

Sr. Borgia Elementary School

PARENTS HAND BOOKLET



“Each parent is in charge of their child (ren) development”



School year 2026 – 2027

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Chapter 1: Welcome

Welcome to the Sr. Borgia Elementary School

We extend greetings to all those parents joining us for the first time. We also extend welcome back to school to all veteran parents. We look forward to a great working relationship in the benefit of your child's educational development; a school year in which your child will continue his/her path of development.

This handbook was primarily written to be a reference for all parents. We have tried to share basic information on our school's structure and management.

We hope you will take time out and familiarize yourself with the contents as some of the information has been adjusted.

This 2026/2027 version will be in effect until further notice.

The theme for this year is: **"We are called to be the Salt of the Earth"**

School Mission

Mission Statement:

Sr. Borgia Elementary School strives to nurture a balanced development of the individual child, in harmony with Home, School, Community, and the Roman Catholic Church, thus creating a well-rounded person.

School Motto

***What I am to be
I am now becoming
If it is to be
It is up to me***

Chapter 2: Sister Borgia

Information about the Reverend Sr. Borgia, whom our school was named after.

Ms. Charlotte Johanna Wilhelmina Linskens was born on November 1, 1912, in Holland. Her convent name was Sister Borgia.

Sr. Borgia arrived on St. Maarten in August of 1964 and became principal of the St. Joseph School.

Sr. Borgia became directress of the Pastoor Nieuwenhuis MAVO.

She was known to be an excellent teacher. She was always interested in all her students and gave all her students a fair chance.

In those days not everyone had a telephone. So, when she said she was going to call on the parents, the 'call' was made on her bicycle.

Sr. Borgia was also an outspoken person. She loved to work, and nothing was too much for her. She never complained of the pains she was suffering, and she always had a comforting word for people who needed it. She had a lovely way of cheering people around her. She always gave her best to the students.

Before reluctantly returning to Holland, she was head of the "Pedagogisch Didactisch Bureau".

In 1978 our school was renamed Sr. Borgia Elementary School in commemoration of the Reverend Sister Borgia.

Sr. Borgia died on October 21, 1990, in Holland.

Every first of November, her birth date, the school, celebrates Sr. Borgia Day.



Chapter 2:1 Sr. Borgia Elementary Historical View

Sr. Borgia Elementary School

This school was one of the Catholic schools established in August 1978, to cater to the growing school population of St. Maarten in the late seventies.

Historical view of Sr. Borgia Elementary School

The Sr. Borgia Elementary School has served the St. Maarten community in a number of very important functions as far back as 1910.

In that year (1910) the oldest section of our school was added to the existing houses that were being used as a hospital. This wing was very much needed because of the increasing population of our island. In 1916 the cistern was added to the new wing. In 1935 the hospital moved to its new location on Front Street. The building was left vacant until 1940. During the Second World War 1940-1945 the building was used as barracks for the Civil Guards, officially called "Schutterij".

In 1946 The Sweet Repose, a home for the aged, was established.

In 1965 the senior citizens of the Sweet Repose moved to their then new location on Front Street and the building was remodeled to house two 6th grades of the St. Joseph College.

After this, the Pastoor Nieuwenhuis MAVO was established until 1976, when it moved to the newly constructed Milton Peters College.

In 1978 this building was converted into a primary school for Catholic Education, known as the 'Old Pondside School'.

The pioneering Principal was Mrs. Sylvia Nisbeth-Larmonie. In these beginning years there were quite some challenges. There was the first grade with 48 students and the 'all boys' fifth grade. Being built on the Pond side it was barely accessible at times because of poor drainage in those days.

Mrs. Mavis Brooks-Salmon took over management of the school in 1981.

The focus was on the physical and psychological image of the school. Her philosophy was based on the idea that all children can learn. This period in our school's development was characterized by great emphasis on Reading and Art Exhibitions.

Mrs. Brooks was a dynamic principal with many innovative ideas e.g. 'Reading Around the Campfire' was started by her.

Mr. Wim Scheerder, former Superintendent of Catholic Schools and the former Diocesan Representative submitted information pertaining to our school's history.

