

Care and Guidance Plan



VISION & MISSION

Vision:

At 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 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 student.

Introductory Statement

We acknowledge that the students at Saba Comprehensive Schools have a range of learning styles and learning needs. Some of our students however, require more specialised 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.

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Saba Comprehensive School

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ABBREVIATIONS

| | |
|-----|-----------------------------------|
| BMS | Centre for Body Mind & Spirit |
| CC | Care Coordinator |
| DL | Department Leader |
| EC2 | Expertise Centre Education Care |
| JCO | Judicial Youth Case Summit |
| HRT | Homeroom teacher |
| MHC | Mental Health Caribbean |
| MT | Management Team |
| PC | Participation Council |
| PrO | Praktijkonderwijs / Special Needs |
| SCS | Saba Comprehensive School |
| SEF | Saba Educational Foundation |
| SCT | Small Care Team |
| SB | Student body |
| SHS | Sacred Heart School |
| CYF | Centre for Youth & Family |

ABOUT THE SABA COMPREHENSIVE SCHOOL

SCS is located in the village of St John's. SCS is an English language Secondary and Vocational School. 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. With English as the primary language of instructions SCS offer three educational streams (PrO, Vocational and Academic).

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

The day to day management of the school has been delegated to the director and the management team. There are two Department Leaders, one Department Leader for the Lower Forms & PrO Department, and one Department Leader for the Upper Forms (Academic and Vocational stream). The DLs are members of the management team and teaching staff. The school has 17 teachers and 4 support staff. Most teachers teach in more than one stream. Each class has a HRT.

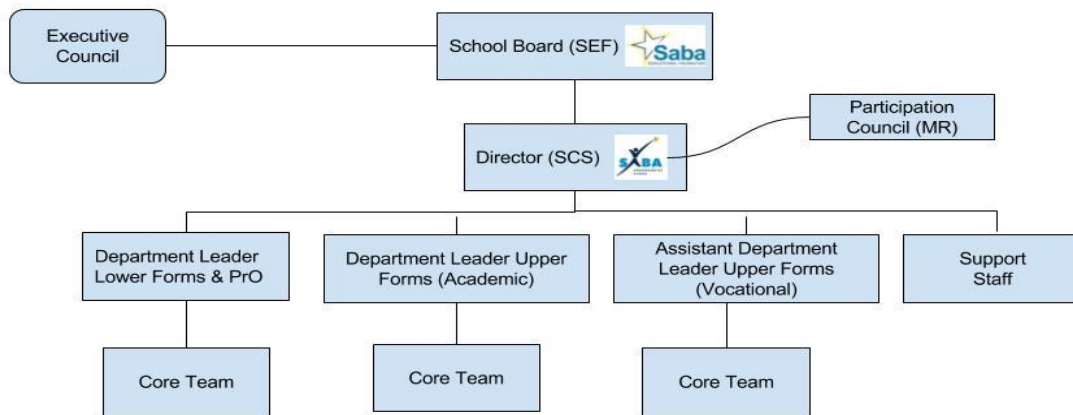


Figure: Organization structure per 01-08-2017

For the academic stream a student can choose from three profiles

- Business
- Social Economics
- Science

For the vocational stream a student can choose from three profiles

- General Construction
- Hospitality with either the differentiation of Back of the House or Service

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.

CARE

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

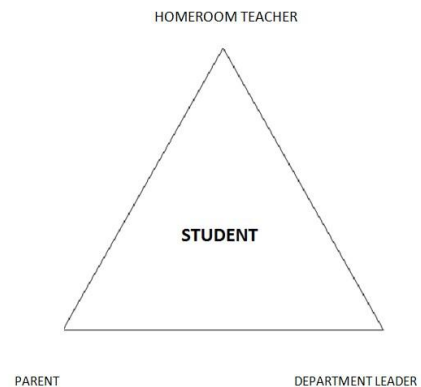
The care at the school is aimed at creating the best possible learning environment in which the students can function optimally, academically and socially. Each student will be developed holistically, so that they can make a meaningful contribution to the global society.

