

# CARE 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 students.

## INTRODUCTION TO CARE

In this document all care and guidance will be described for all the students, whether in the lower forms, in the academic/vocational stream or in Praktijkonderwijs (PrO).

The Saba Comprehensive School provides care based upon the education laws which state, all children, also those with special needs, should be catered for in the regular classroom setting as much as possible.

All children can learn: maybe not in the same way, or at the same level. Maybe not at the same pace, but each in their own way. Differentiation can be done according to learning style, according to degree of difficulty, or in time spent on a topic. The goal is that the students develop to 100% of their own potential.

We provide inclusive quality secondary education and care.

Elisabeth Koevoets  
Care Coordinator  
Saba Comprehensive School

## TABLE OF CONTENTS

	PAGE
Vision & Mission	2
Introduction to CARE	3
Table of contents	4
Abbreviations	5
About the Saba Comprehensive School	6
1.0 CARE	8
1.1 Flowchart CARE	10
1.2 Structure	11
1.3 First level	11
1.4 Second level	12
1.5 Third level	12
2.0 Praktijkonderwijs	17
3.0 Student Enrollment	18
4.0 Clean, safe and healthy learning environment	20

## ABBREVIATIONS

BMS	Centre for Body Mind & Spirit
CC	Care Coordinator
DL	Department Leader
EC2	EC2
HAVO	Hoger Algemeen Voortgezet Onderwijs
JCO	Judicial Youth Case Summit
MT	Management Team
HRT	Homeroom teacher
MBO	Middelbaar Beroeps Onderwijs
MR	Medezeggenschapsraad (Participation Council)
PrO	Praktijkonderwijs
SCS	Saba Comprehensive School
SEF	Saba Educational Foundation
SCT	Small Care Team
SB	Student body
SHS	Sacred Heart School
VMBO	Voortgezet Middelbaar Basis Onderwijs
CY&F	Centre for Youth & Family

## ABOUT THE SABA COMPREHENSIVE SCHOOL

The Saba Comprehensive School is the only school for secondary education on Saba. In the early seventies, the Island Government of Saba decided to establish a technical centre on the island. Parents on Saba wanted to keep their children on the island for a longer period before sending them off for further studies abroad. This was the beginning of the Saba Technical Centre.

In 1983, the Island Council of Saba ratified the island resolution, whereby English became the language of instruction in our schools and Dutch as a subject. Soon after many reforms in education followed each other and today we have a secondary school system where CXC and MBO2 exams are administered.

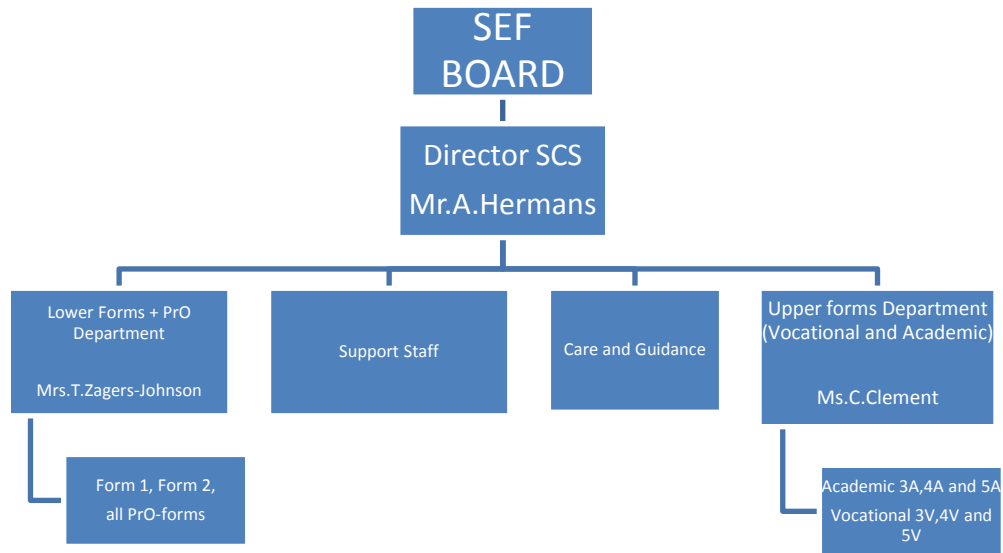
All students coming from primary education or from other islands who finished primary education will enter the Saba Comprehensive School. This means SCS has to cater for all<sup>1</sup>, including the care.