Mr. Scheerder also served as a teacher during the period that the building was used to house the two 6 grades of the St. Joseph School. Some of the school's history was also obtained from Mrs. S. Nisbeth, the pioneering principal, and her predecessor Mrs. M. Brooks, both former principals of this school.

In 1992 Mrs. J. Greene took over the leadership. The physical appearance of the school was further enhanced with a paved gymnastic field and the construction of our stage known as the 'multi-Purpose Hall'.

In June 1992, our school started with the Annual Education Trip abroad with grade 6 students (group 8).

On September 5, 1995, Hurricane Luis and one-week later Hurricane Marilyn destroyed grades 3 through 6.

We were attending school from 1:00-4:00 p.m. on the premises of St. Joseph School. It was our worst nightmare, however it turned out to be a blessing in disguise. Out of this disaster we received a brand-new school. In October of 1997, we moved back to our original location.

On February 26, 1998, it was officially reopened and blessed by Fr. F. Paulino.

During this year the Catholic School Board moved its office to the older section of the school. (The Historical Building).

In 1999 our school, in partnership with the Sr. Regina Primary School and a school in Amsterdam 'Knotwilg' started an educational and cultural exchange known as the Kans Project.

The Project leader of this venture was our Remedial Teacher Mr. A. Verloop. This exchange lasted for 4 years bringing a lot of new ideas into our school, which we in turn have shared with all elementary schools on St. Maarten, Saba and Statia. This was done in collaboration with our School Board and the Island Government in the form of all-day conferences.

In 2004, our school population was enlarged through the addition of two St. Imelda Kindergarten classes now called year 1 and 2 of Foundation Based Education. To accommodate this, two classrooms were constructed on the site of our stage.

This addition allowed our school to meet yet another infrastructural requirement of becoming an F.B.E. School (Foundation Based Education) of teaching and learning.

In our quest for continuous upgrading and staff development, our teachers are regularly provided with opportunities to enhance their knowledge and skills on new trends in education.

Hence, visits and guidance by educational specialists from "Stichting Ervaringsgericht Onderwijs Nederland from 2003 - 2006.

Staff members regularly visit conferences of the National Catholic Educational Association in the U.S.A.

As of the school year 2013 – 2014 - Ms. E. Jacobs took over the leadership at the school.

Language of Instruction

The language of instruction is Dutch.

Groups (classes)

Our students are grouped as follows:

Group 1	-	Former Kindergarten-1
2	-	Former Kindergarten-2
3	-	Former grade 1
4	-	Former grade 2
5	-	Former grade 3
6	-	Former grade 4
7	-	Former grade 5
8	-	Former grade 6

School commences each day at 7:30 am. On Mondays, Tuesday, and Thursdays we finish at 2:00pm and on Wednesdays and Fridays at 12:45pm.

Our afternoon school program also commenced in the school year of 2014-2015.

In the school year 2015-2016 we had an addition to our school. We received an Early Stimulation Program under our roof.

In the school year 2019-2020 we combined the groups 1&2.

As of school year 2021-2022 we no longer have the Early Stimulation Program at our school. They are now all under one roof within our Foundation.

As of the school year 2022-2023 all Early Stimulation Program within our Foundation will be located at one central location.

In 2022-2023 we will begin with the Educational Area – Dutch by having one teacher in each cycle facilitate these lessons. This is our phase in approach of having our school become a Center School Approach teaching. More developments will be shared with you as we phase in this new approach.

As of the school year 2023-2024 we will be a center school. A primary school operates in the form of a high school. This means that students Sr. Borgia Elementary School are changing. What do you mean? As a school, we want to grow in the direction of a primary school functioning as a high school. This means our school will grow into a primary school that has home-room teachers with each cycle having their own teacher teaching the five main subjects.

As of the school year 2024-2025 we will be redefining the center school. Groups 1 and 2 will remain with their teacher permanently to give them the proper foundation.

Groups 3 and 4 will be peer teaching with the following subjects: Dutch Language, Mathematics, Science, Social Studies, Religion and Cultural Artistic Development.

