

Education Care Plan Saba

2020-2025

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

June 2020



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1. Introduction

It is my pleasure to present to you the Education Care Plan Saba for 2020-2025.

The Expertise Center Education Care Saba (EC2) supports children, parents and teachers of the group of 3 to 4 year-olds at the Laura Linzey Daycare Center, the students of the Sacred Heart Primary School and Saba Comprehensive School, as well as the participants of the Social Opportunity Trajectory of the Saba Reach Foundation. In total this would be a population of about 300 children and youngsters: EC2 actively works with an average number of 50 of them.

The plan for 2020–2025 emphasizes on the structure of education care offered within the schools together with the external partners. It describes the current state of affairs and the ambitions for future development, and it aims to give direction and continuity in education care. Mission and vision are given in chapter 2.

The EC2 team applies the principles of Action-Oriented Approach (*Handelingsgericht Werken*) as leading in their contact with the teachers and mentors. AOA suggests to:

- Look at the opportunities and ambitions of a student in his/her environment;
- Focus on teaching and learning skills rather than on difficulties;
- Describe teaching and learning behaviors that connect with the student's talents and interest;
- Focus on personal and professional growth, and
- Rely on the cooperation of stakeholders in a system in which all are accountable.

The first education care plans described the complete structure of the student care system, with its various stakeholders, responsibilities, and procedures. The schools have since each written their own care plans in which they explain how students with specific needs are identified and what services are offered within the regular school system.

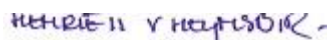
The Education Care Plan Saba 2020-2025 also includes the cooperation of (new) interdepartmental partners in working with youth. Chapter 3 explains the complete organization of the education care system and a brief summary of how internal care is organized per school. The partners in youth care are explicitly mentioned, as we strongly believe in the benefits of cooperation.

We strive for quality care and evaluate our work yearly. We learn in the process and set new ambitions for further improvement (chapter 4).

EC2 receives monthly subsidy from the ministry of OCW that is used to execute the activities necessary to achieve the goals; this is summarized in the activity plan in chapter 5. The goals for the upcoming 5 years were formulated with the help of board members, care coordinators, some parents, the EC2 team, the CART, and OCW representatives. The goals describe how we want to develop our role in education care.

Chapter 6 shows how the budget is allocated and the planning per year.

Please, do contact us if you have suggestions or questions pertaining to this plan.



Henriëtte van Heijnsbergen

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2. EC2 policy

2.1 Vision and mission

The mission of EC2 is derived from its goals and pedagogical framework:

It is the mission of EC2 to offer a coherent system of education care services that facilitates uninterrupted development for all students by using their strengths and talents.

The vision of the EC2 is inspired by the education laws for the Dutch Caribbean as mentioned in the charter of the foundation (article 6).

EC2 aims to offer a safe learning environment for students within the inclusive school system on Saba,

- *in which students who need a specialized approach and their teachers can build on their strengths and talents;*
- *with the support of multidisciplinary intervention;*
- *according to result-oriented planning.*

The CART is a platform for chain partners who are involved with children and youth. Goal is to work on high-quality and measurable care according to a shared policy.

The shared policy is currently being worked on by *Openbaar Lichaam Saba* (OLS). There are many partners in the field of youth work as shown in chapter 3.8. Roles, responsibilities, and lines of communication should be clearly described to ensure an effective system of services. Without taking away from this future result, EC2 is positioning itself through positive pedagogy and psychology as an advocate for students with disabilities who have the right to be educated.

2.2 Tasks of EC2 in education care

In practice the vision on education care (charter article 2) results in the following tasks for EC2:

- Offer supportive activities to students with special needs 4 - 23.11 years old;
- Offer ambulatory guidance to the teachers and possibly parents of students with special needs;
- Help improve expertise within the schools and EC2 team by means of offering intervention, workshops and courses;
- Perform action-oriented diagnostics;
- Give advice and consultations to colleagues.

It is important to know that the law aims for students to follow education in their peer group as much as possible. Although a student may follow regular activities at EC2, he or she is registered with the school and spends most time there. First goal is therefore to always empower the teacher in bi-weekly guidance sessions together with the Homeroom Teachers and Care Coordinators (Small Care Team). It is equally important to know the limits of EC2: EC2 is not responsible for the youth care on Saba or for developing a youth policy.

2.3 Action-Oriented Approach

Striving for continuity in education care, the EC2 applies the Action-Oriented Approach. All stakeholders in education care can apply this approach in working with students.¹ The EC2 team uses it in their diagnostic reports, based on which the care coordinators and teachers make the IEPs. The parents formulate their positive contribution for the IEP. The teachers can apply it in their planning, be it for individual or group activities.

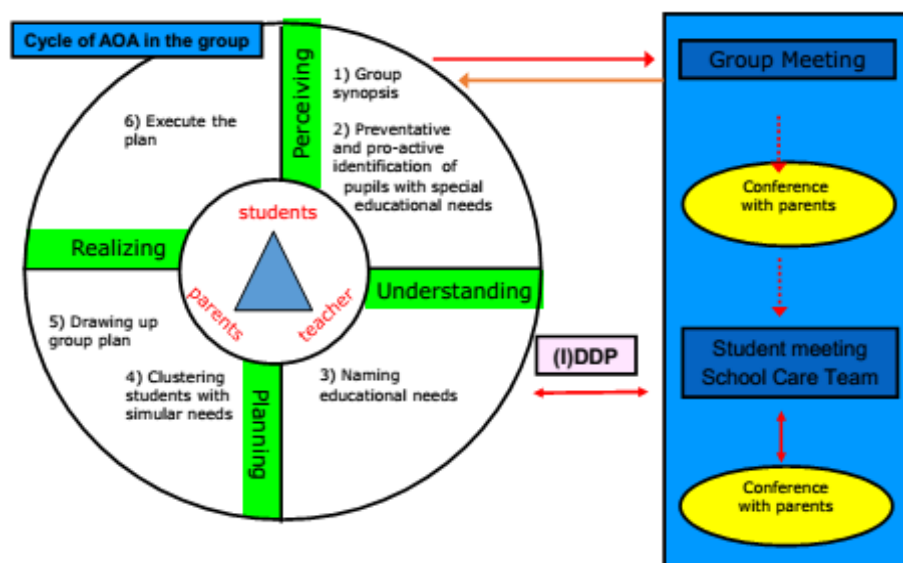
¹ Noëlle Pameijer, Tanja Beukering, Yolande Schulpen, Hugo Van de Veire (2008). *Handelingsgericht werken op school*. Uitgeverij Acco, Leuven

In daycare it can be applied in interaction between caregivers and children and in observation techniques and reporting. The Action-Oriented Approach has been implemented in the schools during 2010-2015 and could do with an island-wide refresher because of the high turn-over in teaching staffs.

It is the leading principle in education care² and clearly defines the care activities in the schools, which are:

- a. Collecting student data by testing, observing, identifying learning needs;
- b. Identifying students with special needs;
- c. Conducting action-oriented research to determine the specific education needs;
- d. Grouping students with similar needs;
- e. Setting up group plans, IEPs, and individual development plans (IDPs);³
- f. Executing group plans (meeting the needs of the students);
- g. Calling in EC2 or other external partners if above-mentioned actions fail to bring result.

The CCs coordinate the internal school care meetings accordingly⁴; the director of the EC2 applies the principles in the CART and EC2 meetings.



When internal care is exhausted, intervision can be requested in the Small Care Team meetings and the CART. Guidance can consist of special lessons or sessions for students at the EC2, observations in the classroom, and teacher conferences to evaluate and exchange feedback on the observations. Feedback is always action-oriented and based on observations or video recordings of the teacher.

The content of guidance by EC2 is noted in a guidance plan (appendix 7.3). Evaluation of student results is done twice a year, by means of standardized testing and screening by EC2 team members. The guidance and treatment plans from EC2 are typically made in August; evaluation takes place in December and June, at which times reports are shared with CC/mentors and parents.

EC2 reports are designed for the needs of a specific student. The goals are phrased in positive and observable behaviors and skills of the student (rubrics). The level of achievement is put in a 5 point scale (never - sometimes - regularly - often - always).

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

³ DPPs and IDPs can be made in cooperation with the EC2 typically in the last week of the summer vacation.

⁴ N.K. Pameijer en J.T.E. van Beukering (2009). *Handelingsgericht werken: een handreiking voor de interne begeleider*. Uitgeverij Acco, Leuven.

3. Organization of education care

3.1 Function of the education care plan

The organization and policy that supports the education care system are described in this Education Care Plan for Saba. The plan serves several purposes:

- a. It is a planning document with the objective to fully implement and improve the quality of external education care. Goals are set for short and long-term. Actions are planned and directly aimed at putting care services into practice.
- b. It is a quality document in which the task of each party involved is described.
- c. It is a communication document in which all involved can read about the services offered and the system that brings these services to those students who need it. As such, the document is intended for the education inspection; submission is required yearly by May 15th, in 2020 by July 15th due to the Covid-19 lockdown. It can also be used to inform managers, board members, parents and teachers who make use of the system.
- d. It is a legally required document in which the *Samenwerkingsverband* (SWV) shows accountability for meeting the legal guidelines set for the EC2, and describes the way in which:
 - i. Every school or SKJ-organization is represented in the board of the EC2 (SWV);
 - ii. The schools allocate and apply part of their lumpsum subsidy to internal care; by employing a teacher for SE/RT and PrO and having a special room where these lessons take place. The schools each have employed a CC, as well to coordinate the first levels of care in the classrooms. At the SHS several Teacher Assistants have been hired for daily support in the classrooms.
 - iii. The EC2 uses its subsidy to:
 - Give educational support to students with a physical, cognitive, sensory, intellectual or multiple handicaps and their teachers;
 - Offer social-emotional guidance to students/participants with a specific care need;
 - Perform action-oriented diagnostics for students/participants requested by a school board, the EC2 board or the parents;
 - Offer advice and intervision requested by a school board, the EC2 board or the parents.
 - iv. Qualitative and quantitative objectives are set and measured;
 - v. Action-oriented approach is applied;
 - vi. Parents are informed about the education care services.⁵

The Education Care Plan Saba at this point does explicitly not function as a youth policy paper nor does it aim to give a complete overview of all types of care that can be offered to the youth. It focuses on education care for children in the school system, according to EC2's legal task.

3.2 EC2 board and management

The board members of the foundation EC2 Saba each represent a school board and are mandated to make decisions on behalf of the board they represent.

As such, the board functions as a *Samenwerkingsverband*.



⁵ Inspectie van het Onderwijs (2011). *Basiskwaliteit zorg in Caribisch Nederland*. Inspectie van het Onderwijs, Utrecht.

Per January 2020 the board members and director are:

- **President**

Gied Mommers, representing the *Saba Educational Foundation*;

- **Secretary**

Pamela Meijvogel, representing the *Stichting Katholiek Onderwijs Saba*;

- **Treasurer**

Madelyn Johnson, representing the *Saba Reach Foundation*;

- **Director**

Jet van Heijnsbergen, charged with the daily operation of the center.

3.3 Directors conference

Since 2015 the directors of the SHS, SCS and EC2 meet on a monthly basis to discuss the general state of affairs in their organizations, developments, policy, and other points of joint interest. Since September 2018 the public entity's policy advisor for education attends the meetings, as well.

Goal is to exchange information, cooperate in developments, share concerns and initiate joint action. Standard topics on the agenda would be e.g: renovations, youth policy, education care, contact with OCW, PO/VO Raad, training options.

3.4 Contact with parents

The EC2 team invests consciously in positive relationships through regular contact with the parents. We aim to build trust by being a reliable partner in the child's education by delivering services according to a plan and offering psycho education. We are open for feedback. Team members know the preferred contact medium of each parent, be it by phone, messenger, whatsapp, facetime or email.

Parents are always welcome to visit us but will be explicitly contacted and invited three times per year:

- In September to establish consent and goals for the intervention that EC2 is involved in;
- In January to have a face-to-face meeting about the results and possible follow-up action: a written report is shared, preferably with the student in attendance;
- In June for a personal evaluation of the program by means of a progress report and a decision to either terminate or set new goals for continued services.



EC2 also wants to be a place where parents can ask their questions and come for information. For this reason we hold regular parent meetings on a variety of topics. Our approach has varied over the years. Where we first started with guest speakers and themed presentations, we have also organized open walk-in café style gatherings. Video clips of these events can be found on our Facebook page and website.



During 2018 - 2020, under guidance of the Youth Development Specialist Rayann Ramdin, an interdepartmental approach is followed whereby a group of host-and-panel members hold an online live event on Facebook. This approach has improved the attendance level drastically from less than 10 attending parents to over 300 views.

The same team member also initiated and staffed a Helpline during the corona crisis, for parents to use in case they had specific questions related to the lockdown period during which the children were home-schooled for 7 weeks.

3.5 Internal care providers

In the following paragraphs management and care coordinators of the different educational organizations describe how the internal care is being organized at this point in time.

3.5.1 Internal care in the LLDC

The LLDC provides daily care for children 0-4 years old. The children are stimulated in their development and closely followed in all developmental areas. Standards are set according to the High/Scope curriculum and activities are offered according to the “daily routine” of High/Scope. The 3 year-olds plan their work and work independently, making choices of their own. During the day the caregivers observe and interact with the children; they make notes on the children’s progress in the developmental areas.

LLDC management is planning to make use of the EC2 services again, starting with bi-weekly meetings with the care givers of the group of 3 year-olds and implementing the Action-Oriented Approach of education care. Services will be covered by the B4K program as part of the Integral Care Plan pilot, July 7, 2020.

The LLDC staff is currently being trained to improve the basic quality of daycare services.

3.5.2 Internal care in the SHS

Before a child enters SHS from the LLDC, a meeting would take place between the caregiver of the soon to be 4 year-old, the director of daycare, the principal of the receiving school, the kindergarten teacher and the SHS Care Coordinator. A report and information is shared on the child. Suggestions are then made as to how the kindergarten teacher could work with the child.



Children in K2 at age 5/6 are given an early academic assessment before going to grade 1 by the EC2. Advice and suggestions are also given to the teacher as to how to work with the child.

Through observation and testing teachers become aware of students who are having difficulties in the class. The procedure is that the information is then shared with the CC. The teachers are requested to document as accurately as possible what they have observed and what they think the problem may be. The information is then shared in a student care meeting (monthly with the SHS teachers). All other teachers are to listen and to ask pertinent questions to get to the point. Suggestions are offered to the teacher. The teacher is required to try out some of the solutions to see what really works. After a month the teacher is to report back and give the findings.

If the problem is solved then the teacher will continue to work with the solution that helps. If this is not the case the student will be discussed in the Small Care Team and a short term plan will be made with the CC.

In case there are no positive results school will ask the parents’ permission for the child to be tested by the relevant person(s) on the EC2 team depending on the problem. Once tested the results will be shared with the parents, the classroom teacher, the CC and if needed the SE/RT. Regular classroom observation and testing will take place to make sure that learning is still taking place. Standardized testing will also take place. Several meetings with parents are scheduled (parent evening, personal discussion).

At the ending of each school year teachers pass on the relevant information to their colleagues (the continuous assessment). Once a child leaves the school, an EDU-R is handed over to the receiving school, in which a school advice is given. A meeting is also scheduled to inform the school as to how the child performed.

