN teachers and assistants) are included in the predicted number of personnel members in 2021; hence the increase of staff members.



Key data personnel in fte.	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Management	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.8	1.0	1.0
Staff	1.1	1.7	1.8	2.0	3.0	3.9	6.0	6.0	6.0	6.0	6.0	6.0
PEA + RMT + CP + SLT + OT + Fin admin	1.0	1.5	1.9	2.0	1.8	2.2	3.8	3.8	4.0	4.0	4.0	4.0
Total	2.6	3.7	4.2	4.5	5.4	6.7	10.4	10.4	10.6	10.8	11	11

2.3 Evaluation of activities

The *Education Care Plan Saba 2020-2025* specifies activities designed to achieve the goals of education care for each year. The following table lists the goals, activities and results for 2020 per activity.

2.3.1 EC2 expertise team	
General goal	Developmental issues as identified in the schools by the teachers in 2020 are addressed in the classroom, in the school, and at EC2 with help of the EC2 team.
Objectives	<p>1. The support team that is involved in education on Saba together, has the knowledge and experience to support students, teachers and parents in case of any developmental issue, be it: physical, cognitive, social-emotional, sensory, communicative or personal.</p> <p>2. EC2 has requested funding to set up a department for Inclusive Special Education where students with SEN follow an appropriate program, that caters to their needs and is based on their talents, with the goal to find meaningful ways to either make a living or spend their time.</p>
Activities and results	<p>1. EC2 team consists of:</p> <ul style="list-style-type: none"> - Manager/Academic Coach: 24/16 hrs p/w - Behavior Coach: 40 hrs p/w - Youth Development Specialist: min 24 hrs p/w - Personal Education Assistant: 3x 25 hrs p/w - Clinical Psychologist: 4 hrs p/w - Speech & Language Therapist: 8 hrs p/w - Occupational Therapist: 8 hrs p/w - Project Leader SE: 40 hrs p/w - Separately for the SE project based on outcome research: fully qualified SE Teachers: 2x 40 hrs p/w + Assistants: 2x 40 hrs /pw <div style="display: flex; align-items: flex-start;">  <div> <p>Therapy services are done by colleagues from Sint Maarten and nowadays we know to apply distance learning, as it was applied by all throughout the lockdown of March - April.</p> <p>The Covid-19 pandemic caused the Behavior Coach to move from Saba rather unexpectedly. Most of the BC's students were still being monitored by the remaining staff members.</p> </div> </div> <p>2. Specific collective labor laws for EC2 personnel were still not available throughout 2020 but in general the agreements for teaching staff were followed (<i>Arbeidsvoorwaardenovereenkomst onderwijspersoneel Saba 2018-2020</i>).</p> <p>3. The poll to assess the general opinion about the current status of care for students with SEN showed that parents, teachers, and board were (highly) in favor of an inclusive department for Special Education.</p> <p>4. A project request to OCW was formulated and granted so that the Project Leader was employed per September 1, 2020, who is in the process of developing a plan to secure funding for teachers, building, materials, program, etc.</p> <p>5. EC2 applied for and was granted funding out of the <i>Kansen voor alle Kinderen 2019</i> project which was extended by 6 months until February 2021. Students who fall into this target group receive extra services from us such as: use of a tablet, daily fruit & water/tea, homework support, OT. Students are chosen in cooperation with parents and Care Coordinators. Activities are more preventive in nature.</p> <p>6. Because of a significant increase in staff costs (social premiums) and the need for extra assistants EC2 requested an increase of the budget in a <i>bekostigingsstelsel</i> rather than project funding. The latter wasn't granted by OCW.</p>
2.3.2 Office staff and materials	
General goal	EC2 executes a balanced and transparent financial administration.