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 DLs, one Lower Forms & Praktijkonderwijs DL, and one Upper Forms (Academic and Vocational stream) DL. The DLs are members of the management team and teaching staff. The school has 20 teachers. Most teachers teach in more than one stream. Each class has a HRT.

---

<sup>1</sup> Up to the age of 18



*Figure 1 : Organization structure per 01-08-2015*

For the academic stream a student can choose from three profiles<sup>2</sup>

- Business
- Social Economics
- Science

For the vocational stream a student can choose from two profiles

- General Construction
- Hospitality with either the differentiation
  - back of the house or
  - service

#### Praktijkonderwijs (PrO)

Students enrol in PrO who are able to complete their school career at an appropriate level regarding their capabilities and interest. Learning disabilities do not constitute any obstructions in this regard and present a challenge to shape an approach that ensures that the student involved will be hampered as little as possible in his own development. The staff stimulates them in addition, to amass knowledge on their own. And whatever they learn, they learn to apply it practically.

<sup>2</sup> Per Academic school year 2015/2016. Forms 4 and 5 will have Science or Social Economics

## 1.0 CARE

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

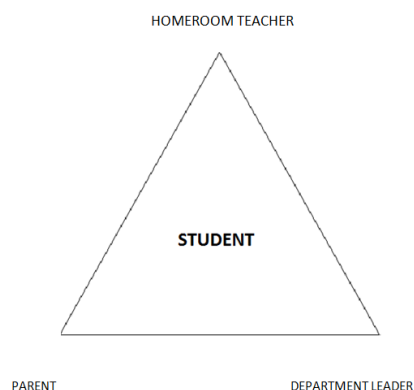
The care at the school is aimed at creating the best possible learning environment in which the students can function optimally, academically and socially. Each student will be developed holistically, so that they can make a meaningful contribution to the global society.

### 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.<sup>4</sup> The HRT is in charge to discuss 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<sup>5</sup>. It provides tools to make care possible in the school and provide external partners the possibility to offer care. Some documents are being developed at this moment. Documents that are being developed and yet to be developed are indicated.

The care plan is a plan that demonstrates cohesion with other policy documents that have already been developed or those that still have to be developed. These include national and international documents (within the framework of English-language education)<sup>6</sup>.

---

<sup>3</sup> Please see 2.1., page 9

<sup>4</sup> Please see job descriptions | Care Coordinator

<sup>5</sup> Eg. Parents/Guardians, students, SCS Staff members, External Partners



## (TEACHING) STAFF

Staff is responsible for the wellbeing of each student. They are the first ones to identify if a student is feeling happy, is not participating or has any other issues. These observations are shared with the HRT if applicable<sup>7</sup>.

## HOMEROOM TEACHER | HRT

The homeroom teacher has a meeting with the CC and the DL every other week. These meetings are called small care team meetings (SCT). During these meetings care concerning individual students and/or an entire form is discussed. During the SCT meeting the information gathered is entered in the student tracking system<sup>8</sup> by the HRT and/or CC. The HRT informs the parents if needed.