The tasks of the internal care team are summarized as follows:

- Systematic monitoring of student development;
- Identifying students in need of extra attention;
- Identifying the educational needs of the student;
- Clustering students with similar educational needs;
- Planning of targeted range (time, objectives, approach);
- Realization and evaluation of the plan;
- Working together with colleagues, students and parents.⁶

⁶ *Zorgplan*, Sacred Heart Primary Education, Saba.

3.5.3 Internal care in the SCS

The SCS has produced a care document *Care Plan 2014/2015-2020* in which the internal care and cooperation with external care providers is described.

1. Identification by the teacher
2. Discuss with mentor, department leader and care coordinator in small care team
 - 2.1 Mentor and teachers adjust pedagogical-didactical approach
 - 2.2 Mentor, care coordinator and department leader evaluate
3. Mentor presents case in the care team
 - 3.1 Teachers apply suggestions
 - 3.2 Mentor, care coordinator and department leader evaluate, if needed with input EC2
 - 3.3 Mentor reports to parents
4. Educational diagnostic test and checks are done by EC2
 - 4.1 Report back to care coordinator, mentor and department leader
 - 4.2 Mentor and care coordinator report to the parents
5. Set up IEP by mentor and care coordinator
 - 5.1 Discuss and input parents by mentor, care coordinator and department leader
 - 5.2 Teachers execute the IEP
 - 5.3 Evaluate IEP by mentor, care coordinator and department leader
6. Present to CART by care coordinator
 - 6.1 Referral for external diagnosis by EC2
 - 6.2 Treatment by EC2
 - 6.3 Evaluation by EC2
7. Discuss with island doctor by EC2
 - 7.1 Referral medical specialist by doctor
 - 7.2 Doctor informs EC2
8. Care coordinator informs mentor and department leader

3.5.4 Internal care in the SKJ

Saba Reach Foundation, the organization that manages SKJ or the 'Youth Opportunity Path', coordinates its work with the services provided by the EC2 and is a full partner with EC2. The additional resources available through EC2 include the services of an educationalist, a psychologist, behavior coach, speech & language therapist, and an occupational therapist.

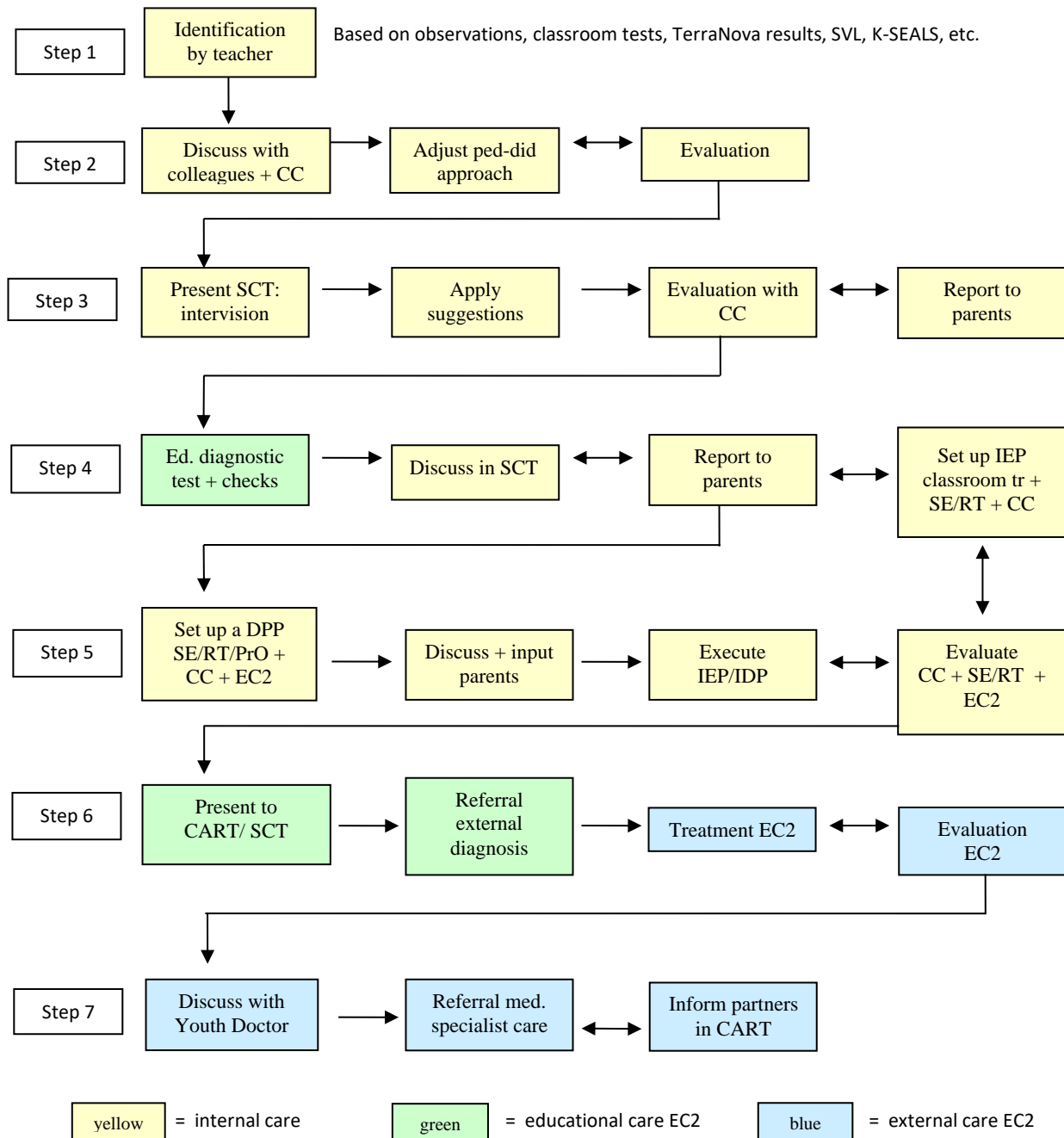
The SKJ Care Coordinator participates in monthly meetings of the CART. Students who are in need of external care are presented and discussed, based on intake information. Students' day-to-day observations are conducted by the teachers. If there is a challenge with a student the teacher discusses this with the Care Coordinator and SRF Director in their weekly SKJ staff meetings.

After such discussions an appointment is made for the student to meet with the Care Coordinator. Depending on the outcome of the meeting between the student and Care Coordinator, the student will consult the Care Coordinator as many times as needed until the challenge is resolved. The Care Coordinator writes a report that is submitted to the SRF Director and a follow-up will take place. When students are in job training their supervisor reports to the job coach if there are any challenges. The SKJ students continue to meet with the Care Coordinator at least once a week during the training period. The supervisor on the job site is required to write monthly reports on the SKJ-students' progress while in training.

At this moment, the SKJ program is undergoing an evaluation, working towards a new framework, because of the lack of students who fit the current SKJ requirements to participate in the program and the fact that the last 3-4 years there were (almost) no drop outs from the SCS.

3.6 Flow charts

3.6.1 From internal to external care



3.6.2 Care levels

The schools have their own procedures for the organization of internal care and the Care Coordinator plays a pivotal role in guiding teachers and student from one level to the next (Action-Oriented Approach):

- Care level 1.** Regular care in the group (1st line)
- Care level 2.** Regular care with extra support of the other teachers in the School Care Team (1st line)
- Care level 3.** Extra care with support from CC (1st line)
- Care level 4.** Extra care with support of EC2 (2nd line) in Small Care Team meetings and/or CART
- Care level 5.** Referral to a care facility off-island (e.g. residential care)

3.6.3 Special Ed/Remedial Teaching and *Praktijk Onderwijs*

In an explanatory document on the Dutch Caribbean education laws⁷ information was given on the school function of an EC2. Teaching services can be offered by the EC2, although it cannot take on the role of a Special Ed school. Students cannot follow a full-time program and remain registered in their own school. Specialized lessons or therapy sessions are given at EC2 in topics such as planning, special reading strategies, math strategies, social-emotional skills, resilience, and study skills. But the curriculum in the schools should be inclusive. Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too (UNICEF).

Conducive to inclusion, both primary and secondary schools have dedicated a classroom and a teacher/coordinator to Special Education/Remedial Teaching (primary level) and *PraktijkOnderwijs* (secondary level). However, it is observed and discussed repeatedly among the directors of both schools and EC2 that the combined services of internal and external care do not suffice for students with multiple issues. Hence the topic of Special Education came to the agenda, with the appointment of a project leader as a first step.

As indicated earlier, the Sacred Heart Primary School features a classroom for Special Ed/Remedial Teaching where mostly didactical assistance is given to a relatively large number of students (26)⁸. While a school policy for this group is lacking and the placement criteria are unclear, students with special education needs are placed for a maximum of one lesson per day.

The suggestion is made by the Directors Meeting and supported by *De Onderwijsspecialisten* to form a separate class for students with Special Education Needs where the focus of attention is on the pedagogical aspect of teaching SEN. Teacher as well as a possible assistant would have to have high didactical-pedagogical qualities.

Besides the academic and vocational curricula, Saba Comprehensive School offers *Praktijk Onderwijs* (PrO) which includes some basic academic subjects, but mostly practical subjects, as well as job shadowing and internships. Students have the opportunity to receive services from EC2. The main purpose of PrO is to assist students in getting a job. This program trains the student in his/her area of interest until ready for the job market. PrO includes many different skills or interest areas such as: food preparation, technical science, gardening, child care, nursing, etc. There is a possibility for students to transfer from PrO to vocational.

The directors have discussed options for the SCS to redefine the organizational prerequisites for PrO (less teachers, leveled program, life skills, real-life activities, project approach, etc). This would benefit children with more than an intellectual disability alone. Still, the need exists for Secondary Special Ed.

EC2 has conducted a survey among parents, teachers, partner organizations, EC2 team and school management to gauge the thoughts about starting a formalized department of special education at both levels. Some results:

All parties (95%) strongly acknowledge that there are students with educational needs at Special Education level on Saba, and it is agreed that these students have the right to quality education. It is the responsibility of the school where the child is registered to plan and offer a program at the individual level of the student.

Most respondents (95%) agree that Special Education must be taught by a specialized teacher and that schools should have a budget for it. Conform this statement 84% of the respondents find there are not enough teachers on Saba currently who can work with kids with special needs. There is also consensus about the fact that all teachers who are working at a school on Saba should know about special education needs; this would have consequences for recruiting teachers and the expected qualifications of those working in an inclusive school system.

⁷ Ministerie OCW, Den Haag. Inspectie van het Onderwijs (2011) *Basiskwaliteit zorg in Caribisch Nederland*, Utrecht.

⁸ Eindrapportage bezoek De Onderwijsspecialisten aan Saba en St. Eustatius, maart 2020, Neelke van Kessel, Wim van Schaik

All agree that the content of a Special Education program should focus on practical skills, life skills and social-emotional development. Basic academic skills will always be presented in a practical setting, having direct practical meaning to the student. The skills are presented in projects with themes that have the students' interest.

Most stakeholders agree that Saba should have daycare services for children with severe multiple disabilities (84%). The majority of EC2 team members, sister organizations and teachers (62%) would extend the support to SEN students in a self-contained setting.

All participants agree (68% even strongly agrees) that a Special Needs teacher would be part of the respective primary or secondary school team and that the schools should have a sensory room where kids can unwind and "find their bearings". The SE groups would need a classroom where the students feel safe and respected, and where the Special Ed curriculum can be executed without unnecessary changes of teachers and classrooms. All respondents find that EC2 should be involved with kids with special needs (84% even strongly agrees) and that the recommendations given by EC2 should be processed in the IDPs.

Results of this poll have been shared at all levels, including: minister of OCW Arie Slob, board coach Martin van den Oetelaar, *De Onderwijsspecialisten*, evaluations by RCN-OCW and Oberon, and colleagues EOZ directors from Bonaire and St. Eustatius. Joint letters were written, substantiated by numbers of students diagnosed with special needs. All this was translated by OCW in an improvement agenda for education care CN and resulted in recommendations from the minister of OCW to the Second Chamber, July 3, 2020.

EC2 developed several areas of improvements that are described in detail in paragraph 4.3. Main point will be employ a project leader to explore the options for a formalized department for Special Education with a location at SHS as well as SCS. Inclusive when possible – exclusive when needed.

3.6.4 Rebound

The *Onderwijsspecialisten* suggested a small, short-term facility to accommodate students that are at-risk of dropping out of school or cannot be catered to in the regular school setting because of externalized behavior issues. In spite of all efforts, at times a student can experience setbacks or a period of great difficulty in his or her school career. The ultimate goal for a student in secondary school is to obtain a diploma. If this goal is at-risk the student can be discussed in the CART or SCT by the CC and solutions will be sought through intervention. One of the options would be placement in a rebound facility, as was also advised by *De Onderwijsspecialisten*⁹. Currently there is no rebound provision available on Saba, yet SCS is planning to set it up. EC2 suggests to use the model from Mick Schmit¹⁰ in Bonaire who developed the Forsa Movement based on the experiential learning theory.

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

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

⁹ Eindrapportage bezoek De Onderwijsspecialisten aan Saba en St. Eustatius, maart 2020, Neelke van Kessel, Wim van Schaik

¹⁰ <http://stichtingproject.com/nl/contact/2-mick-schmit>

- Develop sources of resilience in youth by:
 - gaining self-knowledge and improving self-esteem
 - identifying personal strengths and goals
 - increasing skills in leadership, conflict management and effective communication skills
- Promote social connectedness by reconnecting youth with families, school staff, and the larger community;
- Stay up-to-date with some level schoolwork during extended suspension.

Rebound would be available for students with severe behavioral concerns, which makes learning and safety difficult within the school environment. The decision for a student to enter rebound is taken after all three levels of care would be exhausted. The initial period will be 1 month or more and evaluated after for continuity (if goals are not met) or reentry into school (if goals are met).

Step 1 Rebound meeting: Parent(s)/guardian(s) will be briefed about the steps leading to this decision, and a consent form is signed.

Step 2 Fill in the referral form and attach the critical information related to student, parent/guardian and school contact.

Step 3 Transfer meeting with rebound agent/ organization.

The student will remain a registered student at the SCS and as such, the school remains responsible for providing the rebound location with the school materials, including tests. The homeroom teacher ensures that the work is collected at the school and delivered to the rebound center. The homeroom teacher and the care coordinator together are in contact with the rebound center and join evaluation meetings.

3.7 EC2 data

The EC2 on Saba is managed by a foundation specifically established for this purpose and charged with its task by the minister of OCW. The charter of the foundation is signed by the notary and in addendum (8.1).

Business data of the foundation:

- True copy of the charter	See appendix chapter 7.1
- Name	Foundation Expertise Center Education Care Saba (EC2)
- Date foundation	March 10, 2011
- Chamber of Commerce	Registration number 783
- Mail address	PO Box 524, Windwardside
- Registered office	Pasture Road 9, St. John's, Saba
- Telephone number	416 3809
- E-mail address	ec2saba@gmail.com
- Website	www.ec2saba.org
- Name bank	WIB
- Address bank	Philipsburg, Sint Maarten
- Account number	081081307

3.8 Local external care providers

3.8.1 EC2 team

After the internal care protocol has been followed, external help can be asked by the school (CC) during a CART or a Small Care Team meeting. At that point the following documentation is available on the child:

- a. A factual description of the situation;
- b. Stimulating and hampering factors;

- c. A diagnostic report and/or observations that give recommendations on remediation strategies, materials, strengths and learning styles;
- d. An IEP and group plan
- e. A written statement on the involvement of the parents;
- f. An evaluation of what the school has done and what worked.