Groups 5 to 8 will remain with the initial approach to center school. Having a homeroom teacher and rotating among five teachers for the main subject areas.

The Center School Approach Cycle 2

The Center School Approach is an educational model that places the individual needs and experiences of students at the heart of the learning process. It contrasts with more traditional, standardized methods by emphasizing personalized education, student engagement, and the development of critical thinking skills.

Why did we choose this concept?

We found it fitting that our teachers teach according to their passion. When teachers teach according to their passion, they will love teaching the subject and bring the subject and learning for the learners to a different level.

Key Principles of the Center School Approach:

- Student-Centered Learning**
- Holistic Development**
- Project-Based Learning**
- Community Involvement**
- Teacher as Facilitator**
- Flexible Learning Environments**
- Reflective Practice**

Benefits:

- **Personalized Education:** By focusing on the individual student, this approach can lead to more meaningful and engaging learning experiences.
- **Enhanced Engagement:** The emphasis on projects and real-world application keeps students motivated and connected to their studies.
- **Social and Emotional Growth:** The holistic focus of the approach supports the overall well-being of students, not just their academic success.

The Center School Approach represents a progressive and adaptive model of education that seeks to cultivate well-rounded, engaged, and capable learners.

In Cycle 1 we have for groups 3 and 4 the peer teaching approach. Two teachers teach both groups in several subjects. The students shift between the two classes. This is in preparation for the center school approach in cycle 2.

Key Principles of the Peer Teaching Approach:

Reciprocal Learning:

Collaboration:

Active Learning:

Social Interaction

Differentiated Instruction

Benefits of the Peer Teaching Approach:

- **Improved Comprehension**
- **Increased Engagement**
- **Enhanced Confidence**
- **Supportive Learning Environment**

The Peer Teaching Approach is a versatile and powerful educational strategy that fosters collaboration, deepens understanding, and builds confidence among students. When implemented effectively, it can significantly enhance the learning experience for all participants.

Chapter 3: PHILOSOPHY

Staff members of the Foundation Catholic Education are dedicated to the development of each individual student's potential. The students will be taught the cognitive and affective skills needed to become effective citizens of the world.

The school assumes this responsibility in cooperation with the child's primary educators, the parents.

Our schools aim to educate intellectually, spiritually, emotionally and physically.

The child will learn to discover knowledge for himself, to solve problems, to be a critical reader, to develop a healthy curiosity and to be open minded.

The child will be encouraged to give witness to his faith by his own life.

Our aim is to form pupils with a social conscience, a desire for racial justice, compassion for those who suffer, and zeal for the common goal.

Our Roman Catholic schools are committed to quality education to meet the needs of the modern child.



Chapter 4: Educational Goals/Objectives

Our school is committed to nurturing a Catholic identity based on the beliefs that each child is a unique creation of God with spiritual, emotional, intellectual, physical and social needs.

The students will be taught the cognitive and affective skills needed to be effective world citizens.

The school assumes this responsibility in cooperation with the child's primary educators, the parents.

The school is also in communion with the parish faith community and its leadership.

The main objective of Foundation Based Education is to produce citizens who can participate actively in the creation and maintenance of a dynamic community based on the principles of liberty, peace, tolerance, respect, democracy and solidarity.

Foundation Based Education teaches young children to acquire knowledge, vision, skills and values, which set the foundation for their personal development to participate fully in the community later in life.



Chapter 5: Staff

Our staff during this school year 2026-2027 will be:

Management Team

Ms. Edmaira Jacobs	School Manager
Ms. Gina Lalbiharie	Asst. School Manager / SCC
Ms. O'Hara Römer	Cycle 1 Coordinator
Ms. Juline Gumbs	Cycle 2 Coordinator
Mrs. Shana Peterson Edward	Secretary

Cycle One

Ms. O'Hara Römer	Group 1
Mrs. Marike Adelaar	2
Mrs. Rahnoeshka Bakas-Totasingh	3 – Dutch/Science
Ms. Audrey Ong-A-Kwie	4 – Mathematics/Social Studies
Ms. Berlinda Missoudan	Teachers' assistant Groups 1& 2
Mrs. Shenelka Wescott-Richardson	Teachers'assistant Groups 3 & 4