PROCEDURE TO DETERMINE ANNUAL CARE PLAN

This care plan will be evaluated annually 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.



CARE PLAN

The Care Plan is an important document that provides guidance to all stakeholders. It provides tools to make Care possible within the school and provide external stakeholders the possibility to offer 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

TEACHING STAFF

The teachers are responsible for the wellbeing of each student. They are the first ones to identify red flags in students, if a student is not participating or not doing home work or absent regularly or has any other issues. The teachers report these observations to the HRT and the HRT will discuss these concerns during the SCT meeting.

SUPPORT STAFF

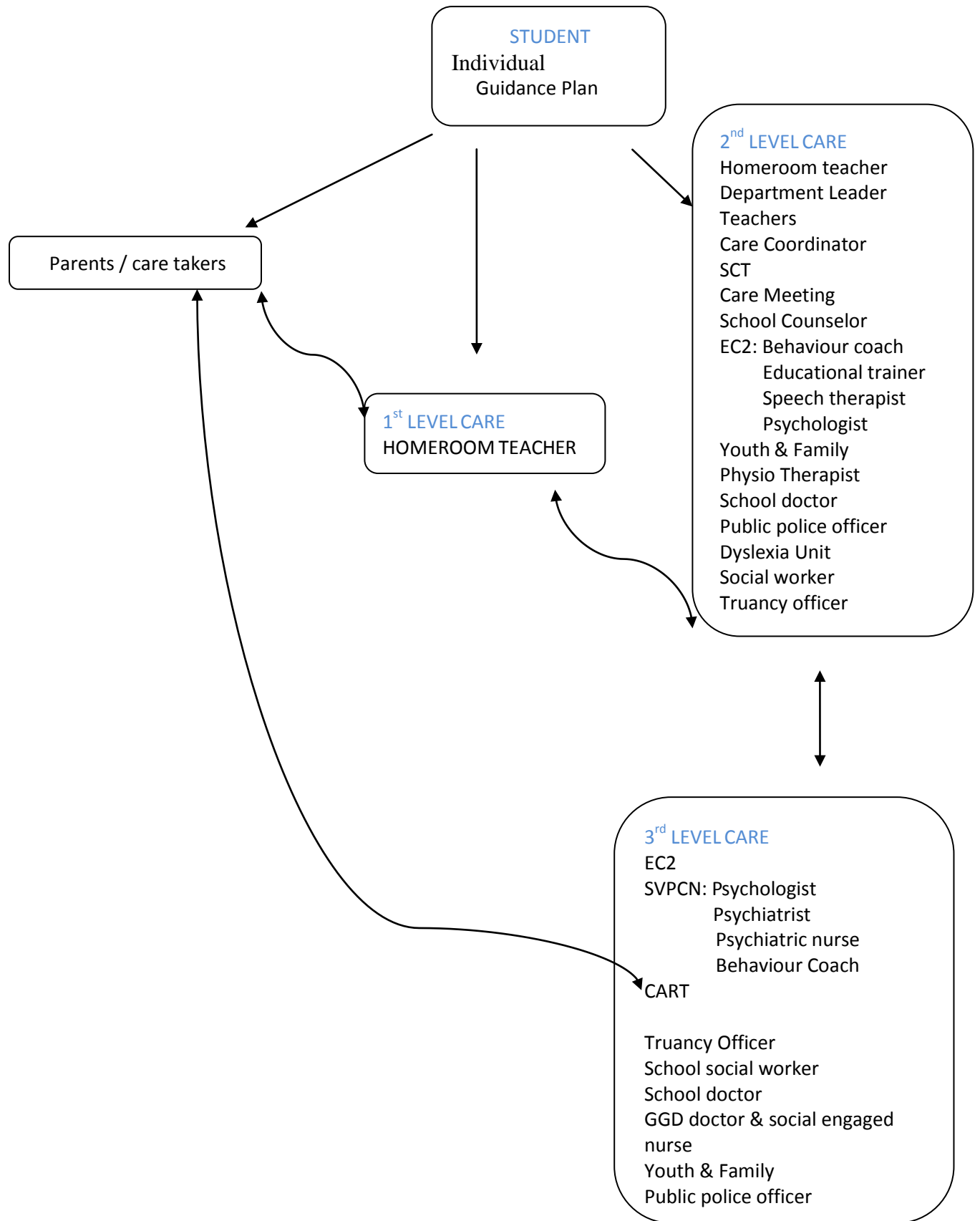
The support staffs are responsible for working together with all stakeholders to ensure a safe, healthy, and great learning environment.