After the CC presents a case in the CART or SCT meeting, it will be decided together which additional expertise is needed to further assist the student, teachers and parents. An EC2 guidance plan will be made up (see appendix 7.4). Assessments are done and suggestions shared with the SCT. The EC2 team will be actively involved, starting in the classroom and with making an IEP. The EC2 team currently consists of the following professionals:

Behavior Coach 40 hrs per week: Rixt Romkema 40 hrs per week



- Assist and guide teachers in learning new skills and strategies to deal with children that are demonstrating behavior problems or special needs in their education (*ambulante begeleiding*);
- Provide coaching ideas for parents;
- Make behavior plans with the teacher;
- Observe students and provide counseling.

Speech & Language Therapist, 16 hrs per week average (through ZVK): Esmeralda van Hoek



- Diagnosis and treatment of children with speech and language issues. This can be in the field of development of communication and vocabulary.
- Treatment of articulation problems;
- Treatment of physical problems, such as issues with voice and mouth;
- Treatment of fluency of speech;
- Help with the language development.

Recreational sports, 4 hrs per week (through OLS): Joelyn Robinson



- Stimulate children in doing extra sports activities for recreational purposes.
- Activities are meant to encourage social skills, such as:
 - follow instructions
 - cooperation
 - take turns
 - good sportmanship
- Activities are meant to develop different motor skills, such as:
 - balance, catching, coordination, jumping, rolling, climbing

Homework Assistant, max 10 hrs per week: LeShayne Charles



- Offer after-school assistance in doing homework assigned by the teachers;
- Work with small groups at primary and secondary level;
- Instill a routine of independent work by setting priorities and study skills;
- Offer extra instruction and practical strategies;
- Set individual goals for the students per term.

Youth Development Specialist, 24 hrs per week: Rayann Ramdin

Rayann, a Developmental Psychologist by training, also works with the Social Unit of OLS.



- Be a link between the different educational organizations and the families;
- Provide practical help and counseling to students with social issues related to school;
- Reach out to parents through the Partners in Parenting program;
- Observe in the classrooms and advice on teaching strategies;
- Evaluate for social-emotional development;
- Do psychological assessments.

Personal Education Assistant, max 25 hrs per week: Claire Mandolado, Amanda Aguirre, LeShayne Charles

- Guide an individual child with special needs during the school day;
- Accompany the student at all times according to the IDP;
- Prepare student for changes and assist in completing activities;
- Provide individual activities as planned with the teacher and EC2;
- Apply motivational strategies at the child's level.

**Educational Coach, 16 hrs per week: Jet van Heijnsbergen**

- Perform educational assessments as per request of the schools and parents:
- Check for students learning style, at-risk factor for dyslexia and dyscalculia, study and career choice, school readiness on entering grade 1, Form 1 and SKJ;
- Support teachers by giving recommendations on approach, materials and instruction;
- Assess school achievement level, problems solving skills and learning aptitudes;
- Support students with special needs with individual instruction.

Occupational Therapy, 8 hrs per week: D'Antoinette Sorton

An OT can be of assistance when there are issues with fine motor skills, processing of all information that comes through the senses (smell, vision, hearing, movement, balance, touch, taste), and how a child responds to the environment.

Ms. D'Antoinette Sorton from *Enable* on Sint Maarten advises and works with us, the parents, teachers, and students.

Project Leader Special Education, 40 hrs per week: Lisa Langerak

EC2 aims to establish a Department for Special Education for children at primary as well as secondary level. It is the task of the Project Leader to:

- research and develop the program in contact with OCW;
- secure funding for materials, human resources and building,
- and implement this plan.

3.8.2 CART

EC2 hosts monthly meetings for the Care Advice & Referral Team that consists of the school Care Coordinators, the EC2 team, and representatives of other departments who are involved with the students. This group discusses students who receive extra services as well as more general concerns or ideas. Intervention is offered, experiences and new techniques are shared, and suggestions are made on assessment and treatment options for students.

It is the CART's ambition for the upcoming years to support: open communication, training, cooperation, parents and policy making, see appendix 7.5. The current CART members are:

- Ann-Marie Blaise for Sacred Heart Primary School;
- Carol Irvine-Skinner for the Saba Comprehensive School;
- Monique Wilson and/or Trisha Gumbs for *Jeugdzorg & Gezinsvoogdij Caribisch Nederland*;
- Dr. Ruth Bruin for Saba Health Care;
- Tedisha Gordon for the Department of Public Health;
- Marva Simmons for the Department of Community Development;
- Lonneke Schut for the Saba Reach Foundation;
- Rayann Ramdin, Rixt Romkema, LeShayne Charles, Esmeralda van Hoek, D'Antoinette Sorton, and Jet van Heijnsbergen for EC2.

3.8.3 Jeugdzorg en Gezinsvoogdij Caribisch Nederland



The Center for Youth and Family was established on Saba in 2010. Later, in 2019, the organization restructured and became *Jeugdzorg en Gezinsvoogdij Caribisch Nederland* (JGCN). JGCN is primarily responsible for the implementation of family guidance. JGCN follows the Child Focus Approach (CFA) model with families which places the child at the focus of attention. Other methods and tools being utilized are Triple P and ART (Aggression Replacement Training). The services offered by JGCN aim to support the parents, guardians and children, strengthen the family and individual unit. JGCN works collaboratively with stakeholders such as Public Entity, schools, MHC amongst other departments to reach the goals of the family. CART is attended by Trisha Gumbs or Monique Wilson.



JGCN provides the following services:

1. Mediation
2. Parenting support
3. Consultation for general and specific questions
4. Implementation of family guidance
5. Goal setting and execution.

<http://www.jgcn.nl>

3.8.4 Youth Health Care

The Public Health Department aims to provide its services through multiple avenues. At present Tedisha Gordon Public Health Nurse represents the department in CART along with Youth Doctor Ruth Bruin.

Tasks are:

- To track overall growth and Development of the child 0 - 19 years old.
- Access any physical complaints such as headache, belly ache, that may interrupt their day to day functioning (home life, school life, social life).
- Assess speech, hearing, sight, movement and refer once needed.
- Monitor and support families – upbringing, home situation, and determining family needs along with offering parental support and guidance.
- Referring children/ youths with social emotional problems to various bodies.
- Offer sexual health support to youths which embodies e.g. puberty, getting to know your body, are you ready for sex.
- Stimulate schools in promoting healthy lifestyle for children which entails a healthy diet and being active.
- Offering programs for children that are overweight.
- Infectious disease control to all schools.
- Promoting children friendly school environment conducive to overall wellbeing.



<https://www.facebook.com/SabaHealthCare/>

<https://www.facebook.com/sabapublichealth/>

3.8.5 Child Focus after-school-activities



Child Focus (CF) is an after-school activity center for students aged 4 to 12 years old. These activities range from arts to music to sport, as well as education, such as homework support. All activities are free to participants and bus transportation is provided by the school buses, as well as a Child Focus bus.

Currently, approximately 70% of the SHS students attend CF activities and our volunteer youth leaders are mainly teachers and parents from the community.

The organization is funded through the Public Entity Saba by the ministry of health, welfare and sports (VWS) to which annual reports are submitted.

Apart from regular activities, Child Focus also organizes Family Days for parents and children to participate in together, e.g. Easter Egg Hunt or Halloween. Children also take part in, and perform for, events for Saba Day and Christmas (lighting of the tree). There are annual boat trips to St. Maarten and daily Summer Camp activities during the summer period.

CF encourages collaboration with similar organizations on neighboring islands, such as Mega D Youth Foundation on Sint Eustatius. At CF, record is kept of children's progress and feedback from children, as well as parents, and occasionally parent evenings are held to discuss the long term goals for the activity.

EC2 and SHS are strongly represented in the board of CF allowing for regular contact and speedy assistance when needed.

<https://www.facebook.com/childfocusfoundation/>

3.8.6 The Saba Girls & Boys Sports Society



The Saba Girls & Boys Sports Society organizes after-school-care as of September 2011. The difference with CF is that it offers meals and entertains the students in one location, at the Sunny Valley Youth Center in the Bottom. Children are picked up by buses from this address to participate in after-school-activities. The after-school-care is mainly funded by parental contributions, OLS and partially by CF.

<https://www.facebook.com/afterschoolcareSaba/>

3.8.7 Body, Mind & Spirit



Body, Mind & Spirit is a local foundation that strives to improve health, quality of life and human rights on Saba. To do so the foundation assists and facilitates educational programs concerning sexual education, healthy relationships and human rights issues.

<https://www.facebook.com/BodyMindSpiritSaba/>

3.8.8 Department of Community Development

Community Development at the Public Entity Saba is tasked with providing a diverse range of services to safeguard and promote the welfare and well-being of children, young people and families on Saba, especially the disadvantaged and vulnerable in the areas of social care, educational attainment, truancy and preventative support to at-risk youth and families through direct intervention and community-based projects.

Adult services are also offered by Community Development; assisting adults in need in the form of advice, direct support and advocacy. Community Development also develop and implement programs and projects, in close collaboration with local partners, to achieve positive outcomes for both children and adults.

<https://www.facebook.com/CommunityDevelopmentSaba/>

3.8.9 BES(t) 4 Kids program



OLS has appointed Rosalyn Johnson as policy advisor for education to help bridge the gap between the public entity and the schools/EC2 with communication and ideas to move forward with education. The policy advisor communicates regularly with OCW with topics regarding children, truancy and culture and is also the project leader for B4K, working on improving the quality of child care on the island. She attends the Directors Conferences.

We are working on implementing policies, educating staff and working on safety measures. The B4K program is until 2022 and after this year it will become a structural program for child care on the BES islands.

<https://www.best4kids.nu/?lang=en>

3.8.10 Mental Health Caribbean



It is our ambition to improve quality of life of the inhabitants of the Caribbean Netherlands. To this end we offer qualitatively high mental health care for all, from young to old.

Good care means we do not only observe the client's health and well-being, but also the influence of other environmental factors such as work, housing conditions, and finances. Each client is unique: therefore we offer tailor-made care.

<https://www.facebook.com/Mental-Health-Caribbean/>

3.9 BES partners of EC2

3.9.1 Mega D Youth Foundation



It is the mission of the Mega D Youth Foundation to motivate our youth and upgrade life skills that promote positive values, healthy habits, and education. MYF recognizes the "something to do" need of the youth of

St. Eustatius and the interest and need of government and the general public for a coordinated effort for the development of its youth. Because of this common interest we wish to incorporate a coordinated, progressive series of activities and programs that contributes to the development of the youth of St. Eustatius.

<https://www.facebook.com/MYF4YOUTH/>

3.9.2 Expertisecentrum Onderwijszorg Bonaire



EOZ Bonaire offers care and guidance to students who are at-risk for failure in education because of learning, social-emotional, and/or behavioral problems.

<https://www.facebook.com/Expertisecenter-Onderwijs-Zorg-Bonaire-EOZ/>

3.9.3 Expertise Center St. Eustatius



The birth of the ECE is based on the great need for education care on St. Eustatius. The primary reason is to aide and guide schools in helping the children to excel regardless of their unique needs or learning abilities. Our aim is to guide and motivate our students to reach their full potential. The experts at ECE are trained to test students, assess test results and give guidance and advice to students, teachers and parents.

<https://www.facebook.com/ecestatia/>

3.10 Complaints committee

The Dutch Caribbean islands have a joint grievances committee that gives binding advice on matters submitted pertaining to e.g. education care. The procedure is added in appendix 7.4. Parents can consider following this procedure should they have an unresolved issue. EC2 staff members can also turn to the local member in the committee for Saba, Mr. Menno van der Velden, with regards to employment matters.

It should be understood that any concern or grievance would first be expressed directly to the other party in person, if needed with the help of a supervisor before registering it with the committee.

Contact can be made via e-mail menno.vandervelden@sabagov.nl, or by telephone 416 3311.

3.11 Organizational structure and values

EC2 is a 2-tier organization; daily operation is done by the managing director while the supervisory board is ultimately responsible. The director has a mandate (*Directiestatuut*) that sets guidelines for autonomous action and decision making, and the task to prepare and execute policy on behalf of the board. The board has a supervising relation with the director. Board, management and supervisory tasks are separated.

Guidelines for administration, personnel and procedures are given in the Operational Manual. The EC2 team being small, one board member and one team member have offered to take on certain managerial tasks in case of longer absence of the director (*Vervangingsprotocol*). This must be seen as a temporary measure.

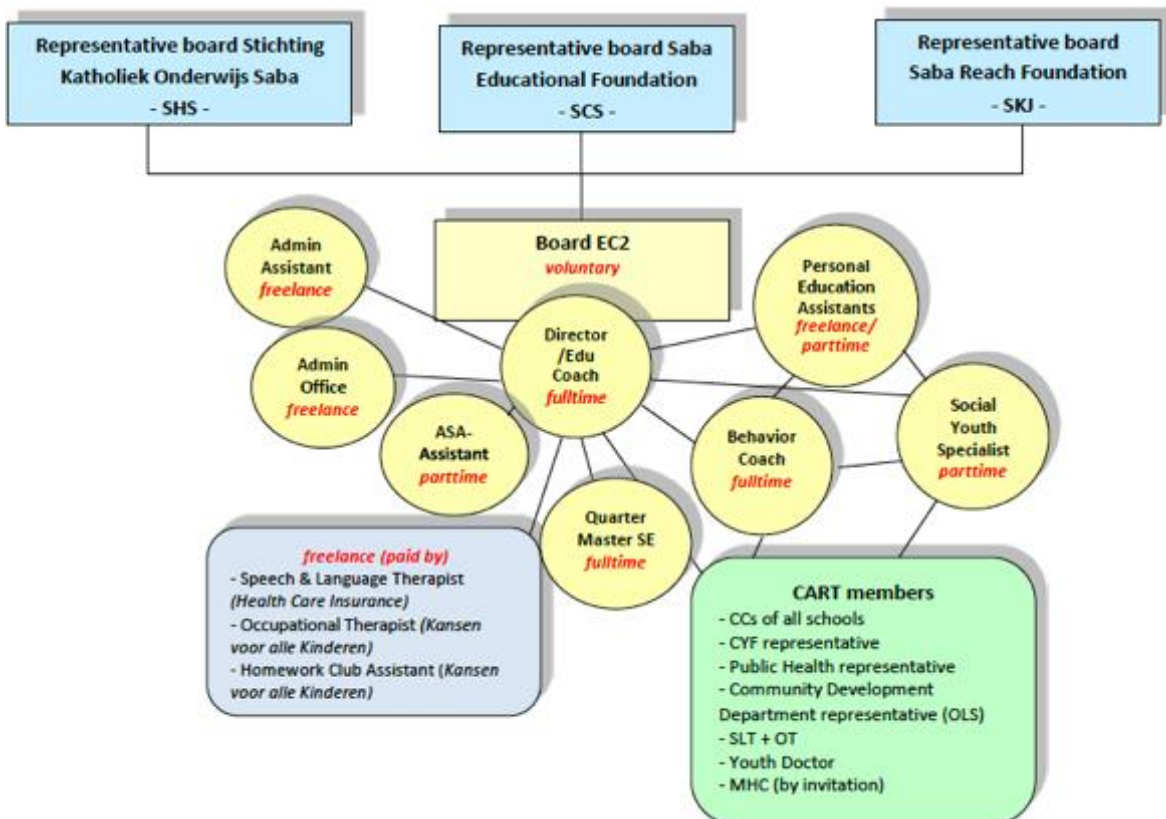
The leadership style is innovative and transformational. Much opportunity is given for professional development and participation in the decision making process.