<p>Objectives</p>	<p>1. All financial obligations have been met: administration is up-to-date and checked. Administrative tasks are carried out, reported on, and meet the legal requirements.</p> <p>2. Equipment, materials are available for proper execution of administrative tasks.</p>
<p>Activities and results</p>	<p>1. EC2 board hired an administrative bureau to do the official salary administration including social premiums (CompactS).</p> <p>2. Planning and accountability cycle are in place.</p> <p>3. Current Administrative Assistant, Bettina Schroeter from RSAccounting, provides monthly financial overviews as well as preparations for the annual audit under auspices of BSF Holding on Sint Maarten.</p> <p>4. External audit in 2020 was initiated in April and is done by a Register Accountant from Sint Maarten (BDO).</p>
<p>2.3.3 Professionalization</p>	
<p>General goal</p>	<p>All involved in education care are in agreement on their roles and are professionally trained/coached for their task in order to provide a safe and reliable learning environment for the students. OCW allocated extra funding to achieve these goals.</p>
<p>Objectives</p>	<p>1. Action-Oriented Approach is the guiding principle for education care in the schools. Students with exceptionalities are receiving a program catering to their individual needs and schools take responsibility for the internal care levels 1-3.</p> <p>2. Strengthen 1st and 2nd line care by working from the same principles and applying strategies that work for inclusive groups.</p> <p>3. Be a rolemodel by continuously working on improving own skills and expertise.</p>
<p>Activities and results</p>	<p>1. EC2 team members have explicitly adhered to the AOA principles and encouraged Management and Care Coordinators to implement the first steps in internal care, including intervision (SCT meetings) and education planning (IEPs and IDPs). More plans were made in 2020, showing that the teachers were more involved and focused on the particular programs for the individual students. More attention will be given to setting measurable goals for RT and SEN.</p> <p>2. School Directors were informed about the steps in AOA education care and support was given to follow procedures. EC2 strives for clear demarcation of tasks and responsibilities of care stakeholders. To increase availability of EC2 services, we continued the bi-weekly SCT meetings. The referral procedures had been clearly communicated in the yearly <i>EC2 Info Guide</i>. The Small Care Team meetings are used to:</p> <ol style="list-style-type: none"> a. Timely identify possible issues; b. Make IEPs and IDPs together; c. Faster intervention, evaluation and reporting. <p>3. Resource books were purchased and courses were followed throughout the year to increase professional approach and introduce new strategies to assist the children. Participants and topics were:</p> <ul style="list-style-type: none"> - Youth Development Specialist: Youth Mental Health: Helping young people with anxiety (3 week course) by University of East Anglia - Youth Development Specialist: Dutch A1 (course) by SRF - Director: Positive Environmental Pedagogy (series of 6 webinars) by CPC - Director: Training Team Management during Corona (1 day course) by Bureau Groots Groeien - PEA 1: Early Childhood Education (2 year CVQ course) by SCS - PEA 2: Special Education Bachelor (2 year course) by Liberty University - Director: Mandatory education (half day webinar) by Leerplicht Amsterdam - Youth Development Specialist: Preventing Abuse & Neglect in our Lifetime (1 day conference) by The New York Foundling - Behavior Coach, SEN Project Leader and Director: Teach the Teacher + Master Class + Teken Challenge (1 year course) by Studio LEFF - Substitute Behavior Coach: Play Therapy (3 month course + webinar) by CIVAS - Director: Verrijkingsaanbod (1 day course) by De Begaafdenwijzer

	<p>In line with the professionalization goals of 2020, EC2 team members offered a variety of intervention methods using aspects from the following strategies:</p> <ol style="list-style-type: none"> 1. Rock & Water: a method to ground, center and focus, do physical exercises to encourage cooperation, tolerance, acceptance, and setting boundaries. 2. Trauma Informed Care: to understand behaviors, offer intervention in terms of coping tools and assistance also for parents. 3. Neuro-linguistic programming: develop self-expression and -confidence by reflecting on principles of experimentation, observation and feedback. 4. Gifted students: foster analytical cognitive skills by challenging assignments and projects. 5. Positive Psychology and Pedagogy: develop positive mindsets in students in relation to self-confidence, acceptance, empathy, the teacher as role model. 6. Parenting activities: especially during the Covid-19 pandemic EC2 provided articles, parent Hotline, Facebook event. <p><i>EC2 is proud to be one of the finalists for the Appeltjes van Oranje from the OranjeFonds with the initiative "Ways to Wellbeing": a contribution to children's mental health.</i></p>
<p>2.3.4 Preventive care, motivation and information</p>	
<p>General goal</p>	<p>Preventive care is offered, as well as motivational and informative workshops for students and parents. Parents get information from EC2, students make plans for the future and stakeholders are familiar with the services EC2 offers.</p>
<p>Objectives</p>	<ol style="list-style-type: none"> 1. Students discover their talents and are encouraged to make plans for the future. 2. Teachers and parents are knowledgeable of the services rendered by EC2 and the team that works there.
<p>Activities and results</p>	<div style="display: flex;"> <div style="flex: 1;">   </div> <div style="flex: 2;"> <ol style="list-style-type: none"> 1. At the beginning of the new school year the team had a lunch with all staff members + board. The goal is to start the year informally and introduce new members of both team and board. 2. <i>Kansen voor alle Kinderen</i> provided funding for 5 tablets that were given on loan to students from the target group during lockdown to enable Zoom classes with their teacher. 3. EC2 offers daily fruit, milk, yogurt and water to all students who need it, promoting healthy eating habits, also through the KvaK program. During the lockdown, food packages were delivered to the families. 4. We offer assistance in obtaining a driver's license. 5. The students made mozaik flower pots and clay pots at the end-of-year. 6. On the last day of school before the Christmas vacation staff and students enjoyed some healthy snacks. 7. A group of students received fun workbooks for the summer vacation. </div> </div>
<p>2.3.5 Communication</p>	
<p>General goal</p>	<p>EC2 is in open communication with all its stakeholders.</p>
<p>Objectives</p>	<ol style="list-style-type: none"> 1. Developments in education care are communicated to teachers, parents and students. 2. There is confidential and professional communication. 3. There is consensus on the role of the schools and levels in education care.
<p>Activities and results</p>	<ol style="list-style-type: none"> 1. The EC2 website hasn't been updated for too long because the team didn't have time for it. This will be addressed by hiring one of the PEAs for the task. Facebook is up-to-date, as well as the Info Guide that contains information on: <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">▪ Vision & mission <li style="display: inline-block; width: 45%;">▪ EC2 policy <li style="display: inline-block; width: 45%;">▪ EC2 board and management <li style="display: inline-block; width: 45%;">▪ EC2 board and management <li style="display: inline-block; width: 45%;">▪ Care levels <li style="display: inline-block; width: 45%;">▪ Complaints committee <li style="display: inline-block; width: 45%;">▪ External care partners <li style="display: inline-block; width: 45%;">▪ Organizational structure <li style="display: inline-block; width: 45%;">▪ Planning & reporting