Cycle Two

Ms. Juline Gumbs	Group 5 - Social Studies
Mr. Moreno Tjin-Aton	6 – Mathematics
Mrs. Manisha Nanhoe Achaibersing	7 - Dutch
Ms. Marjorie Breinburg	8 - Science
Mrs. Shenelka Wescott-Richardson	Teachers'assistant Group 5
Ms. Suelaica Sprott	Teachers' assistant Groups 6-7-8
Mrs. Lechardes Bell	English Teacher groups 4-8

Careteam

Ms. Gina Lalbihaire	Student Care Coordinator
Ms. Adelia Mossel	Remedial Teacher
Ms. Jermika Roumou	Social Worker
Ms. Alexandrine Peterson	Child Psychologist
Mr. Troy Philips	Behavior Specialist
Ms. Edmaira Jacobs	School Manager

Chapter 6: GENERAL INFORMATION

Chapter 6.1: School hours

School starts at 7:30 a.m. and finishes at 2:00 p.m. on Monday, Tuesday, Thursday and Friday. Wednesday school finishes at 12:45 p.m. Kindly see to it that your child is present before the above-mentioned time. Students are expected to sit quietly or review schoolwork on a bench and wait until school starts. **A student, arriving after 7:30 a.m., must report to the office to collect a late pass to enter the classroom.**

Only with a late pass from the office will he/she be allowed to enter the classroom. A note of tardiness will be made on the child's report card. Excessive tardiness will be reported to the Truancy Officer with parent info, which will give the truancy officer the opportunity to call the parent or give them a fine.

School finishes at 2:00 p.m. **Please see to it that your child is picked up no later than 2:30 p.m.** After this time, the students that have not been picked up will be left unsupervised.

Punctuality is of utmost importance when dropping your child off as well as picking your child up after school, or after any extracurricular activities.

PLEASE DO NOT BLOCK THE GATE, ENTRANCE TO THE CULTURAL CENTER PARKING LOT OR THE STREET, when picking up or dropping off your child!

Chapter 6.2: Extended Day Program

In the extended school day until 2:00 p.m., we will have the time to emphasize more on the FBE curriculum and focus on the three (3) main areas, which will have tailored programs:

1. Remedial Program for our Academically Challenged Students,
 2. Preventative Intervention Program for our social-emotionally challenged students and
 3. Enrichment Program for our gifted/academically inclined students.
- Also, we focus on cultural artistic development areas.

This extended school day comes with an optional After School Program until 5:00 p.m.

This means that your child should be picked up at 2:00 p.m. instead of 12:45 p.m. If you opt for the After School Program, you will pick up your child at 5:00 p.m.

Every Wednesday (staff meeting and staff development day) and Friday, all students must be picked up at 12:45 p.m. On Wednesdays and Fridays, the AfterSchool Program will be available from 1:00 p.m.

The optional AfterSchool Program from 2:00 until 5:00 p.m. will focus on the cultural artistic development of our students and offer Homework Guidance for students of groups 7 and 8 only. There will be various activities coordinated in collaboration with special instructors and our schools.

Homework Guidance is given from 2:30-3:30 for groups 7-8.

This AfterSchool Program will be well organized and monitored by trained personnel. A fee of \$95 for the first child / per month will be requested for joining the After School Program. The second child will be \$90 per month.

No tutoring is given during this AfterSchool Program. Only homework guidance. This means the teacher will assist in making sure the

homework is completed. Parents are to follow-up after arriving at home.

The dress code for the AfterSchool Program will be a turquoise t-shirt with the school emblem and short blue gym pants and sneakers. This will be worn after 2:00 pm. Please label all your child's personal items. **The dress code must be adhered to.**

Your child will be supervised at the After School Program until 5:00 p.m. **There will be a late pick-up fee of \$5, - after 5:30 p.m. per child. That late fee must be settled immediately when your child is picked up. Please arrange to pick up your child on time.** When picking up your child, you are required to come to the premises and sign the sign out sheet.

The AfterSchool Program is at the Sr. Borgia Elementary School.