The lines of communication between management and supervision are short and assured by regular meetings, in which the director informs the board of the main developments. The board manages at a distance, supervising planning, monitoring, personnel affairs and finances, while avoiding micro-management.

The EC2 board actively publishes its annual report among stakeholders. The board is transparent in financial management and gives account of how the foundation functions and how funding is spent.

The working atmosphere at EC2 is positive and the team focuses on the options for the individual children in their specific environment. The approach of the team is marked by the ambition to use empathy and constructive feedback as means to improve own actions, that of students, and also teachers.

The organogram shows the structure of the working relationships of those involved in the organization and their function within the education care system.



3.12 New routines after Covid-19

When making plans for the future we have to consider the recent outbreak of the corona virus and its impact on education in general, education care in specific, and our island-situation on top of that.

Where certain children are vulnerable or at-risk in normal circumstances, they would benefit even more from our care in times of crises. The strong working relationship with our partners mentioned in chapter 3.8 becomes even more important when schools are closed and students are expected to work more independently without the daily structure that school usually offers them.

A new routine is established at EC2 when it comes to attendance, hygiene, distancing, group sizes, logistics and food handling. See appendix 7.5 EC2 after Covid-19.



During times of crisis, together with our youth care partners, EC2 is committed to:

- Continue education care services as much as possible;
- Assist children and their families with:
 - electronic equipment
 - healthy snacks
 - daily activities
 - parenting questions
 - coping strategies

3.13 Housing accommodation

The Expertise Center is conveniently situated between the primary and secondary school on Saba. Children can walk to the center and receive services during school hours, if desired. The team members can easily meet with teachers at the schools or pay visits to the classrooms and vice versa. With the daycare facilities projected in the same area, EC2 is perfectly located. The building accommodates for office activities, meetings of groups up to 8 people, and individual sessions in 2 small private rooms. There is a library and a small store room.

The Island Government of Saba is responsible for the housing and provides for electricity and basic maintenance.

4. Evaluation and ambitions

4.1 Inventory of needs and services

The EC2 team with its members as presented in paragraph 3.8.1 is composed to give support in case of the various needs of the students in the schools. The following table gives an overview of services performed over the past nine years in terms of student numbers.

Care services offered	2011	2012	2013	2014	2015	2016	2017	2018	2019
1. Entry assessments (gr1 + F1 + SKJ)	23+1 5+0	28+13 +8	17+27 +9	21+23 +7	18+12 +6	19+19 +4	19+21 +1	18+28 +0	22+15 +0
2. Academic ability assessment + weekly coaching	10	11	16	11	13	12	20	36	37
3. Behavior assessment + weekly coaching	7	7	6	12	12	15	11	9	14
4. Social-emotional assessment + weekly guidance	2	6	12	13	6	14	10	23	21
5. Speech & language assessment + weekly therapy	14	29	30	23	15	13	17	22	11
6. Motor skill training (previously: Physical Ther.)	-	10	10	11	14	11	5	10	6
7. Handwriting club per week	-	-	-	-	-	-	2	4	-
8. Music Coaching per week	-	-	-	-	-	-	8	12	-
9. Psychiatric assessment	8	7	4	5	6	0	0	1	2
10. Special assessments (dyslexia screening + placement test + career interest)	0+6 +14	1+3+2	3+5+ 18	5+3+0	9+12 +18	5+6+ 20	7+2+ 15	1+0+3	4+8+ 21
11. Occupational Therapy p.w.	-	-	-	-	-	-	-	8	11
12. Homework Club p.w.	-	-	-	-	-	-	-	15	18
13. PEAs daily	-	-	-	-	-	3	3	4	4

In 2019 there was no option for handwriting club, however the OT was available to give instruction to teachers and guide the referred students. There was no option for music coaching due to the fact neither coach nor budget were available.

Yearly standard assessments consist of:

- **Raven non-verbal ability screening** is a nonverbal program that measures making meaning out of confusion, drawing conclusions, making comparisons, identifying relationships.
- **School Questionnaire** on learning attitudes gives info on motivation, well-being and self-confidence.
- **Kaufman Survey of Early Academic & Language Skills** assesses readiness for general grade 1 program.
- **Clinical Evaluation of Language Fundamentals-IV** assesses language ability and development.
- **Interest Determination, Exploration and Assessment System** explores students' career interests.
- **Multiple Intelligences Assessment** indicates preferred learning style (Howard Gardner's model).
- **Wechsler Intelligence Scale for Children-IV** ability test on entering Special Education programs.

Other assessments are requested by the schools as the need occurs. Assessments could be:

- **Dyslexia screening** to assess the likelihood that a child has dyslexia.
- **Kaufman-Educational Achievement Test-II**, as part of dyslexia diagnosis.
- **ZAREKI** screening for persistent math issues.

- **Bourdon-Vos + Wide Range Assessment of Memory & Learning + Bender Gestalt test (Koppitz 2 scoring)** for the assessment of cognitive skills such as memory, concentration and attention, visual motor integration and perceptual competence.
- **Social-emotional assessment** SEDAL by the psychologist or educationalist.

4.2 Evaluation education care 2015 - 2020

EC2 gets feedback through regular contact with stakeholders such as OCW, board members, parents, school principals, care coordinators, visiting consultants, as well as continuous evaluations by the team.

The main conclusions in this paragraph are taken from recent assessments:

- self-reflection with EC2 board and team;
- feedback received in regular meetings with partners (CART, OLS, Directors Conferences);
- inspection reports;
- evaluation by De Onderwijsspecialisten¹¹;
- evaluation of quality of the education care system in 2019 by OCW¹².

4.2.1 Process goals

EC2 was established in 2011 to offer special needs services in support of the schools on Saba. In the first years we assisted the schools in setting up internal care, identifying the needs of the students, and determining actions in support of the student. During bi-weekly meetings with the Care Coordinators and teachers, and monthly CART-sessions we identified the specific care needs and gave recommendations for the first and second level of care in the classrooms. Whilst being monitored by the Care Coordinators, the teachers would follow the steps in the internal care system of the schools. Individual plans would be made by the teachers to give measurable support while the students follow education in the regular groups. The schools established a system of internal care, starting with SCS.

Although most evaluation reports acknowledge improvement of student care, we see certain students fall through the cracks and ending up being at-risk for school drop-out. Because of various reasons (different pedagogical principles, high turn-over of staff, lack of follow-up) the process of implementation of the care system is not completed at SHS and would have to be checked from the bottom up, starting in the classrooms with care level 1 (*De Onderwijsspecialisten*).

4.2.2 Integral youth policy

Organizations and departments on Saba are overlapping in tasks and at times lack a joint vision as directed by the local government. Since 2011 EC2 actively proclaimed the need for an integral, cross-sectoral youth policy for Saba that is developed and implemented by OLS in consultation with the youth and all partners involved in youth care and education. Two EC2 team members followed the training *Essentials of Youth Policy* by the Council of Europe/ European Communion in order to contribute to the ambition of OLS to make an Integral Youth Policy (<https://pjp-eu.coe.int/en/web/youth-partnership/online-course-on-youth-policy>). Several Youth Policy meetings took place in 2019 and EC2 looks forward to working along in research and planning of a meaningful youth program.

4.2.3 Interdepartmental cooperation

EC2 asked for cooperation in formulating a joint pedagogical vision from daycare to secondary school, treatment for children who receive medication for mental issues, basic course for teachers about special needs, a smooth transition from one level of service into the next, improved parental involvement, and the

¹¹ Eindrapportage bezoek De Onderwijsspecialisten aan Saba en St. Eustatius, maart 2020, Neelke van Kessel, Wim van Schaik

¹² By the company Oberon, final report still pending in June 2020.

development and implementation of an island-wide approach of child abuse and domestic violence. Because we acknowledge the importance of these developments, EC2 is always represented when invited by other sister organizations, and has cooperated in initiatives such as:

- BES(t)4Kids: EC2 team available to after-school care, daycare and after-school activities;
- OLS: Cooperation in Youth Table with VWS + OCW + SZ, MDO meetings, Youth Policy development;
- UNICEF: Working together on Children's Rights and a joint Pedagogical Vision;
- CART: a Saban platform of collaboration by EC2 supporting the schools with OLS + PH + JGCN + SHCF;
- Health Platform: Coordinating celebration of Down Syndrome Day and World Autism Day;
- Partners in Parenting: a Saban platform of collaboration in parenting by EC2 with OLS + PH.

Cooperation between the departments has been accomplished and has brought positive results. To facilitate cooperation and open communication, EC2 suggested for the Social Unit to hire the Youth Development Specialist of EC2 for a full day of services per week. This plan has been executed throughout the year 2019.

4.2.4 Inclusive education

Saba's education system has always been inclusive: all children belong (provided safety is guaranteed). Exclusion of students is the most prominent form of bullying the educators have to fight and prevent. A youth policy should therefore also be based on social inclusion, promoting that organizations involved with the youth have a guiding pedagogical approach that is child-centered and action-oriented (similar to *Handelingsgericht Werken* and High/Scope). In these approaches the key question is what the child needs us (the adults) to do in order to develop. Cooperation between the departments could lead to cross-sectoral training in working with children and youngsters with special needs ($\pm 8\%$), who will always remain part of Saban society.

EC2 promotes in all its reports and actions to focus on the talents and opportunities of the students.

The local school teams would be aware of the process in internal care:

- What steps to take with a student who has a difficult time in class;
- The role and responsibilities of teachers and care coordinators in the internal care;
- How to make an Individual Education Plan (HP) and Individual Development Plan (IDP);
- How to execute this plan in the regular class;
- When and how to ask for external services;
- When and how to place a child in SE/RT or PrO.

In 2019 the EC2 team concluded that the inclusive school setting (*Passend Onderwijs*) had reached its limits on Saba. The differences between students are significant and there are different types of Special Education Needs in each of the schools. Teachers would need to be competent in using a variety of teaching strategies in order to cater to the different levels in their groups. Most of them, however, aren't experienced or trained in the field of Special Ed. Training was a request from specifically primary school teachers since 10-10-'10. It would help raise the quality of education by granting that request and recruit teachers with SE experience.

4.2.5 Rights of the child with special care needs

Children in the care of EC2 may experience developmental as well as intellectual issues. In the European Netherlands they would be entitled to extra health care or parents could extend health insurance options (*aanvullende verzekering*). Saba Health Care, as one of the policy partners, must investigate options to cover services from e.g. an Occupational Therapist, Physical Therapist, and Doctor for Intellectually Disabled. EC2 has temporarily provided these services over the past years through external projects throughout, and has needs assessments available.

The challenge for policy makers is to establish a youth policy that is socially inclusive and that adheres to the rights of children with special needs (Convention Rights of the Child article 23a). This implies that they should be represented in the youth policy and in the BES(t) 4 Kids program, as well, and that the schools have programs for self-contained SE groups.

4.2.6 Positive psychology and pedagogy

Positive psychology is a scientific approach to studying human thoughts, feelings, and behavior, with a focus on strengths instead of weaknesses. It looks at building the good in life instead of repairing the bad, and taking the lives of average people up to “great” instead of focusing solely on moving those who are struggling up to “normal”. Positive pedagogy works from the premise that positive emotions from the educator lead to engagement in the educational activities and contribute to the well-being of the learner. Learning will take place when kids are involved and in a positive state of mind. Positive pedagogy intends to teach skills that help with dealing with stress, building strong relationships, improving confidence, developing balanced thinking and a healthy lifestyle. By acquiring these skills, children gain tools to become successful both in their academic and personal lives.

The EC2 team, adheres to this vision and as a result students get praised for positive behavior rather than punished for the opposite. Students of all ages make their own goals and are involved in evaluating those, thus taking responsibility for their own learning.

4.3 Ambitions

It is the ambition of EC2 for the period 2020 – 2025 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

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 in chapter 5.

It is the ambition of EC2 to:

- Continue providing quality care services to students, teachers and parents.
- Secure increased funding to finance the services without having to resort to additional projects for structural services.
- 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.
- Investigate the options for establishing a Department of Special Education and secure safety, well-being and involvement by offering individualized programming.
- 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.
- Investigate the option of establishing a sensory room for students who experience sensory overload on a regular basis.
- Recruit motivated young locals for the team and offer them on-the-job and online training.
- Build on trust and confidence in the care chain by being a reliable partner, and assessing own performance against objectives.
- Create and maintain a safe working environment for students and EC2 team.
- Do what works and share successes.
- Set boundaries and stimulate proactive behavior.

5. Activity plan 2020 - 2025

The activities of EC2 are clustered in 7 themes. They are: EC2 team, office staff + materials, preventive care, professionalization, communication, inter-insular cooperation and materials. The themes each have a main goal that is worked out in objectives for a certain period. The objectives are accumulative: each year builds upon the results of the previous period. The initial objectives remain valid until the goal has been achieved.

5.1 EC2 expertise team

The EC2 team (3.8.1) works with children, teachers and parents, and represents the center in contact with other care partners. The number of employees has grown from 1 person to 5.4 fte with additional colleagues on project and freelance basis. With the start of a department for SE, the number is foreseen to grow accordingly as of fall 2020.

Key data personnel fte.	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Management	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.8	1.0
Staff	1.1	1.7	1.8	2.0	3.0	4.0	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	1.8	3.8	3.8	4.0	4.0	4.0
Total	2.6	3.7	4.2	4.5	5.4	6.4	10.4	10.4	10.6	10.8	11

Goal	Children with developmental issues as identified in the schools by the teachers, are addressed with the help of the EC2 team; the team is complete.		
Objective	Activity	Year	Result
<ol style="list-style-type: none"> 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. EC2 has funding to set up the department 	<ol style="list-style-type: none"> Do a poll to assess the general opinion about the current status of care for students with SEN Formulate a request to OCW Make a job description for a quarter master/project leader Employ a quarter master/project leader Develop and submit plan to secure funding for teachers, building, materials, program, etc. 	2020 - 2021	<ol style="list-style-type: none"> EC2 has a Project Leader SE EC2 has a plan to set up a department for Special Education at primary as well as secondary level EC2 receives funding to organize and implement the department of SE
<ol style="list-style-type: none"> Students who are in need of extra guidance have been identified by the teachers. Students have been observed and diagnosed by the EC2 team or one of the partners (DCD, MHC). Students receive suitable program through: coaching of the teachers, assistance in the classroom, direct intervention by EC2 team, sessions at EC2, or placement in Rebound or SE. 	<ol style="list-style-type: none"> The EC2 team is complete (3.8.1) and is in the classrooms regularly to observe. Train and employ a 4th and 5th Personal Education Assistant to work with students who have difficulty functioning in a group. Negotiate with ZVK to employ Pediatric Physical Therapist for 1 day p/w. Through ZVK employ Speech & Language Therapist for 2 day p/w and Occupational Therapist for 1 day p/w. 	2021 - 2025	<ol style="list-style-type: none"> EC2 team consists of: <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 x 4-5: 25 hrs p/w - Clinical psychologist: 4 hrs p/w - Pediatric physical therapist: 8 hrs p/w - Speech & language therapist: 16 hrs p/w - Occupational Therapist: 8 hrs p/w - Project Leader SE - Department Head: 40 hrs p/w - Separately for the SE project based on outcome research: fully qualified SE teachers x2: 40 hrs p/w + assistants x2: 40 hrs /pw Requested services are being performed.