## DEPARTMENT LEADER | DL

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

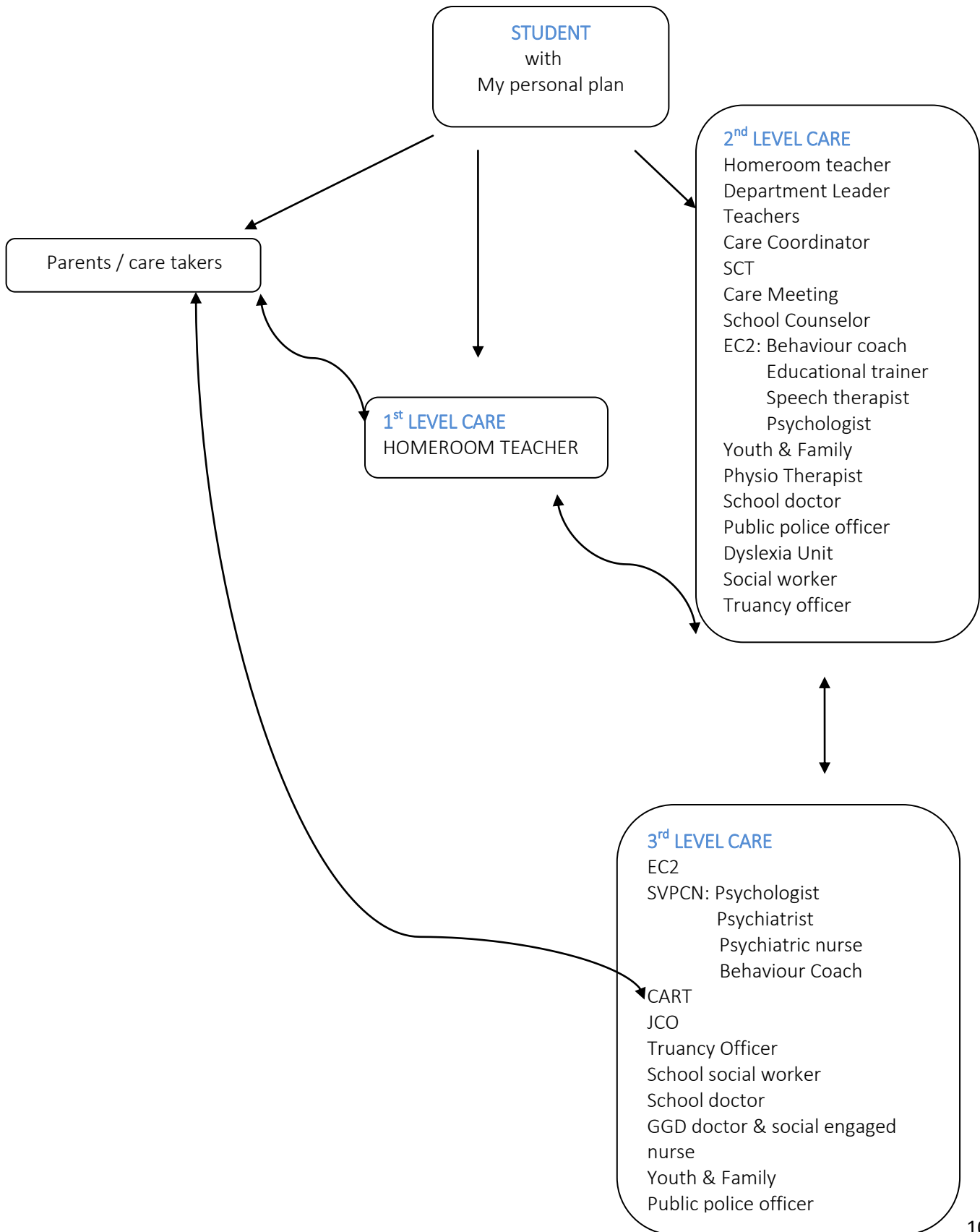
---

<sup>6</sup> According to the privacy law / Law on the protection of personal details

<sup>7</sup> This can be done via Presentis

<sup>8</sup> Called : Presentis

## 1.1 CARE STRUCTURE & ORGANISATION | FLOWCHART



## 1.2 THE CARE STRUCTURE

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

### 1.3 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 (students, parents, and teachers) in the school and has a central role in the care structure. A HRT identifies, is active in, and implements 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<sup>9</sup> 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:

- identifying requests for assistance/developmental needs
- conducting interviews with the students for MY Plan (every six weeks) in Presentis and to keep parents updated
- take part in the SCT meetings (every other week) and draft an IEP in cooperation with the CC
- keeping track of actual information regarding the student in the record book & students' file PRESENTIS
- providing information in Presentis for formatting the IEP and IDP and referral forms
- inform the staff during Care Meetings about their students/form

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.<sup>10</sup>

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, good practices

---

<sup>9</sup> Please see the Attendance protocol

<sup>10</sup> For upcoming school year the homeroom hour will be evaluated as well as the effective use of homeroom time

etc). The findings can result in an IEP for the student. In case dyslexia might be the issue, the dyslexia protocol will be used.<sup>11</sup> If bullying is taking place, the (anti) bullying protocol will be used.<sup>12</sup>

#### 1.4 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.

#### 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.<sup>13</sup>

#### 1.5 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<sup>14</sup>, external parties will be brought in to support or to take over the care, 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<sup>15</sup> 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.

---

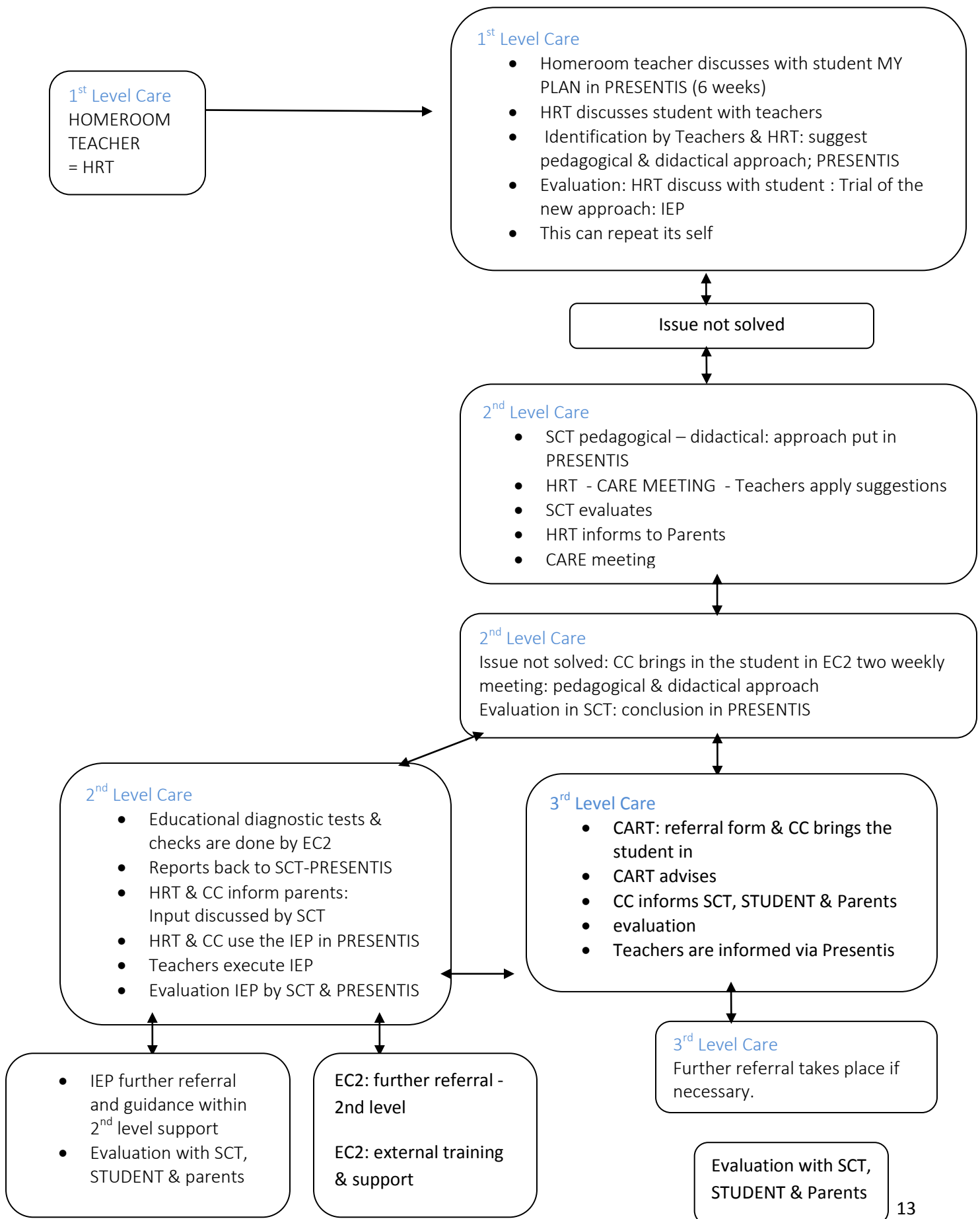
<sup>11</sup> See Dyslexia Protocol

<sup>12</sup> See (Anti) Bullying Protocol

<sup>13</sup> See Dyslexia Protocol

<sup>14</sup> This might be because issues are too complex, too extensive or the school is unable to offer the right care

<sup>15</sup> EC2, school physician, Youth and Family, School Social Worker, SVPCN, SABA Reach Foundation, Child Protection Services.



## CARE MEETING

Every month a care meeting takes place. These meetings are 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 suggestions can be used for an IEP or to adapt an 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 SCHOOL PHYSICIAN

The school physician looks after the youth health care. He/She comes into contact with youths during the preventive health care examinations at school. Apart from physical examinations interviews are also held with students during these encounters, geared towards psychological development of the student and/or his lifestyles. In the CART the school doctor will chiefly identify social-medical problematic issues whereby the functioning at school is compromised. In a given case, the school doctor may give relevant information regarding the (social-) medical history of a student (and the family where he comes from). The school doctor can, based on the information ensuing from the CART, call in a student for an examination or referral in the event further help is warranted. The school doctor works closely with the truant officer when it concerns illegitimate absenteeism or high absence through illness.