2. EC2 has a basic covenant for working relationships with external partners such as Mental Health, Public Entity Social Domain, Court of Guardianship, Zorg Jeugd CN, and *Reclassering*.
3. In communication with partners EC2 adheres to the following management matrix:

EC2 meets:	Planning	Topics
1. EC2 Board	1x 6 weeks	Policy, budget & finances, planning, personnel, administration, developments, etc.
2. EC2 Team	1x 2/3 weeks	Daily affairs, students, communication with parents, reports, materials, approach, schedule, contact with teachers, etc.
3. CC + HRTs Small Care Team	1x 2 weeks	To monitor the progress of all students, new questions or concerns, intervision, reporting, test referrals + results, new options and actions, etc.
4. CART	1x 4 weeks	Intervision with all partners involved, care topics, new referrals and setting dates for follow-up action, etc.
5. Directors' conference	1x 4 weeks	Shared policy, education agenda, labor laws, projects, salary administration, new developments, personnel, etc.
6. Parents	min 1x 12 weeks	Student progress, shared approach, mutual commitment, etc. through meetings; WhatsApp and Messenger monthly.



EXTRA SUPPORT FOR YOUR CHILD

Our Helpline is Open!
During this Coronavirus Pandemic, we are here for you.

Our Team is waiting to support you in the following areas:

- Education and Learning Support
- Social and Emotional Care and Advice
- Behavior Support
- Occupational Therapy
- Speech Therapy

Students & Parents can Contact Us on WhatsApp
416-5638



Coping With COVID-19 PARENTING TIP #2 HAVE FUN TOGETHER

BABY & TODDLERS

1. Sing songs and make music using pots and spoons.
2. Stack cups and blocks.
3. Have story time or share pictures.

YOUNG CHILDREN

1. Make home made play dough.
2. Play dress up or make believe.
3. Play Simon says.
4. Color or make drawings.

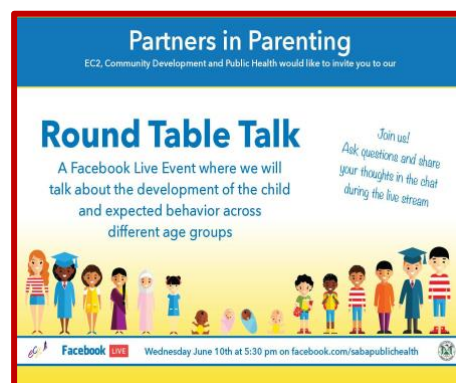
TEENAGERS

1. Talk about their interest: Sports, Movies, Music and friends.
2. Do house chores together.
3. Exercise together.
4. Make a time capsule.

During the Coronavirus pandemic make the most of your time together with your children, building bonds and having fun.

Most importantly no matter what you choose to do **HAVE FUN AND LAUGH TOGETHER.**

A message from partners in parenting Source: UNICEF.org - HealthyChildren.org



Partners in Parenting
EC2, Community Development and Public Health would like to invite you to our

Round Table Talk

A Facebook Live Event where we will talk about the development of the child and expected behavior across different age groups

Join us!
Ask questions and share your thoughts in the chat during the live stream


Facebook Live Wednesday, June 10th at 5:30 pm on facebook.com/sabapublichealth

4. EC2 typically communicates with parents through the EC2 Facebook page, WhatsApp, and Messenger. It is an easy way to share videos and pictures of students, their work and progress.

5. Parents could also contact the EC2 team during lockdown through the new Helpline.

6. Together with the team from the Social Unit a poster was designed and a parenting event was organized on Facebook. EC2 was being represented by initiator YDS Rayann Ramdin in all these events.