<p>4. Work together with local professionals as much as possible, and with those under contract with the MHC, JGCN, PH, DCD on Saba or those having a working relationship with the <i>Zorgverzekerings-kantoor</i> in Bonaire. 5. Criteria for placement in Rebound and SE are available. 6. Children with multiple disabilities can attend a special daycare facility.</p>	<p>5. Continuously inquire about availability of professionals to do 1 day of Play Therapy and Music Therapy p/w. 6. Conduct yearly performance appraisal interviews + evaluations. 7. Organize a team activity (EC2 team and/or CART). 8. Contact other youth care organizations to plan daycare for children with multiple disabilities (BMS, PH).</p>		<p>3. Functioning of team members has been evaluated, possible points of improvement are addressed and executed. 4. Team has evaluated results of EC2. 5. Saba has a daycare facility for children with multiple disabilities.</p>
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5.2 Office staff + materials

Goal	EC2 executes a balanced and transparent financial administration.		
Objectives	Activity	Year	Result
<p>1. Financial obligations have been met: administration is up-to-date and checked. 2. EC2 administrative tasks are carried out and meet legal requirements. 3. Equipment, materials are available for proper execution of administrative tasks. 4. Administrators substantiate their actions with regular reports.</p>	<p>1. Hire local financial assistant on freelance basis: RSAccounting. 2. Hire CompactS to do salary administration. 3. Organize external audit by Registered Accountant in March. 4. Both CompactS and RSAccounting deliver services on time and are accountable for the content.</p>	2020 - 2025	<p>1. Administrative staff is complete and has done all financial accounting - Financial assistant: max 5 hrs p/w - CompactS: 4 hrs p/m 2. BDO has checked the annual administration. 3. Annual board report is submitted to DUO before July 1. 4. Administration as well as reporting are correct.</p>

5.3 Professionalization

5.3.1 Action-Oriented Approach as guiding principle

The successful implementation of AOA will have major impact on the effect of external help and will be on the agenda of the CART. Training will be open to ASC and daycare as well. The teachers matter because they spend most time with the children. The teachers would be supported by the Care Coordinator in the process of implementation, practice and guidance. In turn, the CC will receive full support from school management in terms of e.g. planning requirements and pedagogical approach of the students.

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 learning environment for the students.		
Objectives	Activity	Year	Result
<p>1. Action-Oriented Approach is the guiding principle for education care in the schools. 2. Students with exceptionalities are receiving a program catering to their individual needs. 3. Schools take responsibility for the internal care levels 1-3. 4. Strengthen 1st and 2nd line care by working from the same principles and applying</p>	<p>1. Organize refresher for school management and care coordinators to re-introduce AOA. 2. EC2 offers guidance with writing IEPs and IDPs. 3. EC2 is in dialogue with trs in the SCT to create clarity on roles and responsibilities, including CC and school management (SCT meetings,</p>	2020 – 2022/2025	<p>1. Measurable IDPs for the students in SE, PrO and SKJ are available. All plans mention the students’ talents and options according to AOA. 2. Each student who receives external education care has an IEP or IDP from the schools. School involve EC2 after evaluating results of own actions. 3. EC2 has Guidance Plans for referred students. 4. Teachers understand underlying causes for the behavior of children and</p>

strategies that acknowledge the differences between students.	Directors Conference, observations) 4. Support OCW and school management in courses on topics such as: classroom management, observation of child behavior, differentiation, CD, remediation of learning and behavior issues in the classroom, pedagogical tact.	can act upon it by applying effective strategies. Teachers consciously observe the students and act accordingly. 5. Teachers attend all SCT meetings, ask questions and apply different teaching strategies when needed. CCs attend all CART meetings and relate relevant information to the teams.
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5.3.2 Rock & Water

Rock & Water (R&W) is a psycho-physical training of: self-awareness, self-confidence, communication and social skills through physical activities combined with self-reflection and circle talks. This training will help our students deal with conflicts, bullying, peer pressure, exclusion and sexually transgressive behavior and can be taken by an individual or a group. At EC2 we use R&W to give children the experience which attitude (Rock or Water) they can take in different situations. The choice of activities can be adjusted to their experiences and goals. When we practice skills in pairs or a group it also helps to improve (group) relationships.

Goal	The EC2 team members collectively has up-to-date knowledge on a variety of methods of intervention and practise continuing education.		
Objectives	Activity	Year	Result
1. Schools and EC2 use grounding, centring, and focusing in working with students with behavior problems, ASD, low self-esteem, fear of failure. 2. Use R&W principles and techniques to improve social skills as: tolerance, solidarity.	1. Organize direct R&W sessions with children. 2. Explain the R&W principles and exercises in the SCT meetings. 3. Apply physical elements of movement in R&W exercise in the lessons: at least 1 physical experience per lesson.		1. Students are able to: - stand up for themselves - find their basic rest - put trust in each other - accept differences among peers 2. Students have consciously worked and gained knowledge on: self-control, self-reflection, and self-confidence.

5.3.3 Trauma Informed Care

Trauma Informed Care (TIC) has developed at EC2 over the past year into an important aspect of education care because through formal training, it has been acknowledged that traumatic stress can develop from a range of sources: bullying at school, dramatic weather events, school violence and even the day-to-day life experiences such as divorce or a change in the living situation. Having the tools to manage traumatic stress encourages healing, and also seeks to foster an environment of understanding, respect and support.

Goal	The EC2 team members collectively has up-to-date knowledge on a variety of methods of intervention and practise continuing education.		
Objectives	Activity	Year	Result
1. Contributing towards the development of trauma-informed classrooms through helping teachers to: - Understand behaviors related to traumatic stress - Recognize students' unique physical needs - Recognize the power of a healthy teacher-student connection	1. Continuation of direct intervention with traumatized students. 2. Assisting parents and educators in identifying possible risk factors in children. 3. The Youth Development Specialist is prepared to recognize and respond to students who have been impacted by traumatic stress. This also includes advising administrators, teachers, staff, parents, and law enforcement on appropriate responses.		1. Students are provided with clear expectations and communication strategies to guide them through stressful situations. 2. Students have the tools to cope with extreme situations. 3. There is a network of informed professionals throughout the school community.

5.3.4 Neuro-linguistic Programming

Neuro-linguistic Programming (NLP) teaches that the mind is programmed and that, unfortunately, we all tend to be misprogrammed by negative input in some way. The methods of NLP involve reprogramming, processes of clearing traumas, and treating engrams.

Goal	The EC2 team members collectively has up-to-date knowledge on a variety of methods of intervention and practise continuing education.		
Objectives	Activity	Year	Result
1. The main goal of using NLP would be to assist students in developing more self-expression and self-confidence, ultimately decreasing fear, worry and anxiety as it relates to optimizing their academic experience. 2. Contribute to effective communication and personal development.	1. Continued application in direct guidance sessions and SCT meetings where we practise with students and professional educators to apply these tools to improve: self-management, presentation skills, use of language for precise communication, study skills, classroom management, teaching design, and so on. 2. Use video-interaction, intervision, observations, modelling, goal setting, reducing unwanted habits.	2020 - 2025	1. Changed negative values and helping develop self-motivation, self-esteem and better public speaking skills. 2. Both teachers and students experience the possibility to achieve positive change by reflecting on the principles of experimentation, observation, feedback.

5.3.5 Gifted students

Goal	The EC2 team members collectively has up-to-date knowledge on a variety of methods of intervention and practise continuing education.		
Objectives	Activity	Year	Result
1. Gifted students remain interested and positive about their school program. 2. Students develop their typical thinking talents, be it creative, analytical or practical. 3. Schools and EC2 have projects available for extended learning.	1. Continued application in direct guidance sessions with students. 2. Continued exchange of information with teachers in SCT. 3. Academic Coach will continue to receive information from <i>De Begaafdenwijzer</i> .	2020 - 2025	1. Gifted students are identified and their program is differentiated by: - working at an accelerated pace, - working at a higher level, or - receiving extra projects and materials 2. Teachers make an IEP for highly gifted students. 3. Schools and EC2 have extra materials (challenging, enrichment) to use in the lessons.

5.3.6 Aggression Replacement Training

The ART is a cognitive behavioral intervention and preventive program to help children and adolescents improve social skills and moral reasoning, manage anger and reduce aggressive behavior. The training can be adjusted to SHS age groups and SCS in an individual or group setting. It consist of 3 components:

1. Social skills; replace antisocial behavior with positive alternatives;
2. Anger Control; respond to anger in a nonaggressive manner and rethink anger-provoking situations;
3. Moral Reasoning; raise level of fairness, justice and concern for the needs and rights of others.

Students who participated in this training have more knowledge on how to reduce aggression and violence by providing them with opportunities to learn prosocial skills instead of aggressive behavior.

Goal	The EC2 team members collectively has up-to-date knowledge on a variety of methods of intervention and practise continuing education.		
Objectives	Activity	Year	Result
1. Schools and EC2 have a joint program to address students who show aggressive behavior.	1. Continued application in direct guidance sessions with students.		1. Aggression is reduced to the point that student is no risk for himself or classmates.

<p>2. Approach of students is similar in different situations: home, school, EC2, JGCN.</p>	<p>2. Continued exchange of information with teachers in SCT and with care partners in the CART. 3. Academic Coach will continue to receive information and practical training.</p>	<p>2020 - 2025</p>	<p>2. Students have an IEP and ART is executed according to plan by all partners in youth care.</p>
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5.3.7 General training EC2 team

Goal	The EC2 team members collectively have up-to-date knowledge on a variety of methods of intervention and practise continuing education.		
Objectives	Activity	Year	Result
<p>1. Children referred to EC2 will receive professional services. 2. EC2, as an employer, offers labor and training opportunities to young Sabans. 3. EC2, as an employer, offers post-graduate training to university-trained employees (NVC, CBT, etc).</p>	<p>1. EC2 team members who are not yet formally qualified, follow courses on Saba or online that result in a formal diploma or certificate. E.g: 2. Enroll in CVQ level 2 Early Childhood Education; 3. Team members exchange information in monthly team meetings.</p>	<p>2020 - 2025</p>	<p>1. All EC2 team members have a formal qualification for their task. 2. EC2 provides for on-the-job guidance as well as vocational training for young locals. 3. The team is up-to-date on new developments and all work on their professional skills.</p>

5.4 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.		
Objectives	Activity	Year	Result
<p>1. EC2 boxes have functional materials. 2. There is opportunity for parents to come out and get info on raising children. 3. Students discover their talents and are encouraged to make plans for the future. 4. Teachers and parents are knowledgeable of the services rendered by the EC2 and the team that works there.</p>	<p>1. EC2 shares materials with PEAs, teachers and parents. 2. Organize parenting workshops / live events on a topic that is indicated by the parents. 3. Organize (creative) activities with local positive role models for the students. 4. Organize a practical workshop for teachers with the EC2 team.</p>	<p>2020 - 2025</p>	<p>1. The EC2 boxes cater to the needs of the children and matches the themes in class. 2. Parents attend and feel supported in parenting their children. 3. Involvement and well-being of students increase (SQ), as well as motivation for EC2 participation. 4. More teachers & parents come to EC2 for discussing reports, making individual plans, borrowing books, sharing ideas.</p>

5.5 Communication

Goal	EC2 is in open communication with all its stakeholders.		
Objectives	Activity	Year	Result
<p>1. The developments in education care have been communicated to the parents, teachers and students. 2. There is confidential and professional communication on policy, approach and progress on all levels. 3. There is consensus on the role of the school and levels in education care.</p>	<p>1. Keep the EC2 website/ Facebook page updated; have a new articles on education care every 2 days; produce video clips on own activities; advertise special events. 2. EC2 organizes meetings with board (1x 6w), directors (1x 6w), CCs (1x p/w), parents (1x 12w), CART (1x 4w) 3. Publish care plans and annual reports.</p>	<p>2020 - 2025</p>	<p>1. Parents, teachers and students know how to contact the EC2 and for what issues; they are informed of new developments and attend events. 2. Insights are shared with all chain partners to the benefit of students. Use of digital reporting system from the schools (Presentis). 3. Tasks and responsibilities in education care are clear to those involved.</p>

<p>4. Have an overall plan for Saba that describes the goals and approach of the youth and the division of tasks between all partners in education and youth care.</p> <p>5. Treatment facilities and conditions are the same for all children in the BES.</p> <p>6. Establish clarity on the boundaries between MHC and EC2, especially for parents.</p> <p>7. OCW is informed regularly of all developments on Saba with regards to education care, especially the development of Special Education.</p>	<p>4. With OLS: cooperate in setting up and executing the Youth Policy for Saba, and the pilot for care in the daycare center.</p> <p>5. With OCW + VWS: establish clarity about costs for paramedic care / health care insurance and EC2.</p> <p>6. Meet with MHC to decide on medication – therapy, psycho education for teachers and parents, and setting diagnoses.</p> <p>7. Stay in regular contact with OCW (IB and KO).</p>	<p>4. Risk of school drop-out, trauma, abuse are reduced to a minimum because of close cooperation between partners in youth care.</p> <p>5. Paramedic therapies from SLT + OT + PT will be covered by ZVK on all islands.</p> <p>6. It is clear to all that EC2 departs from the pedagogical/didactical position as support to the schools, whereas MHC formulates diagnosis + advice + treatment (medication & counseling) in psychological and psychiatric cases.</p> <p>7. Policy makers in Den Haag are informed and prepared to make possible changes in the BES education laws when needed.</p>
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5.6 Inter-insular cooperation

Goal	EC2 contributes to and benefits from a working relationship with other expertise centers through sharing experiences and best practices.		
Objectives	Activity	Year	Result
<p>1. The key persons involved in education care have experienced the situation in a setting similar to Saba and have networked with colleagues.</p> <p>2. EC2 / EOZ / ECE have an independent contact person to answer their questions and give guidance in policy making.</p>	<p>1. Organize twinning activities for EC2 board members and team with counterparts from e.g. Bonaire, St. Eustatius, and St. Maarten.</p> <p>2. Be clear in the request to OCW for a neutral party as advising consultant.</p>	2020 - 2025	<p>1. Board members and director have met their colleagues; it is possible to get in contact with questions or remarks. Ideas from BON / EUX situation can be applied on Saba.</p> <p>2. The expertise centers of the BES have a joint education care policy including Collective Labor Laws for their personnel.</p>

5.7 Materials

Goal	EC2 team has appropriate materials to execute its tasks and pursue goals of the Education Care Plan.		
Objectives	Activity	Year	Result
<p>1. Materials are available for the EC2 team to carry out all assessments needed for tailor-made care.</p> <p>2. EC2 has basic crafts materials catering for visual-spatial learners and for students to express their feelings.</p> <p>3. Equipment and furniture are in good working order.</p>	<p>1. Order evaluation instruments per discipline and order materials.</p> <p>2. Determine projects and place order: execute creative activities as party of counseling and resilience training. Organize art exhibition.</p> <p>3. Budget depreciation.</p>	2020 - 2025	<p>1. EC2 carries out all assessments requested by the CCs in order for students to receive specific assistance in school.</p> <p>2. Students can work with attractive projects.</p> <p>3. EC2 has reserved funds to replace furniture, ICT equipment, etc.</p>

6. Financial procedures and budget 2020 - 2025

6.1 Financial procedures

EC2 receives a monthly subsidy from the ministry of OCW to deliver education care services according to this plan. The administration of the budget is initiated and monitored by the Director and executed under supervision of the Director according to the following guidelines:

- EC2 board uses the services of an administrative bureau to do the official salary administration including social premiums (Compacts).
- The practical, weekly financial administration is done by RS Accounting, in the person of Bettina Schroeter, with supervision of BSF Holding from St. Maarten. She prepares overviews of expenses, invoices and bank statements. She makes the payment orders which are signed by one board member and the director, and makes online payments. The financial assistant is available as a freelance employer for half a day per week max.
- RSAccounting being a local company, is an extremely convenient partner in weekly contact which contributes to the quality, accuracy and efficiency of their following services:
 - Management of the financial administration;
 - Assistance with budgeting, planning and control cycle;
 - Make annual financial reports;
 - Give information and advice pertaining to judicial rules, regulations and laws;
 - Advice on management and policy.
- External audit will be initiated yearly in March and is done by a Register Accountant from Sint Maarten (BDO).
- Planning and accountability cycle are in place.