HRT

The homeroom teacher 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.



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 in 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 help 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.

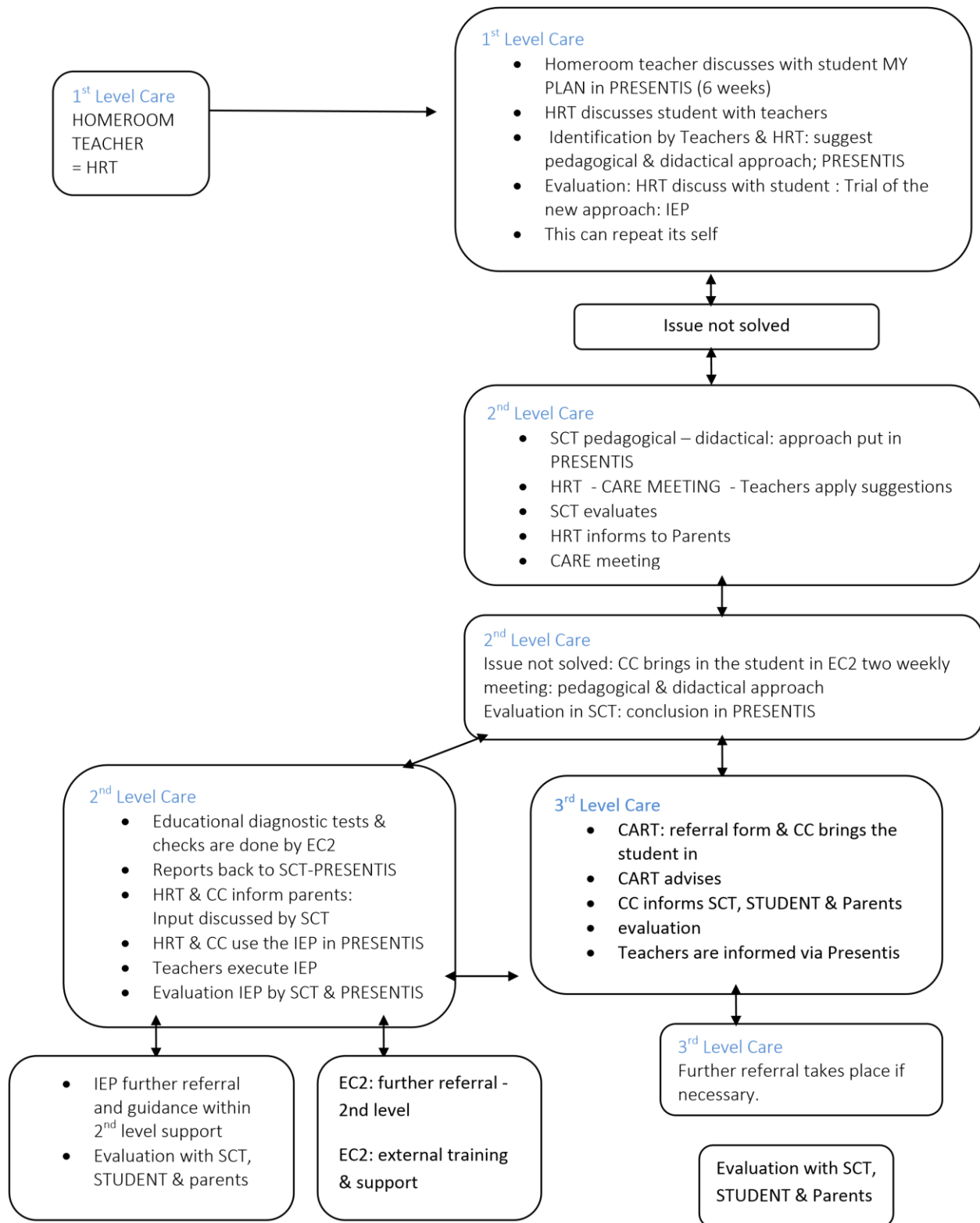
EC2

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, in the Care Team and will be evaluated. 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 be also used to discussing 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 where he comes from). The public health

works closely with the truant officer when it concerns illegitimate absenteeism or high absence through illness.

MENTAL HEALTH CARIBBEAN (MHC)

On behalf of the foundation a psychiatrist and a psychologist are member of the CART. They assess based on the input of a specific student, whether the problem is a cause for further examination. After examination, a procedure can be started. Both experts may apply their expertise to the counselling of the student if deemed necessary, and mentioned in the procedure. Both specialists will involve the parents at the beginning of the procedure. If there is a reason, the school can be also informed about the course of the treatment. The foundation can carry out tests and offer follow-up help or propose a procedure. The SCS will be informed by MHC when a student is counselled.

EXPERTISE CENTRE CARE / EC2

EC2 was established on Saba in 2011. The EC2 was set up according to Dutch guidelines to provide education care to all children and youth aged 0-24. EC2 offers support to students with challenges, as well as their teachers and parents. The EC2 team consists of an educationalist, clinical psychologist. EC2 facilitates room for the speech and language therapist, the physical therapist, and a child & adolescent psychiatrist.

Every two weeks the CC meets with EC2 to follow up on students who would be receiving support from EC2. EC2 facilitates and advises. For new referrals SCS will follow up on the procedure EC2 requests. Students and parents are informed.

SRF

SRF provides project education. Their aim is to educate youth who are at risk of leaving the educational system without a basic qualification. The actions are aimed at projects to a basic qualification or on finding and keeping a place on the labour market. In the CART the project leader also has a signalling function regarding the problematic issues of the target group related to education. The project leader from SRF knows how to translate possible bottlenecks into solutions. The Saba Reach Foundation works closely with the HRT of the Special Needs Department.