7. The EC2 team held two information afternoons for parents, students and teachers in January and June to discuss written progress reports (twice per year, following the cycle of action-oriented approach). Parents were facilitated to speak with each expert who sees their child.

2.3.6 Inter-insular cooperation	
General goal	EC2 contributes to and benefits from a working relationship with other expertise centers through sharing experiences and best practices.
Objectives	<ol style="list-style-type: none"> 1. The key persons involved in education care have experienced the situation in a setting similar to Saba and have networked with colleagues. 2. EC2 / EOZ / ECE have an independent contact person to answer their questions and give guidance in policy making.
Activities and results	<ol style="list-style-type: none"> 1. Physical twinning activities did not take place in 2020 due to Covid-19. There has been contact through video calls with the other expertise centers and the board coaches from the <i>PO-Raad</i> on the need for Special Education facilities and a <i>bekostigingsstelsel</i>. 2. For several years the directors pointed out the subsidy situation. EC2 received the same amount of subsidy for personnel for the past 6 years. Seeing that social premiums increased by 30%, cost of living on Saba is highest in the BES and EC2 can only offer parttime jobs due to limited number of students, a new <i>bekostigingssysteem</i> was once again requested. At the end of 2020 it was announced that the increase in funding was granted, but the financing system would remain the same. 3. The <i>PO-Raad</i> and OCW had prepared a week of activities, workshops and master classes for all BES school principals and boards in the Netherlands, which was canceled due to the Covid-19 pandemic.
2.3.7 Materials	
General goal	The EC2 team has appropriate materials to execute its tasks and pursue goals of the Education Care Plan.
Objective	Expertise team is enabled to carry out all assessments, therapies and activities needed for tailor-made care as described in the plans of the children.
Activities and results	<p>Besides the regular office inventory and materials for academic and creative work with children, EC2 had to extend office space for the Project Leader ISE. Specialized materials were bought for the areas of:</p> <ul style="list-style-type: none"> - Anger management for teens - Making choices - Mindfulness - Dealing with daily dilemmas - Stress reduction  <p>The new materials are applied immediately in sessions with the Developmental Psychologist that are aimed to reduce test anxiety, manage anger, improve self-confidence and reflect on own actions.</p>

2.4 Evaluation of student satisfaction based on surveys

2.4.1 Quality care cycle

Our bi-yearly quality management cycle with the adults would focus on seven formal parts of quality: communication, procedures, information, roles and responsibilities, assessment, planning and organization. Coming out of the previous survey in 2020 EC2 concluded with the following ambitions:

- Continue providing quality care services to students, teachers and parents;
- Promote acceptance of education care as remediating and therapeutic;
- Ensure clarity on planning and roles in the care system;
- Develop partnerships with schools in case they require assistance in internal care (1-child/1-plan);
- Encourage AOA as the leading educational approach for all levels of education care;
- Create and maintain a safe working environment for students and EC2 team;

- Build on trust and confidence between care partners by team-building, being a reliable partner, and assessing performance against objectives;
- Initiate external partnerships with the goal to achieve consensus on the approach of the Saban youth (1-family/1-plan);
- Do what works and share successes;
- Set boundaries and stimulate proactive behavior.

For the past year we asked the care partners of the schools to refocus on internal care planning and much work has been done to adhere to the referral requirements in 2020. Nevertheless, the above-mentioned ambitions are still valid and will remain a point of discussion with the EC2 Board (*Samenwerkingsverband*), School Principals (Directors’ Conference), CART and in the Small Care Team meetings. EC2 will continue to support the schools and is willing to facilitate AOA training.

This year the EC2 team has performed the bi-annual quality check with the students in January and February, leading to further intentions for 2021-2022.

2.4.2 Results and conclusions primary level

Fifteen of the primary level students were interviewed and filled out the questionnaire.

Question	Yes, love doing this!	Not sure, don't mind.	No, don't like it at all!	No answer	Total
a. Do you know why you come to EC2?	11	3	0	1	15
b. Do you like going to EC2?	14	1	0	0	15
c. Do you learn new things at EC2?	14	1	0	0	15
d. Do you like to learn?	13	2	0	0	15
e. Are you proud of what you learn?	15	0	0	0	15
f. How are you doing in school?	6	9	0	0	15
g. What else do you want to learn?	Science, Social Studies, Reading, To talk better, Learn about animals, Get better in Math, How to save money, Arts, How to do my work, Boxing, How to make pottery, Dance, Riddles, Better pronunciation, To play, Write, Make models.				