A decrease of financial reserves was noticed and addressed with OLS and OCW (Minister + Director PO). Causes are: adhering to labor agreement for education personnel by OCW, increased need for PEAs, raise in pension premiums, and raise in wage tax for employer.

In a response OCW-DUO adjusted the budget in June 2020 with a lumpsum of \$75,000 retroactive as of June 2016.

6.2 Budget

The annual budget format corresponds with the paragraphs of the action plan in chapter 5. Each item reflects the objective and activities in a time planning. Some remarks:

- The budget includes the full school year 2020-2021 (also the first semester), because preparation for the establishment of a department for Special Ed will start in August 2020 with the employment of a Project Leader.
- The costs for the Project Leader SE are mentioned separately in the regular budget,
- The total budget under the new *bekostigingsregeling* for the upcoming 5 years is projected to be \$457,000 as of January 2021; this was announced by OCW per email (May 20, 2020).
- As discussed with OCW, the salary costs for the Project Leader should not weigh on the standard expenses but will eventually be dealt with as a separate project. They are therefore taken out of the totals in paragraph 6.2.8 Summary budget.
- With EC2 being a relatively small organization, we hope the new *bekostigingsregeling* will eventually allow for a raise in personnel costs based on positive appraisal of functioning and expected augmentation of social premiums.

6.2.1 Expertise team

6.2.1 EC2 expertise team										
Goal: Children with developmental issues as identified in the schools by the teachers, are addressed with the help of the EC2 team; the EC2 team is complete.										
<i>Objective: Students with SEN follow an appropriate program that caters to their needs: inclusive when possible, exclusive when needed. They are identified, diagnosed and receive support indirectly by coaching of the teachers, directly by intervention of EC2 in class or at EC2, in Rebound, or in Special Ed.</i>	2021 Jan - Dec	Quantity	2022 Jan - Dec	Quantity	2023 Jan - Dec	Quantity	2024 Jan - Dec	Quantity	2025 Jan - Dec	Quantity
	1.1 Contract educationalist/director 40 hrs pw									
Incl. pension + insurance + employer taxes + premiums		1		1		1		1		1
1.2 Contract youth development specialist 24/32 hrs pw										
Incl. pension + insurance + employer taxes + premiums		1		1		1		1		1
1.3 Contract behavior coach 40 hrs pw										
Incl. pension + insurance + employer taxes + premiums		1		1		1		1		1
1.4 Contract project leader Special Ed 40 hrs pw										
Incl. pension + insurance + employer taxes + premiums		1		1		1		1		1
1.5 Services personal education assistant 25 hrs pw										
Freelance per week x40 @ \$12.50 - 12.70 phr		80		80		80		40		40
Contract for 32 hrs per week incl. social premiums		1		2		2		3		3
1.6 Testing services clinical psychologist 16 hrs pm										
Testing services freelance per month x10 @ \$50 phr		10		10		10		10		10
1.7 Weekly services occupational therapist 8 hrs pw										
Treatment, reporting, meetings pw x40 @ \$75 phr		40								
Flight from SXM pm x40		40								
Compensation + travel costs per week through ZVK										
1.8 Weekly services therapeutic play and music 4 hrs pw										
Freelance per week x40 @ \$50 phr		40		40		40		40		40
1.9 Weekly services pediatric physical therapist 8 hrs pw										
Compensation + travel costs per week through ZVK										
1.10 Weekly services speech & language therapist 16 hrs pw										
Compensation + travel costs + hotel pw through ZVK										

6.2.2 EC2 office staff + materials

6.2.2 EC2 Office staff + materials										
Goal: EC2 executes a balanced and transparent financial policy.										
<i>Objective: Financial obligations have been met, administration is up-to-date and checked, EC2 tasks are carried out and meet the legal requirements.</i>	2021 Jan - Dec	Quantity	2022 Jan - Dec	Quantity	2023 Jan - Dec	Quantity	2024 Jan - Dec	Quantity	2025 Jan - Dec	Quantity
	2.1 Financial administration									
Financial assistant for 4 hours per week max @ \$75 ph		40		40		40		40		40
Administration office (Compacts) per quarter @ \$75		4		4		4		4		4
2.2 Annual external audit										
Yearly audit		1		1		1		1		1
2.3 Chamber of Commerce registration										
Yearly fee		1		1		1		1		1
Print-outs + updates		2		2		2		2		2
2.4 Office consumables										
Paper, staples, pens, pencils, markers, paper clips, etc.		1		1		1		1		1
Cleaning materials: toilet paper, mop, clorox, etc.		1		1		1		1		1
Kitchen materials: paper towel, dishwashing liquid, etc.		1		1		1		1		1
Workshop materials: binders, flip charts, etc.		1		1		1		1		1
2.5 Computers + printers										
Computer + printer maintenance		1		1		1		1		1
Computer + printer replacement		1		1		1		1		1
Printer cartridges lumpsum		1		1		1		1		1

6.2.3 Professionalization

6.2.3 Professionalization										
Goal: All involved in education care are in agreement on their role and are professionally equipped for their task in order to provide a safe and reliable learning environment for the students.										
<i>Objective: Each student that receives extra support has an IEP/IDP from school and Guidance Plan from EC2 that meets the OCW guidelines. Training is available to EC2 team members and CCs. Schools and EC2 work according to the AOA principles.</i>	2021 Jan - Dec	Quantity	2022 Jan - Dec	Quantity	2023 Jan - Dec	Quantity	2024 Jan - Dec	Quantity	2025 Jan - Dec	Quantity
	3.1 Refresher course Action-Oriented Approach (continuity through policy + planning) + giving feedback + coordination education care									
Ticket AMS/CUR-SAB-AMS/CUR		3				2				
Hotel per day		21				14				
Daily allowance		21				14				
Transport per day		6				6				
Consultant fee per day		18				12				
3.2 Training EC2 team Rock & Water: 2-day repeat EDIT + 2-day children with autism										
Ticket AMS-SAB-AMS				3						
Hotel per day				18						
Daily allowance				18						
Transport per day				5						
Consultant fee per day				18						
3.3 Continued training and implementation Trauma Informed Care										
Online costs		2				1				
3.4 Continued training and implementation Neuro-linguistic Programming										
Online costs				1						
3.5 Continued training and implementation for Gifted students										
Online workshop costs @ 575 ph		2		2						
Workshop in NL @ 575 ph		2		2						
Materials lumpsum		1		1						
Transport + allowance		2		2						
3.6 Continued participation in training and implementation for Aggression Replacement Training										
Follow-up training and practicals		1				2				
3.7 Refresher courses EC2 team (Nonviolent Communication, Restorative Practices, Cognitive Behavior Therapy, etc)										
Follow-up training and practicals lumpsum		5		5		5		5		5
3.8 General training EC2 team (basic qualification for current team members)										
CVQ level 2. Early Childhood Development course fee		1.5				1		1		
Liberty University Special Education Assistant tuition		2		1		1				1

6.2.4 Preventive care, motivation and information

6.2.4 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>	2021 Jan - Dec	Quantity	2022 Jan - Dec	Quantity	2023 Jan - Dec	Quantity	2024 Jan - Dec	Quantity	2025 Jan - Dec	Quantity
	4.1 EC2 boxes for SEN students									
Update + develop didactic learning materials, games		2		3		4		5		5
4.2 Parenting workshop, presentation and live Facebook events										
EC2 team representative		2		2		2		2		2
Develop/print materials for presentations		6		6		6		6		6
4.3 Creative activities for students										
Input local artist or crafts person per day @ 550		5		5		5		5		5
Materials per activity		5		5		5		5		5
Catering snacks + drink		50		50		50		50		50
4.4 Information evening with expertise team										
Copy cost for invitations + flyers		250		250		250		250		250
Catering snacks + drink		50		50		50		50		50

6.2.5 Communication

6.2.5 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 OCW, CART, Board, Directors, Care Coordinators, parents and students.</i>	2021 Jan - Dec	Quantity	2022 Jan - Dec	Quantity	2023 Jan - Dec	Quantity	2024 Jan - Dec	Quantity	2025 Jan - Dec	Quantity
	5.1 Updated website on developments and multi-disciplinary team									
Maintenance and upkeep per month		1		1		1		1		1
Domain name and fee per year		1		1		1		1		1
5.2 Active facebook page on new activities and educational developments in education care										
Facebook master per month		11		11		11		11		11
5.3 Produce yearly TV- programs and specials										
Production and broadcast		1		1		1		1		1
Recording lectures and powerpoint presentations		1		1		1		1		1
5.4 Scheduled meetings with Care Coordinators, Directors, EC2 board, CART										
SCT meetings, average 8 per week		320		320		320		320		320
Meetings Directors, 1x per 6 weeks		7		7		7		7		7
Meetings EC2 board, 1x per 6 weeks		7		7		7		7		7
Meetings CART, 1x per month		10		10		10		10		10
Meetings with parents/teachers, 1x per semester		100		100		100		100		100
Meeting with EC2 team & board + lunch @ \$25		2		2		2		2		2
Start + evaluation session for CART+lunch @ \$25		2		2		2		2		2
5.5 Clarity on tasks, responsibilities and planning through annual plan and annual report										
Print Education Care Plan Saba 2020-2025, distribute		10								
Print yearly updates of Education Care Supplements				10		10		10		10
Publish annual report, distribute		10		10		10		10		10
5.6 Telephone and Internet connection										
Monthly invoice including Bundle Extra internet		12		12		12		12		12
5.7 Special event advertisements + promotional materials										
Bi-annual newspaper ads		2		2		2		2		2
Flags, buttons, pens, mouse pads, caps, lumpsum		1		1		1		1		1

6.2.6 Inter-insular cooperation

6.2.6 Inter-insular cooperation										
Goal: EC2 contributes to and benefits from a positive working relationship with other expertise centers through sharing experiences, best practices and policy making.										
<i>Objective: All stakeholders have networked with colleagues in a similar situation.</i>	2021 Jan - Dec	Quantity	2022 Jan - Dec	Quantity	2023 Jan - Dec	Quantity	2024 Jan - Dec	Quantity	2025 Jan - Dec	Quantity
	6.1 Twinning board members + director									
Ticket SAB-BON/EUX-SAB		4				4				4
Bi-monthly contact through Skype, WhatsApp, Zoom		5		5		5		5		5
Hotel per day		12				12				12
Daily allowance		12				12				12
Transport lumpsum		1				1				1
6.2 Twinning EC2 team + director										
Ticket SAB-BON/EUX/SXM-SAB				4				4		
Bi-monthly contact through Skype, WhatsApp, Zoom		5		5		5		5		5
Hotel per day				12				12		
Daily allowance				12				12		
Transport per day				1				1		

6.2.7 Materials

6.2.7 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.	2021 Jan - Dec	Quantity	2022 Jan - Dec	Quantity	2023 Jan - Dec	Quantity	2024 Jan - Dec	Quantity	2025 Jan - Dec	Quantity
7.1 Materials										
For psychologist lumpsum		1		1		1		1		1
Materials for PT lumpsum		1		1		1		1		1
Materials for SLT lumpsum		1		1		1		1		1
For pediatric physical therapist lumpsum		1		1		1		1		1
For OT lumpsum		1		1		1		1		1
For educationalist lumpsum		1		1		1		1		1
For behavior coach lumpsum		1		1		1		1		1
7.2 Arts & crafts materials										
Paint, glitters, cardboard, markers, clay, etc.		1		1		1		1		1
7.3 Furniture & electronic equipment										
Reservation for furniture lumpsum per year		1		1		1		1		1
Reservation electronic equipment lumpsum per year		1		1		1		1		1

6.2.8 Summary budget

6.2.8 Summary budget	2021	2022	2023	2024	2025
1. EC2 expertise team	360,000	376,200	377,200	399,200	402,635
2. EC2 office staff + materials	22,685	22,685	22,885	22,885	22,885
3. Professionalization	51,105	34,855	33,555	11,455	8,020
4. Preventive care, motivation and information	3,100	3,200	3,300	3,400	3,400
5. Communication	12,750	12,700	12,700	12,700	12,700
6. Inter-insular cooperation	5,960	5,960	5,960	5,960	5,960
7. Materials	6,400	6,400	6,400	6,400	6,400
Total \$	457,000	457,000	457,000	457,000	457,000

7. Appendices

- 7.1 Charter of the foundation**
- 7.2 EC2 Intake Form Learning & Behavior Issues**
- 7.3 EC2 Guidance Plan**
- 7.4 Complaints procedure**
- 7.5 EC2 after Covid-19**
- 7.6 CART evaluation and ambitions**

7.1 Charter of the foundation



Mr. Paul J.E.M. Steeman
NOTARIS
Saba & St. Eustatius (N.A.)

TRUE COPY

Preparing & passing of the constitution of the "Foundation Expertise
Center Education Care Saba;;

Date: March 10th, 2011

Statuten-Expertise Center Education Care Saba

Heden, tien maart twee duizend elf, verschenen voor mij, Paulinus Johannes Engelbert Marie Steeman, waarnemende zijn vakante kantoor van notaris van Saba en Sint Eustatius, hierna verder te noemen "notaris":

1. Mevrouw Raquel Marisa Zulaika Louisa Granger, ambtenaar, wonende op Saba, geboren op Saba, op vijftwintig januari negentien honderd vijfenzeventig; handelend als mondeling gevolmachtigde voor de Saba Educational Foundation;
2. Mevrouw Diane Lynette Wilson-Britten, schooldirecteur, wonende op Saba, geboren op Aruba, op een mei negentien honderd negenenvijftig; handelend als mondeling gevolmachtigde voor de Stichting Katholiek Onderwijs Saba;
3. De heer Carl Albert Buncamper, wonende op Saba, geboren op Sint Maarten, op negen oktober negentien honderd vijfenzestig; handelend als mondeling gevolmachtigde voor de Foundation Social Workplace Saba.