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.

CENTER FOR YOUTH & FAMILY

The social workers of CYF is directly involved with what is going on with the children on the island who are in need of extra attention or who need care that falls outside of the customary care of the school. CYF shares the case if applicable. Students who get in trouble with the law, a social worker offers support.

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) come over 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 pays several visits to the SHC during the last term to 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)

TRANSITIONAL PROGRAM

The CC along with HRT ensures that the transitional periods for students are a smooth one. Major transitional points in the students' life:-

1. 6th grade to high school
2. Pro classes into the regular classes
3. Form 3 to Form 4 (subject selection)
4. Secondary to post secondary school options (form 5)

INTERNATIONAL STUDENTS TRANSFER PROCEDURE

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, child focus extra curricula activities schedule and SCS code of conduct.

REGISTRATION

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.

ENTRANCE

For all other students who have to attend school based upon the law of compulsory education and entering during the school year, the registration form is filled out and submitted with several other documents in order for the school to determine in which form the student will be placed. This also means an intake interview in which the registration form will be completed.

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 yearly.

The students who graduate are tracked through a community group on the school's Facebook page up to two year 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.

UNIVERSAL GUIDANCE

Group or classroom guidance related to academic, career development, and personal/social development are delivered or taught. The Guidance Counselors 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. Healthy lifestyle and public health screening is administered to every student by the Public Health Nurse.

INDIVIDUAL COUNSELING

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