- a. The first question pertains to communication and setting expectations as well as goals with the students. Most younger students except for 1 know why they come to EC2: 3 students are not sure. This shows that communication can be improved by sharing the expectations of school and the learning goals of the students more clearly. This will help kids to take responsibility for their own learning and should be a point of attention in the Small Care Team meetings.
- b. All kids like coming to EC2: 93% even likes it very much. This shows the success of the positive approach we adhere to. It is the result of using a variety of teaching strategies and principles, such as: positive pedagogy & psychology, creative expression, Neuro-linguistic Programming, Trauma Informed Approach, socio-physical learning, mindfulness, and creative expression (see 2.3.3). Without wellbeing there is no learning. EC2 uses the Self-Evaluation Instrument for Care Settings to observe younger children while focusing on signs of well-being and involvement. Deep learning can take place only when these indicators are visible.
Being a finalist for the *Appeltjes van Oranje* is a great acknowledgment of our approach and may have the effect of breaking the taboo around mental health issues with youngsters.

- c. A total of 93% of the children state they learn new things. This shows they have a sense of accomplishment and that achievements are pointed out to them. They are aware of what they do in school and at EC2. Success experiences will motivate the kids for future learning.
- d. Out of the 15 students 86% likes to learn. Although only a minority isn't sure, it would pay to check what topics the children would like to explore and in what way they learn best (learning styles). EC2 will continue to offer doing assessment of Multiple Intelligences and Learning Styles in order for the teacher to meet the students' learning needs.
- e. All of the younger students that were interviewed say they are proud of what they learn. So even if they are slightly less motivated, or not sure of how they are doing in school, the results make them proud. This is also an indicator for us to emphasize on accomplishments rather than mistakes and point out successes rather than failures. Success builds up self-esteem and a sense of accomplishment which seem to form the dynamics of future learning.
- f. Most children (60%) say not to be sure how they do in school. In general this can be addressed by giving feedback. Feedback can be given for different skills. Not just test results are important, but it would be a longterm investment showing and practicing how to learn, how to prepare for a test and what study skills help you best, as they vary per students depending on their preferred learning style. Secondary school repeatedly requests that 6th graders are familiar with how to fill out an agenda and how to use the agenda for completing homework and making timely preparations for exams. This point will be brought up in the Small Care Team meetings of the upper grades.

2.4.3 Results and conclusions secondary level

Five of the secondary level students were asked to fill out the questionnaire.

Question	Excel- lent	Very Good	Good	Okay	Bad	Very	A Little	No/Not Willing	Total
a. Are you willing to come to EC2?						4	1		5
b. What do you think about the day and time that you come to EC2?		2	2	1					5
c. What do you think about the comfort and atmosphere at the EC2 office?	3	1		1					5
d. What do you think about the care and support you get at EC2?	3	1	1						5
e. How good is the EC2 person at helping you?	3	2							5
f. What do you think about the activities and lessons at EC2?	2	2	1						5
g. How does the help from EC2 make you feel?	2	2	1						5
h. Comfortable in coming back to EC2 again if you needed help?						4	1		5
Any other comments? (Optional)	Yes, I feel at home at EC2 and the word excellent is not enough.								1

- a. The first question measured the willingness of the students to come to EC2 and engage in the support that they were referred for. Out of the students who participated in the questionnaire, 80% expressed that they were very willing to come to EC2. This suggests that they have a satisfactory understanding of the reasons why they were referred for support and are open to receiving assistance. It should be noted that none of the students expressed an unwillingness to attend. The SCS students are always encouraged to actively participate in setting their goals for coming to EC2. This gives them a greater input and sense of involvement.

- b. Question b inquired about their thoughts on the scheduling of their sessions at EC2. 40% thought their scheduled day and time was “very good”, 40% expressed that it was “good” and 20% of the students who answered the questionnaire said that it was “okay”. The current method of scheduling sessions at EC2 is dependent on the teachers identifying a time of day/ subject period that the student would be able to switch with coming to EC2. Most students at the high school age tend to want to be involved more in this decision-making process.
- c. The third question asked about the physical aspects of EC2; the surroundings, the atmosphere of the office, the rooms, the furniture, and the resources the students are exposed to. Out of the 5 students that filled out the questionnaire, 60% indicated that the comfort and atmosphere was “excellent”. This is an especially important factor since a lot of emphasis is placed on students feeling welcomed and “at home” at EC2 so that their capacity to embrace and retain new knowledge and skills is maximized.
- d. Question d inquired about their perspectives on the care and support they get at EC2. 60% of the students indicated it was “excellent”, with another 20% indicating that it was “very good”. Each student works according to an individual plan which is not only tailored to their needs, but also their strengths and interests.
- e. This question measured their receptiveness towards the person/s at EC2 who supports them. It also served to gauge their rapport and working relationship, but also the knowledge and competencies of the EC2 personnel. 60% of the students thought this was “excellent”. The results of this question speak to the experience of the EC2 personnel and also the outcomes of continuous professional development in the workplace.
- f. This question addressed the quality of the content of sessions that the students experience at EC2. 40% of the students rated this as “excellent”, with another 40% expressing that it was “very good” and 20% saying “good”. All activities with the SCS students take the form of hands-on, practical exercises that challenge their creativity and seek to develop their social and emotional thought process.
- g. This question measured their well-being, as a result of being exposed to support from EC2. 40% of the students rated this as “excellent”, with another 40% expressing that it was “very good” and 20% saying “good”. It’s important to note that no student expressed a decrease or negative effect on their well-being, as a result of coming to EC2. The positive well-being of these students have in turn helped with their academic growth and overall school experience, as is expressed through bi-weekly meetings with the school and documentation in report cards.
- h. When asked if they were comfortable in returning to EC2 should they need support again in the future, 80% of the students indicated that they were very comfortable in doing so. This highlights consistency in the overall best practices, vision and mission of the organization.