## [The Foundation Addiction Care and Psychiatric Dutch Caribbean | SVPCN](#)

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 SVPCN 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<sup>16</sup>, 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 ask assistance or issues that came up during the SCT meeting. EC2 facilitates and advises. For new referrals SCS will follow up on the procedure EC2 requests. Students and parents are informed.

## SABA REACH FOUNDATION | SRF

SRF provides project education. Their aim is to educate youth who run the 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 PrO Department.

## JCO

The Judicial Youth Case Summit (JCO) team meets on a monthly basis. The following organizations are participant in the JCO team:

### 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 maintains 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.

---

<sup>16</sup> Cognitive, physical, social-emotional or communicative

## TRUANT OFFICER

The general task of the office of the truant officer is to prevent and combat absence from school and premature drop-outs. The truant officer monitors adherence to the compulsory education act within the external care team. The official receives and assesses reports regarding absence from school. The truant officer himself also presents signals regarding youths if there is a reason for it. In addition, the official 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 truant officer has the authority to take legal steps/actions that he is authorized in relation to the parents and students. The truant officer informs the school (and CC in specific cases) if there is a reason for this.

## YOUTH REHABILITATION

There are students who get in trouble with the law. A social worker of the youth rehabilitation offers support and shows the way with assistance via the judicial track. The officer monitors the boundaries and the procedure that is maintained by Youth & Family. Youth Rehabilitation can start an investigation if this is considered desirable. The evaluation or result can be discussed in the JCO team if this is deemed desirable or if there is a need for this. The rehabilitation officer can be requested by the team to start an investigation.

## YOUTH & FAMILY

The social worker of Y&F 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. Y&F shares the case, if applicable, with the JCO team.