Chapter 6.3: Absence from school

If your child is unable to come to school, please call the school and leave a message with the secretary. Kindly send a letter stating the reason for his/her absenteeism with your child when he/she returns. If the reasons are medical, please include a doctor's letter. Absenteeism of a student will be reported to the Truancy Officer. You can also send an email or message on ClassDojo.

Chapter 6.4: Contagious Diseases

If your child has a contagious disease like e.g. red eye, ringworm etc. or is infested with lice, your child will not be allowed to come to school until he/she no longer poses a threat to the other students. A doctor's notice is requested to state the condition of the student and the threat he/she poses to their fellow students.

It is very important for every child to get vaccinated against childhood diseases which prevents illness, disability and death from vaccine-preventable diseases including cervical cancer, diphtheria, hepatitis B, measles, mumps, pertussis (whooping cough), pneumonia, polio, rotavirus, diarrhea, rubella, and tetanus. The Collective Prevention Services (CPS), a department of the Ministry of Public Health, Social Development, and Labor, Section Youth Health Care Baby Wellness Clinic who visits our school twice a year to carry out the vaccination. You will be notified by letter about the vaccination and the date they will be visiting.

Chapter 6.5: Truancy

Avoid taking your child out of school during school time. Please adhere to the vacation schedule. Should it become necessary to take your child out of school during school time, this request must be made at the school's office first followed by the **Truancy Office located BTP Building Cannegieter Street #15, Unit 4 (4th Fourth) Tel 542-3479**. This office will then handle your leave and after you obtain all necessary documents at school.

Chapter 6.6: Recess schedule

Recesses: 09:00 – 9:30 a.m. Group 1 – 4 (Cycle One)
 11:30 – 12:00 p.m.

 9:30 – 10:00 a.m. Group 5 – 8 (Cycle Two)
 12:00 - 12:30 p.m.

Chapter 6.7: School cooler & meals

Our school has a water cooler for our students.

They are required to use their own bottles when making use of the water cooler. Because of extremely hot weather, they are encouraged to bring additional water.

Children should bring along a sandwich and something to drink. The canteen provides different sandwiches ranging between \$1.00-\$3.00; water & juice for \$ 1.00. Fruit will be sold as well \$ 0.50; Only on Fridays is pizza \$1.25 and ice-pop \$0.50, popcorn. and chips \$1.00. See canteen schedule in classroom.

Daily we encourage the students to bring along a fruit.

Chapter 6.8: Parental Contribution

One child: XCG. 300,- or \$ 166.67

Two children: 1st child XCG. 300,- or \$ 166.67
2nd child XCG.. 275, - or \$ 152.78

Three children: 1st child XCG.. 300,- or \$ 166.67
2nd child XCG.. 275,- or \$ 152.78
3rd child XCG. 250,- or \$ 138.88

This amount should be paid in full by October 1st.

Occasionally you will be reminded of the payment of the parental contribution through a letter; please return the answer form as an indication you received a letter and have taken note of information.

All parental contributions are to be paid online or via the Windward Island bank.

The account information for parental contribution is:

Beneficiary information:

Stichting Katholiek Onderwijs St. Maarten

Walter Nisbeth Road #3, St. Maarten

Bank accounts:

WIB US\$ 814-675-06 or WIB XCG. 814-676-04

Information needed Child's first name and last name BORG and group

The Windward Island bank account information for After School Program:

Beneficiary information:

Stichting Expertise Centrum Ervaringsgericht Onderwijs St. Maarten

Simpsonbay Road 62, St. Maarten

Bank account:

WIB US\$ 217 961 10

Information needed: Child's first name and last name BORG and month you are paying for

Please advise the school of any change of address, telephone numbers etc. IMMEDIATELY. The address information will only be changed with proof of a detailed registration form.

Chapter 6.9: Registration of new students

Our School Board sets the registration date for Group One students. This is announced via the Church and in the media.

Registration usually takes place in the month of February / March for children who become 4 years of age **before** October 1st of that year for group one.

Additionally, the following documents are required for registration.