Implications for future action coming out of the surveys are mentioned in chapter 4.

3. Cooperation with chain partners

Cooperation with schools is established in the Small Care Team meetings and Directors’ Conferences. Other local chain partners are mostly represented in the CART or could be invited as the need occurs depending on the topics or cases that will be discussed (MHC, Truancy Officer, Court of Guardianship).

Contact with local government is limited to the Education Platform meetings that are initiated by RCN-OCW and contact about the joint employee and projects with the Social Unit.

Chapter 3 in the multi-annual Education Care Plan Saba 2020-2025 describes the cooperation of EC2 with other organizations besides the schools, daycare center and SKJ involved with the youth of Saba.

The organizations are:

- a. Zorg Jeugd Caribisch Nederland
<http://www.jgcn.nl>
- b. Youth Health Care
<https://www.facebook.com/sabapublichealth/>
<https://www.facebook.com/SabaHealthCare/>
- c. Child Focus after-school-activities
<https://www.facebook.com/childfocusfoundation/>
- d. The Saba Girls & Boys Sports Society
<https://www.facebook.com/afterschoolcareSaba/>
- e. Body, Mind & Spirit
<https://www.facebook.com/BodyMindSpiritSaba/>
- f. Department of Community Development
<https://www.facebook.com/CommunityDevelopmentSaba/>
- g. BES(t) 4 Kids program
<https://www.best4kids.nu/?lang=en>
- h. Mental Health Caribbean
<https://www.facebook.com/Mental-Health-Caribbean/>

4. Conclusions for the way forward in 2021-2022

The conclusions in this paragraph will be discussed with the relevant partners in education care in the appropriate settings.

It is the ambition of EC2 for the period 2021-2022 to work on a number of goals that are derived mainly from the experiences and discussions of the EC2 team in the schools and other sources, such as:

- Monthly Directors Conferences
- Special Education survey, EC2, January 2020
- Eindrapportage De Onderwijsspecialisten, Neelke van Kessel, Wim van Schaik, May 2020
- Pijnpunten gezamenlijke EOZ directeuren, May 2020
- Improvement agenda education care, OCW, June 2020
- Letter minister Arie Slob to Tweede Kamer der Staten-Generaal, July 2020
- Student satisfaction survey, January-February 2021

The ambitions reflect the needs felt by the expertise centers on the three BES islands. In short, the improvements would be sought in seven areas that will be elaborated on in terms of objectives, activities, and results in the action plan + budget in chapter 5.

It is the goal of EC2 to:

- a. Continue providing quality care services to students, teachers and parents.
- b. Secure increased funding to finance the services without having to resort to additional projects for structural services.
- c. Promote and apply the Action-Oriented Approach as leading educational principle for all levels of education care: positive, practical, and child-centered. Encourage the teachers to address challenging situations by reflecting on own teaching behavior and planning for effective strategies.

- d. Maintain cooperation between interdepartmental youth partners in the CART and invite additional external partners as needed, with the goal to achieve consensus on the social approach of the Saba youth in general and those with special needs in specific (Youth Policy, 1-family/1-plan).
- e. Contribute to the development of a Youth Policy for Saba that includes: registration point for child abuse and domestic violence, counseling and therapy options for youth with psychological needs, quality after-school-activities, democratic and participative role of the youth as in a Youth Council parallel to the Island Council.
- f. Develop, implement and staff a Department of Inclusive Special Education: secure safety, well-being and involvement of students with diagnosed special needs by offering individualized programming.
- g. Support and actively contribute to the initiative to develop meaningful modules for PrO and apply strategies for students with special needs.
- h. Actively reach out to the parents through informal parenting cafés and encourage parental involvement.
- i. Implement Trauma Informed Care to manage traumatic stress stemming from bullying at school, dramatic weather events, violence and even the day-to-day life experiences such as divorce or a change in the living situation.
- j. Continue to promote and support the construction and refurbishing of a sensory room for primary level students who experience sensory overload on a regular basis.
- k. Recruit motivated young locals for the team and offer them on-the-job and online training.
- l. Build on trust and confidence in the care chain by being a reliable partner, and assessing own performance against objectives.
- m. Include Occupational Therapy in the health care services for children.
- n. Maintain a safe working environment for students and EC2 team.
- o. Do what works and share successes.
- p. Set boundaries and stimulate proactive behavior.