## 2.0 PRAKTIJK ONDERWIJS

Praktijkonderwijs (PrO) is an educational program that includes some basic academic subjects and a lot more practical or hands-on subjects. PrO students generally range in ages from 12 to 18 years old. These students are special education students who may have a learning disability, low IQ and/or special learning needs. They are unable to successfully complete a MBO or CSEC written exam.

The main purpose of PrO is to offer education to students in such a way that they are well equipped with the social and practical skills in order to obtain a job and function properly in society.

Besides basic academic work and much hands-on training, the student will also have to do job training- when he or she is ready. The PrO programme 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.

Please see Annex 2 for the complete PrO-plan.

### 3.0 STUDENT ENROLLMENT

Since the SCS is the only school for secondary and vocational education on the island, students may enter SCS throughout the year<sup>17</sup>.

Every year the students from the Sacred Heart School (SHS) come over to SCS. Their HRT takes over the guidance from the primary school. Preferably the HRT teaches many subjects to the new form 1 so the transition from primary school to secondary school is not that big.

The students are prepared for their new school by;

- paying a visit twice: together with the group teacher of grade 6, the students visit the SCS in the last trimester of their last Grade 6 school year.
- the CC/HRT pays several visits during the last semester to grade 6 with workshops and teaching activities. At the end of the year, a placement meeting takes place in which all new SCS students are discussed.
- The placement meeting is attended by:  
Sacred Heart School (Principal, grade 6 Teacher, remedial teacher, CC)  
Saba Comprehensive School (Principal, HRT, DL Lower Forms, CC)

Registration:

The registration forms are sent to the primary school in March. The Grade 6 teacher takes care of handing out the forms and making sure that the 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.

---

<sup>17</sup> The registration form can be obtained via the administration

## Other inflow

For all other students who have to attend school based upon the law of compulsory education and enter during a school year<sup>18</sup> have to fill out the registration form and submit several documents in order for the school to determine in which form the student will be placed as well as if care needs to be given. This also means an intake interview in which the registration form will be completed.

## OUTFLOW

The students are prepared for their future education by means of different activities and information. Every two years a Job Fair is organized at school. Relevant training courses, presenters and agencies are invited to attend this fair.

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, will pay a visit to the Saba School of Medicine during their final year. They are introduced to life as a student at a university through a College Tour.

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<sup>19</sup>. The student will also receive a letter for the new school as well as an excerpt of the results, the overview of attendance<sup>20</sup> and any other relevant information.

---

<sup>18</sup> not being a Sacred Heart Grade 6 student

<sup>19</sup> This form has yet to be developed

<sup>20</sup> See annex 2

#### 4.0 A CLEAN, SAFE AND HEALTHY LEARNING ENVIRONMENT

A clean, safe and healthy learning environment is a broad concept. A school is expected to be clean, where the risk of accidents is minimal, and which promotes a healthy learning environment.

Our students need to feel safe to develop a positive self image in order to be able to learn. If the educational climate is not clean, safe or healthy performance will suffer as a consequence. School should be a place where children like to be.

To support that feeling all kind of activities are organized, such as the House System, Fieldtrips, Homeroom Activities and sports days.

There are several protocols in place to contribute to this important part of the SCS vision.

##### *CLEAN*

The premises are cleaned every day and the restrooms several times a day. In the summer vacation the restrooms will be renovated. In the schoolguide and on the website you can find the rules and regulations for good conduct.

##### *SAFE*

The bullying protocol, the anti-bullying program<sup>21</sup>, training of Staff in First Aid (August 2015), and the evacuation protocol should contribute to a Safe learning environment. In addition there are rules and regulations in the school guide which are formulated for good conduct.

The SCS has an insurance when students leave the school premises for any school related activity, including job training and internships.

##### *HEALTHY*

For upcoming school year school it is the intention to promote a healthy learning environment, also in the school school cafeteria. SCS collaborates with SabaFit and the Public Health department to promote a healthy lifestyle.

---

<sup>21</sup> In September 2015 a decision will be made which program to implement