1. Baptism paper
2. Proof of Dutch nationality or Residence permit
3. Registration Form with I.D. nr
4. Copy of Vaccination Card
5. 2 passport pictures
6. Applicable registration fees

Children who become 4 years after the cutoff date can be registered once they have completed 4 years of age and if there is **availability** of space.

The registration process takes place online.

Chapter 6.10: Request of Transfer

Parents wishing to transfer their child from another school can request this by filling in a form online during the month of March. (skos-sxm.org/registration)

This request can be granted if there is available space in the desired class/group. Request an Educational Report three weeks in advance.

Chapter 6.11: School Communication

At the Sr. Borgia Elementary School, we cherish clear and open communication between parents/guardians and teachers/school and vice versa.

As partners in the education of children, we should have total confidence in each other. **Concerns should not be addressed on the playground, the Whatsapp, BB or Facebook, but with the teacher, SCC, management etc.**

Parents/guardians are encouraged to keep in close contact with the group teacher to be part of their child's school life.

The school's newsletter "News in a Nutshell" will give you a monthly update of activities taking place in school and in the different groups and classes.

The school's website, skos-sxm.org will always have the latest news from the school.

Our facebook page is also up to date and has weekly information.

<https://www.facebook.com/Sister-Borgia-Elementary-School-New-Improved-383744612410687/>

Each class is connected to ClassDojo. All parents receive at the beginning of the year in log codes. It is highly recommended that parents connect to ClassDojo to keep abreast with the class developments and teacher.

When letters are sent home, they are accompanied by an answer form. Please be so kind as to return the answer forms so that the teacher will know that you have received the letter.

Parents are to make appointments with teachers to discuss matters pertaining to their child. To make appointments you will need to send a message via ClassDojo or call the school.

Chapter 6.12: School's Dress code

Students are required to wear the school uniform every day.

All students are required to wear a white polo with the emblem embroidered, white or navy-blue socks (must be visible), complete black shoes and **no other colors on the shoes.**

The uniform should be clean.

Group 1 & 2: It is mandatory for boys to wear short blue pants and the girls skirt pants.

Group 3 – 8: Boys must wear navy blue shorts or long pants with a belt, girls skirt pants.

Every first Monday of the month the button-down shirt with red crosstie (girls) and red tie (boys) should be worn. You will receive a letter notifying you when to wear the special uniform. For example, when we attend mass or the First Day of school.

During gymnastics the Sr. Borgia School T-shirt and blue gym shorts **must** be worn.

MALE STUDENT HAIR REQUIREMENTS

Male students shall maintain hair length above the collar and ears, with hair not extending below the eyebrows, consistent with biblical teaching that nature demonstrates the appropriateness of shorter hair for men (1 Corinthians 11:14). This requirement reflects divine natural order and masculine dignity while serving as essential disciplinary formation. Male students learn Christian discipline through daily grooming standards that require subordination of personal preferences to spiritual formation, following the apostolic example of bodily discipline and self-control (1 Corinthians 9:25-27). This policy trains students in the way they should go (Proverbs 22:6), developing humility and respect for authority as fundamental Christian virtues.

Not allowed for male students: earrings, dreadlocks, braids, tails, cornrows, designs, mohawks, shaved patterns in head or eyebrows, body piercing, tattoos, jewelry, or any hairstyles extending beyond the specified length requirements (i.e. styles that draws attention to self rather than glorifying God, preventing proper formation in Catholic masculine virtues). (see more elaborate list: 'prohibited hairstyles').

FEMALE STUDENT HAIR REQUIREMENTS

Female students shall maintain hair length extending below the shoulders, reflecting the biblical teaching that long hair is a woman's glory (1 Corinthians 11:15) and expressing the feminine dignity established by divine creation. This requirement serves both to honor God's design for gender complementarity and to instill Christian discipline as mandated by Scripture. Through daily adherence to this standard, female students develop habits of obedience and submission to legitimate authority (1 Peter 5:5), while training in the discipline that produces righteousness and peace (Hebrews 12:11). This policy forms character through consistent external practice, preparing students for adult responsibility within God's created order.