De comparanten verklaren bij deze akte een stichting op te richten en daarvoor de volgende statuten vast te stellen."

Naam en Zetel

Artikel 1.

1. De stichting draagt de naam
"Foundation Expertise Center Education Care Saba"
en is gevestigd te Saba, Caribisch Nederland, in St. John's.
2. De stichting is aangegaan voor onbepaalde tijd.

Doel

Artikel 2.

De stichting heeft als doel:

zulkas met inachtneming van de Wet Primair Onderwijs BES, de Wet Voortgezet Onderwijs BES, de Wet Educatie en Beroepsonderwijs BES, de Wet Sociale Kantrajecten Jongeren en de richtlijnen voor de zorgstructuur:

1. Het ten behoeve van de eilandelijke onderwijsinstanties inrichten en in stand houden van onder andere een Expertisecentrum Onderwijszorg (hierna EOZ);
2. Het realiseren van een samenhangend geheel van zorgvoorzieningen met als doel passend onderwijs te bieden aan zo veel mogelijk leerlingen op Saba van wie vaststaat dat zij al dan niet tijdelijk een orthopedagogische en orthodidactische benadering behoeven met het oog op een ononderbroken leer- en ontwikkelingsproces;
3. Het uitvoeren van alle taken van het EOZ zoals omschreven in de wet. De stichting tracht zijn doel te verwezenlijken door ondermeer:
 - a. gezamenlijke besluitvorming over toereikende organisatie (procedures) en deskundige ondersteunende activiteiten in het onderwijs aan deelnemers met een lichamelijke, verstandelijke, zintuiglijke of meervoudige beperking, dan wel problematiek in de sociaal-emotionele of communicatieve ontwikkeling, of een persoonlijkheidsstoornis;
 - b. het bevorderen van deskundigheid binnen het onderwijs en het adviseren van de leden en betrokkenen in relatie tot het doel van het EOZ;

- c. het registreren van in-, door- en uitstroomgegevens van leerlingen behorende tot de doelgroep van het EOZ;
- d. samenwerking na te streven met andere organisaties die werkzaam zijn ten behoeve van onderwijs en opvang van zorgleerlingen (jeugdzorg, gezondheidszorg);
- e. andere activiteiten die aan het doel van de stichting dienstbaar kunnen zijn.

Vermogen

Artikel 3.

De middelen van de stichting bestaan uit:

- a. subsidies;
- b. alle geldmiddelen die krachtens enige overeenkomst door de stichting zijn ontvangen;
- c. andere middelen die aan het doel van de stichting dienstbaar kunnen zijn.

Bestuur

Artikel 4.

1. Het bestuur van de stichting bestaat uit tenminste drie (3) en ten hoogste vijf (5) leden.
2. Het bestuur kiest uit zijn midden een voorzitter, een secretaris en een penningmeester. De functies van secretaris en penningmeester kunnen in één persoon worden verenigd.
3. De bestuursleden worden voorgedragen door hun bevoegd gezag en benoemd voor een periode van vier jaar, en worden hoogstens eenmaal herbenoemd.
4. Indien het aantal bestuursleden minder is dan drie is het bestuur niettemin een geldig bestuur, maar dient zo spoedig mogelijk het bestuur te worden aangevuld;
5. Lidmaatschap van het bestuur eindigt door:
 - a. bij huishoudelijk reglement vast te stellen rooster;
 - b. overlijden;
 - c. opzegging door het lid;
 - d. door faillietverklaring, aanvraag van surseance van betaling, onder curatelestelling;
 - e. ontslag door het bestuur bij besluit genomen met twee/derde der stemmen door het voltallig bestuur;
 - f. ontslag door de rechtbank;
6. Een bestuurslid kan met meerderheid van stemmen door het bestuur worden geschorst voor een periode van 3 maanden. In geva van een besluit tot schorsing dient het bestuur binnen 3 maanden na ingang van de schorsing te besluiten tot ontslag hetzij tot opheffing van de schorsing. Bij gebreke daarvan vervalt de schorsing.
7. Wanneer in het bestuur van het EOZ een vacature is ontstaan, zal daarin door de af te vaardigen onderwijsinstantie zo spoedig mogelijk worden voorzien door het benoemen van een nieuw, gevolmachtigd bestuurslid.
8. Stemming geschiedt mondeling, tenzij één of meer bestuursleden een schriftelijke stemming wensen. Over personen wordt schriftelijk gestemd.
9. De leden van het bestuur genieten geen beloning ten laste van de kas van de stichting. Werkelijk gemaakte onkosten kunnen evenwel met

overlegging van ontvangstbewijzen ten laste van de stichting worden gedeclareerd voor zover het bestuur daartoe besluit.

10. Het bestuur zal zo spoedig mogelijk een persoon benoemen die tijdelijk met het bestuur wordt belast of zal de weg aanwijzen waarop die persoon benoemd wordt voor het geval van ontbreken van alle bestuursleden, teneinde een vacuum in het bestuur te voorkomen.

Taken/Bevoegdheden

Artikel 5.

1. Het bestuur is belast met het besturen van de stichting
2. Het bestuur is bevoegd om namens de stichting over de arbeidsvoorwaardelijke aspecten van de inzet van de ambulante zorg overleg te voeren.
3. Het EOZ is bevoegd tot verdeling van de middelen op basis van de behoeften zoals aangeduid in het Eilandelijk Zorgplan.
4. Het bestuur is bevoegd tot het aangaan van overeenkomsten tot verkrijging, vervreemding en bezwaring van registergoederen. Het bestuur is niet bevoegd tot het aangaan van overeenkomsten tot borgstelling of zekerheidstelling voor de schuld van een derde.
5. Het bestuur kan zich laten bijstaan door deskundigen.

Overige taken

Artikel 6.

1. Het bieden van onderwijsondersteunende activiteiten aan leerlingen/deelnemers met een lichamelijke, verstandelijke, zintuiglijke of meervoudige beperking, dan wel problematiek in de sociaal-emotionele of communicatieve ontwikkeling, of een persoonlijkheidsstoornis;
2. Het verzorgen van ambulante begeleiding ten behoeve van leerlingen/deelnemers met een specifieke zorgbehoefte;
3. Het verrichten van handelingsgerichte diagnostiek ten behoeve van leerlingen/deelnemers op verzoek van het bevoegd gezag, het samenwerkingsverband of de ouders.
4. Op verzoek van een schoolbestuur, het samenwerkingsverband of de ouders van leerlingen/deelnemers kan het EOZ adviseren en collegiaal consulteren.
5. Het bestuur stelt een directeur (coördinator-voorzitter/secretaris) aan voor het Expertisecentrum Onderwijszorg aan wie inhoudelijke taken gedelegeerd worden.
6. De voorzitter en de secretaris van het bestuur zijn belast met de uitvoering van de besluiten van het bestuur. Zij vertegenwoordigen gezamenlijk de stichting in en buiten rechte.
7. De directeur (coördinator-voorzitter/secretaris) voert op alle scholen in samenwerking met de Interne Begeleiders en Zorgcoördinatoren een systeem voor onderwijszorg in dat aan de wettelijke bepalingen voldoet.
8. De directeur (coördinator-voorzitter/secretaris) doet beleidsvoorstellen omtrent de inrichting en verbetering van de onderwijszorg aan het bestuur van de stichting.

Bestuursvergaderingen

Artikel 7.

1. Het bestuur vergadert zo dikwijls als de voorzitter of degene die hem vervangt, dan wel ten minste twee andere bestuursleden, dit gewenst achten.

2. De secretaris roept het bestuur bij voorkeur ten minste drie dagen vantevoren en bij voorkeur schriftelijk op tot vergadering.
3. De secretaris stelt voorafgaande aan de vergadering de agenda op, met inbreng van de andere leden.
4. De secretaris maakt de notulen van de vergaderingen en stuurt deze aan de andere bestuursleden ter goedkeuring op, ten minste drie dagen voor de volgende vergadering.
5. Het bestuur kan zowel in als buiten de vergaderingen besluiten nemen. In het laatste geval is daartoe vereist dat alle bestuursleden schriftelijk hun stem uitbrengen.
6. Tenzij anders vermeld in de statuten, worden besluiten genomen met een meerderheid van stemmen in een vergadering waarin ten minste de helft van het aantal zittende bestuursleden aanwezig is. Bijstaking van stemmen wordt het voorstel geacht te zijn verworpen.
7. Stemmingen geschieden mondeling, tenzij een bestuurslid schriftelijke stemming verlangt. Stemming bij acclamatie is geoorloofd indien geen van de bestuursleden bezwaar maakt.

Boekjaar

Artikel 8.

1. Het boekjaar van de stichting valt samen met het schooljaar. Het eerste boekjaar oopt vanaf heden tot en met eenendertig juli.
2. De boeken worden jaarlijks per einde van het boekjaar afgesloten.
3. De penningmeester legt uiterlijk in de maand oktober van elk jaar aan het bestuur rekening en verantwoording af van het door hem in het voorafgaande boekjaar gevoerde beheer.
4. Binnen vijf maanden na afloop van het boekjaar wordt de jaarrekening, bestaande uit een balans, een staat van de baten en de lasten en een toelichting daarop voorgelegd aan het bestuur door het Administratiekantoor, die vervolgens verantwoording aflegt aan OCW.
5. De penningmeester legt het bestuur jaarlijks voor één juni een begroting voor ter zake van het volgende begrotingsjaar.
6. Het bestuur is in het algemeen verplicht om het vermogen en de schulden en activiteiten van de stichting te administreren overeenkomstig de vereisten die uit die activiteiten voortvloeien en om de relevante boeken, documenten en verdere gegevensverstrekkers te bewaren op zodanige wijze dat daaruit te allen tijde de rechten en verplichtingen van de stichting bekend zijn.
Ieder bestuurslid is heft het recht om de administratie en boeken, documenten en verdere gegevensverstrekkers van de stichting te inspecteren
7. In overeenstemming met Artikel 2:15, paragraaf 3 van het Burgerlijk Wetboek van de Nederlandse Antillen is het bestuur verplicht de voornoemde boeken, documenten en verdere gegevensverstrekkers gedurende een periode van tien (10) jaar te bewaren.

Huishoudelijk reglement

Artikel 9.

1. Het bestuur is bevoegd een huishoudelijk reglement vast te stellen waarin nadere regels zijn opgenomen die voor een goede uitvoering van de statuten nodig worden geacht. Het reglement mag geen bepalingen bevatten die in strijd zijn met de wet of de statuten van de stichting.
2. Vaststelling en wijziging van het huishoudelijk reglement vindt plaats bij

gewone meerderheid van stemmen.

Informatieplicht

Artikel 10.

1. De aangesloten onderwijsinstellingen voorzien het bestuur van alle informatie die benodigd is voor een goede uitvoering van de taken van het EOZ.
2. Ten behoeve van het opstellen het jaarverslag verstrekken alle bestuursleden de gewenste gegevens van hun respectievelijke onderwijsinstantie.

Statutenwijziging en ontbinding

Artikel 11.

1. Het bestuur is bevoegd de statuten te wijzigen of de stichting te ontbinden;
2. Het besluit daartoe kan slechts genomen worden met een meerderheid van twee/derde van de zittende bestuursleden, met in achtname van hetgeen in artikel 7 omtrent besluitvorming is bepaald.
3. Na de ontbinding zal de stichting voortgaan te bestaan voor zover nodig voor de liquidatie en zullen de voorzieningen volgens deze statuten zoveel mogelijk van kracht blijven.
4. De liquidatie zal worden uitgevoerd door het bestuur. Het bestuur mag echter een of meer liquidateuren benoemen.
5. Een mogelijk positief saldo van de ontbonden stichting zal zoveel mogelijk worden aangewend in overeenstemming met het doel van de stichting.
4. De wijziging van de statuten treedt niet in werking dan nadat daarvan notariële akte is opgemaakt. Tot het doen verlijden van zodanige akte is ieder lid van het bestuur bevoegd.

Slotbepaling

Artikel 12

In alle gevallen waarin de statuten niet voorzien, beslist het bestuur.
De comparanten zijn mij, notaris bekend.

WAARVAN AKTE

in minuut is verleden op de datum in het hoofd van deze akte vermeld.
Na zakelijke opgave van de inhoud van deze akte aan de comparanten hebben deze eenparig verklaard van de inhoud van deze akte te hebben kennis genomen en op volledige voorlezing daarvan geen prijs te stellen.
Daarna, na summiere voorlezing van deze akte aan de comparanten werd deze akte ondertekend door de comparanten en mij, notaris.
W.g.: R.M.Z.L. Granger, D.L. Wilson-Britten, C.A. Buncamper, P.J.E.M. Steeman,

----- UITGEGEVEN VOOR AFSCHRIFT -----



7.2 EC2 Intake Form Learning & Behavior Issues

INTAKE FORM LEARNING & BEHAVIOR ISSUES



Student _____	School _____	LLDC	SHS	SCS	SKJ
Teacher/mentor _____	Grade _____				
EC2 coordinator _____	Date of birth _____				
Referral date _____	Date discussed in SCT _____				

Please observe the items below. Indicate the areas in which you ask for assistance with this student with an X and provide all requested information. Incomplete forms will not be considered.

1. Physical health

- | | |
|--|--|
| <input type="checkbox"/> Regular doctor visits | <input type="checkbox"/> Chronic disease (e.g. diabetes) |
| <input type="checkbox"/> Visual problems | <input type="checkbox"/> Hearing issues |
| <input type="checkbox"/> Fine motor skills | <input type="checkbox"/> Gross motor skills |
| <input type="checkbox"/> Hyperactivity | <input type="checkbox"/> Clumsiness |
| <input type="checkbox"/> Poor personal hygiene | <input type="checkbox"/> Speech problems |
| <input type="checkbox"/> Poor penmanship | <input type="checkbox"/> Hypochondria |
| <input type="checkbox"/> Obesity, eating disorders | <input type="checkbox"/> Asthma |
| <input type="checkbox"/> Medication for _____ | <input type="checkbox"/> Other _____ |

2. Specific circumstances

- | | |
|--|---|
| <input type="checkbox"/> Death in the family | <input type="checkbox"/> Severe illness |
| <input type="checkbox"/> Unemployment | <input type="checkbox"/> Financial problems |
| <input type="checkbox"/> Addiction | <input type="checkbox"/> Violence |
| <input type="checkbox"/> Separation or divorce | <input type="checkbox"/> Other _____ |

3. Work attitude

	Good	Passable	Weak
Cooperates with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperates with teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can organize work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works neatly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finishes school assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finishes home assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Behavior issues

- | | |
|--|--|
| <input type="checkbox"/> Manipulative, tattling | <input type="checkbox"/> Bus problems |
| <input type="checkbox"/> Disturbs others during work | <input type="checkbox"/> Excessive absences |
| <input type="checkbox"/> Missing materials | <input type="checkbox"/> Excessive detentions |
| <input type="checkbox"/> Excessive lying | <input type="checkbox"/> Excessive talking |
| <input type="checkbox"/> Not following instructions | <input type="checkbox"/> Poor listening skills |
| <input type="checkbox"/> Excessive tardiness | <input type="checkbox"/> Fighting |
| <input type="checkbox"/> Talks back to the teacher | <input type="checkbox"/> Violent behavior |
| <input type="checkbox"/> Guessing on tests | <input type="checkbox"/> Recess problems |
| <input type="checkbox"/> Inappropriate language | <input type="checkbox"/> Poor communication |
| <input type="checkbox"/> Getting out of seat | <input type="checkbox"/> Throwing tantrums |

INTAKE FORM LEARNING & BEHAVIOR ISSUES

	Good	Passable	Weak
5. Emotional development			
Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence in others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realistic expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses norms and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with setbacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to deal with stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Cognitive skills	Good	Passable	Weak
Attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reasoning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Math achievements			
Last report card results	_____	_____	_____
Specific problems in this subject, namely:	_____		

How many months behind grade level (DLE)?	_____		
8. Reading and Language Arts (English, Dutch, Spanish) achievements			
Last report card results	_____	_____	_____
Specific problems in this subject, namely:	_____		

How many months behind grade level?	_____		
9. Spelling skills			
Last report card results	_____	_____	_____
Specific problems in this subject, namely:	_____		

How many months behind grade level?	_____		



INTAKE FORM LEARNING & BEHAVIOR ISSUES



10. Social-emotional development

Last report card results _____

Specific problems in this subject, namely:

How many months behind grade level? _____

11. Factors that hamper the child's overall development

12. Factors that contribute to the child's overall development

13. Current approach

What has been done in school to address the situation? What action is taken by the Homeroom Teacher, Care Coordinator, PrO/SE/RT teacher? What worked? Who was involved? Have colleagues had their input? Which materials were used? How was the approach?