5. Multi-annual Activity Plan and Budget 2021-2022

The goals, activities and intentions mentioned in chapter 2 and 4 are processed in the multi-annual plan 2021-2022, with the budget given on the next pages. EC2 received a new *beschikking* as of January 1, 2021 because the original ruling didn't suffice due to a sizable raise in payments following the *Arbeidsvoorwaardenovereenkomst Onderwijspersoneel Saba 2018-2020*.

EC2 will aim for the following external contributions:

- BES(t)4 Kids / Public Entity Social Unit for payment of services by Personal Education Assistant for two children with multiple disabilities (\$25,000);
- BES(t)4 Kids / Public Entity Social Unit for refurbishing a sensory room under preventive care, motivation and information (total \$10,000);
- ZVK for including services of an OT.

The budget shows both school years 2020-2021 and 2021-2022 because each apply to part of the annual reporting and financial administration that is done per calendar year.

1. EC2 expertise team										
Goal: Developmental issues as identified in the schools by the teachers, are addressed at EC2 and in the classroom with support of the EC2 team.										
Objective: Students who are in need of extra guidance have been identified and diagnosed. Students receive treatment directly at EC2 and indirectly by coaching of the teachers.										
	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity
1.1 Contract educationalist/director 40 hrs pw					1					1
Incl. pension + insurance + employer taxes + premiums										
1.2 Contract behavior coach 40 hrs pw					1					1
Incl. pension + insurance + employer taxes + premiums										
1.3 Contract youth development specialist incl. psychological testing 40 hrs pw					1					1
Incl. pension + insurance + employer taxes + premiums										
1.4 Services personal education assistants					80					100
Freelance max 25 hrs per week @ \$12.50 p/hr										
Contract for 28 hrs per week incl. social premiums										
1.5 Incidental services clinical psychologist					2					2
Services clinical psychologist (e.g. dyslexia statement) per semester										
1.6 Services therapeutic play and music					40					40
Freelance max 4 hrs per week @ \$50 p/hr										
1.7 Services freelance occupational therapist					40					40
Travel costs per week										
Assessment + treatments + reporting + meetings per week average x 7 hrs										
1.8 Services Speech & Language Therapist 16 hrs pw					0					0
Weekly compensation + travel costs through ZVK										
1.9 Services Physical Therapist 8 hrs pw					0					0
Weekly compensation + travel costs through ZVK										

2. EC2 Office staff + materials										
Goal: EC2 executes a balanced and transparent financial policy.										
Objective: Financial obligations have been met, administration is up-to-date and checked, EC2 tasks are carried out and meet the legal requirements.										
	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity
2.1 Financial administration					40					40
Financial assistant 4 hours per week max @ \$75 ph (includes prep audit)										
Administration office for payroll (CompactS) lumpsum per quarter										
2.2 Annual external audit					1					1
Yearly audit										
2.3 Chamber of Commerce registration					1					1
Yearly fee										
Print-outs + updates										
2.4 Office consumables					2					2
Paper, staples, pens, pencils, markers, paper clips, etc.										
Cleaning materials: toilet paper, mop, clorox, etc.										
Kitchen materials: paper towel, dishwashing liquid, etc.										
Workshop materials: binders, flip charts, etc.										
2.5 Computers + printers					2					2
Computer + printer maintenance										
Computer + printer replacement										
Printer cartridges										

3. Professionalization										
Goal: All involved in education care are in agreement on their roles and are professionally equipped for their task in order to provide a safe and reliable environment for the students.										
Objective: Each student has an IDP and Guidance Plan that meets the OCW guidelines. Training is available to EC2 team members and PEAs. Schools and EC2 work according to the AOA principles (refresher course). EC2 and schools have more options to address behavior issues directly.										
	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity
3.1 Refresher course Action-Oriented Approach (continuity through policy + planning) + giving feedback + coordination education care: ONLINE					0					4
Consultant fee per day; 1 workshop of 0.5 day pq, different target groups										
Resource materials										
3.2 Training EC2 team Rock & Water: 2-day repeat EDIT + 2-day children with autism					2					0
Ticket AMS-SAB-AMS										
Hotel per day										
Daily allowance										
Transport per day										
Consultant fee per day										
3.3 Participation conferences: Mindfulness (Rinogroep NL) + Theory of the Mind (USA) + Art Therapy (Aruba) + Trauma Informed Care					4					6
Registration fee for online courses, approximately										
3.4 Follow up Aggression Replacement Therapy + Early Childhood Development + Special Education Assistant					3					4
Registration fee for all courses, average										