14. Parental involvement

In what way have the parents been involved in addressing the issues? Were the parents in regular contact with the school?

15. What exactly is your question to EC2?

Revised request for assistance (within the same academic year)

Date _____ What has changed in the situation? Specify the change in education needs.

INTAKE FORM LEARNING & BEHAVIOR ISSUES



16. Intake should include

- Behavior observation report
- Small Care Team report
- Recent school report
- Parental consent
- IEP or IDP by the school
- Completed checklist ADHD/SLT/OT/CBC

To be filled out by EC2

17. EC2 team member

- Behavior observation
- Brief pedagogical-didactical test
- Teacher coaching for learning issues
- Teacher coaching for social-emotional issues
- Assessment for 3 to 6 year-olds
- Evaluation of speech
- Evaluation of fine motor skills
- Evaluation of visual-perceptual processing
- Evaluation of sensory processing
- Diagnostic test with error analysis to determine exact level of achievement and learning issues
- Psychoeducational test to determine problem solving skills and assess ability
- Assessment of intelligence
- Assessment of learning style
- Assessment of social-emotional issues
- Assessment of problem solving skills
- Self-assessment of career options
- Self-assessment of social-emotional well-being in school
- Assessment of attention span and level of activity
- Dyslexia screening
- Assistance with writing IEP
- Psychiatric evaluation
- Parenting support and training
- Home visit
- Other _____

EC2
416 3809
ec2saba@gmail.com

7.3 EC2 Guidance plan



GUIDANCE PLAN EC2

DATE & YEAR

1. Student data			
Name		School + grade/form	
Date of birth		Contact person EC2	
Name parents		Parental consent	
Address + phone		Contact person school	
School registration	✓	School report	✓
IEP or IDP	✓	Intake form	✓

2. Care need	
What is the reason for application?	
Who applied for guidance?	
What is the question for the EC2?	
What is the advice of the Small Care team?	

3. Goals	
What are the goals set by the school/parents/EC2?	

4. Planning	
What interventions are planned? How will they take place? By whom? What frequency? Where?	
Is an IEP or IDP available at the school?	

5. Action	
Are guidance activities taking place as planned?	
What are positive factors?	
What are hampering factors?	
What is the projected longterm outcome?	
How does briefing take place?	

6. Evaluation		
How is the cooperation with the school?		
How do the parents contribute?		
Have the goals been met? Yes, no? Why not?		
How do we continue?		
Filled out by	Starting date	Evaluation date

7.4 Complaints procedure

Regeling van de Minister van Onderwijs, Cultuur en Wetenschap van PM, nr. PM, houdende het geven van regels voor het beslechten van geschillen tussen de deelnemers van het samenwerkingsverband zorg door een geschillencommissie (Regeling geschillen zorg BES)

De Minister van Onderwijs, Cultuur en Wetenschap,

handelende in overeenstemming met de Minister van Economische Zaken, Landbouw en Innovatie;

Gelet op artikel 26, zesde lid, van de Wet primair onderwijs BES, artikel 67, zesde lid, van de Wet voortgezet onderwijs BES, en artikel 3.2, zesde lid, van de Wet educatie en beroepsonderwijs BES;

Besluit:

Artikel 1. Begripsbepalingen

In deze regeling wordt verstaan onder:

bevoegd gezag: bevoegd gezag als bedoeld in de Wet primair onderwijs BES, de Wet voortgezet onderwijs BES, de Wet educatie en beroepsonderwijs BES of het bestuur van het projectbureau, bedoeld in de Wet sociale kanstrajecten jongeren BES dan wel het bestuur van het expertisecentrum onderwijszorg, bedoeld in deze wetten;

geschillencommissie: geschillencommissie als bedoeld in artikel 2;

Minister: Minister van Onderwijs, Cultuur en Wetenschap;

openbaar lichaam: openbaar lichaam Bonaire, Sint Eustatius of Saba;

Rijksvertegenwoordiger: Rijksvertegenwoordiger voor de openbare lichamen Bonaire, Sint Eustatius en Saba;

samenwerkingsverband: samenwerkingsverband als bedoeld in artikel 26 van de Wet primair onderwijs BES, artikel 67 van de Wet voortgezet onderwijs BES, en artikel 3.2 van de Wet educatie en beroepsonderwijs BES.

Artikel 2. De geschillencommissie

1. Elk samenwerkingsverband heeft een geschillencommissie.
2. De geschillencommissie heeft tot taak het op verzoek beslechten van geschillen tussen de bevoegde gezagsorganen over aangelegenheden als bedoeld in de artikelen 26, 27 en 28 van de Wet primair onderwijs BES, de artikelen 67, 68 en 69 van de Wet voortgezet onderwijs BES of de artikelen 3.2, 3.3 en 3.4 van de Wet educatie en beroepsonderwijs BES.
3. De oordelen van de geschillencommissie zijn bindend.
4. De geschillencommissie is bevoegd zich bij de uitvoering van haar taak bij te laten staan door deskundigen.
5. De geschillencommissie stelt een reglement vast, waarin in elk geval regels over de werkwijze en procedures van de commissie zijn opgenomen.

Artikel 3. Leden en plaatsvervangende leden van de geschillencommissie

1. De geschillencommissie bestaat uit drie leden onder wie een voorzitter die een jurist is, en drie plaatsvervangende leden die allen door de Rijksvertegenwoordiger worden benoemd.

2. De leden en de plaatsvervangende leden worden benoemd op voordracht van de bevoegde gezagsorganen.
3. De leden en de plaatsvervangende leden worden benoemd voor een periode van ten hoogste vier jaar. De leden en de plaatsvervangende leden kunnen éénmaal worden herbenoemd voor een periode van ten hoogste vier jaar.
4. De leden en de plaatsvervangende leden:
 - a. maken geen deel uit van een deelnemend bevoegd gezag, of
 - b. hebben niet zodanige betrekkingen met een of meer van de bevoegde gezagsorganen dat daardoor een onpartijdig oordeelsvorming over de geschillen die aan de geschillencommissie zullen worden voorgelegd in het gedrang kan komen.
5. Aan de leden en plaatsvervangende leden kan al dan niet op eigen verzoek door de Rijksvertegenwoordiger tussentijds ontslag worden verleend.

Artikel 4. Vergoeding geschillencommissie en deskundigen

1. Aan leden en de plaatsvervangende leden en aan de deskundigen die aan de werkzaamheden van de geschillencommissie deelnemen, kan een vergoeding worden toegekend. De vergoeding wordt per dagdeel toegekend.
2. De minister stelt de vergoeding bij beschikking vast.
3. Indien deskundigen op andere wijze voor hun aandeel in de werkzaamheden van de commissie worden beloond, wordt aan hen geen vergoeding als bedoeld in het eerste lid toegekend.

Artikel 5. Verslaglegging geschillencommissie

1. De voorzitter van de geschillencommissie stelt jaarlijks uiterlijk op 1 maart, een verslag vast over het afgelopen jaar en maakt dat openbaar.
2. Het verslag bevat ten minste een overzicht van de hoeveelheid en de aard van de geschillen die in dat jaar aan de geschillencommissie zijn voorgelegd.
3. De voorzitter zendt een afschrift van het verslag zo spoedig mogelijk aan de minister.

Artikel 6. Aanmelding geschil

1. Een bevoegd gezag is bevoegd een geschil voor te leggen aan de geschillencommissie.
2. Een geschil wordt bij de geschillencommissie aanhangig gemaakt door toezending van een verzoekschrift aan deze commissie.
3. Het verzoekschrift wordt ondertekend en bevat tenminste:
 - a. de naam en het adres van de verzoeker,
 - b. de dagtekening,
 - c. een omschrijving van het geschil, en
 - d. de gronden waarop het verzoek berust.
4. De verzoeker verschaft voorts de gegevens en bescheiden die voor de beoordeling van het geschil nodig zijn en waarover hij redelijkerwijs de beschikking heeft of kan krijgen.
5. Indien het verzoekschrift niet voldoet aan de eisen, bedoeld in het derde lid, stelt de voorzitter de verzoeker in de gelegenheid het verzoekschrift binnen een door de voorzitter gestelde redelijke termijn aan te vullen.
6. De geschillencommissie kan besluiten het aangemelde geschil niet te behandelen indien niet tijdig of onvoldoende gevolg is gegeven aan de herstelmogelijkheid, bedoeld in het vijfde lid.

Artikel 7. Voorlopige voorziening

1. Een bevoegd gezag is bevoegd om met betrekking tot een geschil, indien onverwijld spoed, gelet op de betrokken belangen, dat vereist, met onmiddellijke ingang een voorlopige voorziening te vragen. Het verzoek daartoe wordt schriftelijk gedaan aan de voorzitter van de geschillencommissie.
2. Voordat de voorzitter op een verzoek om een voorlopige voorziening beslist, stelt hij de betrokkenen in de gelegenheid hun zienswijze schriftelijk dan wel mondeling kenbaar te maken.
3. De voorzitter streeft ernaar om binnen een week nadat het verzoekschrift is ontvangen een beslissing te nemen aangaande de voorlopige voorziening.

Artikel 8. Inwerkingtreding

Deze regeling treedt in werking met ingang van 1 augustus 2011.

Artikel 9. Citeertitel

Deze regeling wordt aangehaald als: Regeling geschillen zorg BES.

Deze regeling zal met de toelichting in de Staatscourant worden geplaatst.

De Minister van Onderwijs,
Cultuur en Wetenschap,

Marja van Bijsterveldt-Vliegenthart

7.5 New routines after Covid-19



EC2 after Covid-19

New routines to reduce the risk of Covid-19 transmission

May 2020

1. General information

The chance of ongoing circulation of the Covid-19 virus on Saba at the moment (May 15, 2020) is extremely small. That means Saba is currently in the containment phase in which the goals are:

- stopping introduction of Covid-19 on Saba, and
- limiting the spread of any possible unnoticed or newly introduced Covid-19 contamination.

Most countries are in mitigation phase: Covid-19 circulates, and measures are needed to limit the number of sick people at any time to keep healthcare capacity operational.

Epidemiological studies worldwide show no evidence of children under the age of 12 years playing a relevant role in the transmission to family members and others. The small risk of children getting sick and transmitting the virus can be addressed by having children practice good cough and hand hygiene.

2. Measures needed during containment phase

The measures below are sufficient during containment phase; during mitigation phase more stringent measures may be needed.

2.1 Stay at home

- EC2 team members and students with possible Covid-19 symptoms stay at home.
- EC2 staff will observe for possible symptoms in students and inquire about their family members.
- EC2 team members as well as students are required to stay at home when they show symptoms like: fever, cough, sore throat, loss of taste or smell, unexplained extreme tiredness, shortness of breath.
- All children and adults with these symptoms should contact the hospital and stay home until 24 hours after recovery.
- Public health should be notified, in order to contact patient and assess the need for testing. Some children can have mild symptoms for a long time: in these cases, a negative Covid-19 test and at least one week of staying home would suffice before returning to school.
- EC2 team members and students must stay at home when a person in their household has any of the above-named symptoms. A student with a household member who is sick will report to the school's principal.

2.2 Hand hygiene

- Everyone washes their hands on entering and leaving the EC2 office.
- Staff uses hand sanitizer before and after every action (session with child, meeting, bathroom, kitchen).

2.3 Personal hygiene

- Cover mouth and nose with a tissue when you have to cough or sneeze; throw tissue away immediately.
- In the absence of tissue, cough or sneeze into your upper sleeve or elbow, not your hands.
- Try not to touch your face with unwashed hands.
- Don't touch others or shake hands.

2.4 Environmental hygiene

- EC2 gets regular cleaning of all rooms 2x per week: Tuesday and Thursday.
- Extra cleaning of bathroom, kitchen, surfaces, doorknobs, light switches, copier etc takes place 3x per week: Monday, Wednesday, and Friday.
- EC2 team cleans surfaces, doorknobs, light switches, key boards, toys etc. after every session. Cleaning supplies are placed in every room.
- Ventilation: 2 windows are open at all times and leave doors open after sessions.
- Students are requested to use the bathroom in school or by the Dutch room before they come to EC2.
- Visitors are asked to wipe the toilet seat with Lysol after use. Staff also cleans doorknobs, light switch after every use.

2.5 Distancing

- All students 13 years and older keep a distance of 1.5 meters between each other. This is not necessary among children younger than 13.
- EC2 team members try to keep a distance of 1.5 meters to younger children, as well.
- Plexiglass screens will be placed on the table in the big and small room for situations when the social distance of 1.5 meter is not feasible.
- Face masks: EC2 provides face masks for the EC2 team in case the social distance of 1.5 meters between adult and student is not possible.

2.6 Group sizes

- Maximum capacity of the different rooms:
 - Main room: 8 persons
 - Big room: 4 persons
 - Small room: 2 persons
 - Mini room: 1 person

2.7 Logistics

- Entering and leaving EC2 through the entrance on the SCS side, using the back stairs.
- Parents are encouraged to take children to school and pick them up, to allow for less crowded buses.
- Buses should be cleaned more frequently as well. Disinfectant wipes can be used between rides.
- Keep movement to a minimum:
 - All visitors need to make an appointment.
 - When necessary students will continue to receive their support online e.g. physically vulnerable, student or a person from their household has symptoms, to follow the limited group sizes (SCS homework support).

2.8 Food and drink restrictions

- Everyone brings their own water bottle.
- No food prep by kids.
- Fruits only for take-out.

2.9 Paramedic guidelines

- Once the Speech & Language Therapist and Occupational Therapist can return to Saba they will adhere to the protocols of their respective professional groups.

7.6 CART evaluation and ambitions