4. Preventive care, motivation and information										
Goal: Preventive care, motivational and informative workshops for students and parents are offered in support of the environment of the child.										
<i>Objective: To motivate children and parents by giving opportunities for positive experiences, working with modern technology, and sharing information with tips and suggestions for positive parenting</i>										
Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	
4.1 EC2 boxes for SEN students										
Update & develop learning materials, DVDs, CDs, games				3					3	
4.2 Parenting workshop, presentations and live Facebook events or walk-in parent evenings										
EC2 team representative				4					4	
Mentorship program materials				2					2	
Develop & print materials for presentations				2					2	
Catering snacks + drink				2					2	
4.3 Information evening with expertise team										
Copy cost for invitations + flyers				250					250	
Catering snacks + drink				50					50	
4.4 End-of-year activity for students with input from local artists (e.g. Jobean Chambers, Adam Watkins, Thaddeus Nicholson, Mega D, Magumbo Muntu)										
Inclusive fee				5					5	
Catering fruits + drink				50					50	

5. Communication										
Goal: EC2 is in open communication with all its stakeholders.										
<i>Objective: Insights are shared with all chain partners to the benefit of students. There is confidential and professional communication on policy, approach & progress with CART, board, Directors, Care Coordinators, parents and students.</i>										
Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	
5.1 Updated website on developments and multi-disciplinary team										
Maintenance and upkeep per quarter				4					4	
Domain name + hosting fee per year				1					1	
5.2 Active facebook page on new activities and educational developments in education care										
Facebook master per month				11					11	
5.3 Produce yearly TV- programs and specials										
Production and broadcast				1					1	
Recording lectures and powerpoint presentations (from 3. Professionalization)				2					2	
5.4 Scheduled meetings with Care Coordinators, Directors, EC2 board, CART										
SCT meetings with CCs and HRTs, average 10 per week				400					400	
Meetings Directors, 1x per 6 weeks				7					7	
Meetings EC2 board, 1x per 6 weeks				7					7	
Meetings CART, 1x per month				10					10	
Meetings with parents/teachers, 1x per semester				2					2	
Hosting planning meeting with Director & Board + lunch				1					1	
Hosting starting + evaluation session for CART & EC2 team + lunch				2					2	
5.5 Clarity on tasks, responsibilities and planning through annual plan and annual report										
Publish annual Education Care Plan Saba + Info Guide, distribute				40					40	
Publish annual report, distribute				20					20	
5.6 Telephone and Internet connection										
Monthly invoice + VPN + Zoom + Microsoft Office 365				12					12	
5.7 Special event advertisements + promotional materials										
Flags, buttons, flyers, etc. lumpsum				2					2	

6. Inter-insular cooperation										
Goal: EC2 benefits of a working relationship with other expertise centers through sharing experiences and best practices.										
<i>Objective: All stakeholders have networked with colleagues in a similar situation.</i>										
Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	
6.1 Twinning board members										
Ticket SAB-BON/EUX-SAB									2	
Hotel per day									6	
Daily allowance									6	
Transport lumpsum									2	
6.2 Twinning EC2 team										
Ticket SAB-BON/EUX/SXM-SAB				3						
Hotel per day				9						
Daily allowance				9						
Transport per day				3						

7. Materials										
Goal: EC2 team has appropriate materials to execute its tasks and pursue goals of the Education Care Plan.										
Objective: EC2 team can carry out all assessments. Materials and furniture can be replaced in time.	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity	Aug - Oct	Nov - Jan	Feb - Apr	May - Jul	Quantity
7.1 Materials										
For psychologist lumpsum					1					1
Materials for OT lumpsum					1					1
Materials for SLT lumpsum					1					1
For educationalist lumpsum					1					1
For behavior coach					1					1
7.2 Materials for special activities										
Arts & Crafts: Paint, paper, clay, markers, pencils, fabric markers, etc.					40					40
Cooking: ingredients for smoothies, soups, simple lunch					40					40
7.3 Furniture + computers										
Replacement furniture per year					3					1
Replacement + repair ICT lumpsum per year					2					2

Budget summary	2020-2021	2021-2022
1. EC2 expertise team Contracts, freelance employees, therapeutic services, assistants	391,000	397,250
2. EC2 office staff Salary administration, financials, annual accountant services	23,434	23,784
3. Professionalization Workshops, webinars, online training, resource materials	20,150	17,400
4. Preventive care, motivation and information Social activities, parenting evenings, end-of-year workshops	4,750	4,750
5. Communication Website, social media, promotion video, publications, internet	13,550	13,550
6. Inter-insular cooperation Exchange with BES partners, twinning activities	4,050	2,700
7. Materials Creative arts materials, tests, furniture, computers, printers	12,050	9,550
TOTAL US\$	468,984	468,984