Permitted hairstyles for female students include:

- Natural hair of shoulder length
- Modest braided hairstyles and cornrows (*see: permitted braided styles below*)
- Simple, neat hairstyles that demonstrate care and dignity
- Hair styled in a manner that reflects Christian modesty and self-respect

Permitted braided styles (for practical grooming needs and when modest and without religious symbolism and without extensions and adornments):

- Modest traditional braids and French braids
- Cornrows in modest patterns
- Simple protective braiding styles
- Braided updos and buns

Not allowed for female students: long earrings, dreadlocks, extensions/extension braids, braids incorporating religious symbols, charms, or talismans, beads, ritual braiding patterns specifically associated with non-Christian religious ceremonies, braiding patterns that form religious symbols of non-Catholic faiths, feathers, hair dyes, body piercings, shaved styled eyebrows, tattoos, make-up/nail polish, long nails, fashion nails, fashion eye lashes, jewelry (i.e. styles drawing excessive attention that violate biblical calls to modesty and create stumbling blocks for others' spiritual development) or any hairstyles that do not meet the minimum length requirement below the shoulders. One pair of small, short earrings are allowed. (see more elaborate list: 'prohibited hairstyles').

SPECIFICALLY PROHIBITED ADORNMENTS

For all students: Adornments of any kind (whether decorative, cultural, or religious), beads, shells, feathers, crystals, amulets, non-Catholic religious symbols (woven into hair). These items function as talismans and protective charms, demonstrating lack of faith in divine providence and Catholic sacramental protection. They violate Canon 1211 requiring Catholic sacred spaces remain free from anything foreign to divine worship.

(Further details of dress code to be found Chapter 8)

Failure to adhere to the uniform code will result in the parents receiving a call to redress the child.

Only on the day that your child celebrates his/her birthday is he/she allowed to dress in his/her own clothes. However, the child should be dressed properly for the occasion.

If you wish to treat your child's class on his/her birthday, please think of 'Healthy Snacks' and **keep it as simple as possible.**

(No guest entertainers will be allowed)

Chapter 6.13: Proof of School Attendance Letter

Parents needing a letter of 'Proof of School Attendance' are requested to pay the administrative fee of XCG.. 10, -- or \$ 5, --. There will also be a charge of XCG.. 1,-- for extra copies. These letters must be requested in advance and collected when called or notified.

Chapter 6.14: Accidents/Insurance

When accidents occur and if it is a minor incident (scratch, minor cut) First Aid will be given by the school's administration office.

If it is a major incident, you will be immediately informed. First Aid will be administered, and an insurance letter will be filled in, so that you can carry your child to the doctor. Your child is insured for XCG.. 8.000 per incident. You are required to get that insurance letter stamped at Guardian Group office before going to the Medical Center/Emergency Room.

Chapter 6.15: Fundraising

Sometimes, our school will find it necessary to raise funds. These fundraisings will mainly focus on renewal of school materials, (books, furniture) or funding of programs, educational trip, outings. We are counting on your input with these efforts. Your input can be contributing material, purchasing tickets or donating to fundraising.

Chapter 6.16: Cellular Phones

Cellphones are not permitted. In groups 5-8 all cellphones will be taken away in the morning and stored in the school manager's office in a container from the class. In the afternoon when your child is going home they will receive their device.

Chapter 6.17: Volunteering / Assisting

When a parent gives him-/ herself up to assist the school it is for **all children** not your child specific.

Chapter 6.18: Vacation Schedule 2026 – 2027

Mid Term break	Oct. 05 - Oct. 09, 2026
Constitution Day	Oct. 12, 2026
Sint Maarten Day	Nov. 11, 2026
Christmas vacation	Dec. 21, 2026 – Jan. 01, 2027
Mid Term break	Feb. 08 – Feb. 09, 2027
Easter vacation	Mar. 25, 2027 – Mar.29, 2027
Carnival vacation	Apr. 26, 2027 – Apr. 30, 2027
Ascension Day	May 06, 2027 – May 07, 2027
Emancipation Day	July 01, 2027
Summer vacation	July 02, 2026 – Aug 15, 2027



The first school day of the new school year 2027 - 2028 will be on Monday, August 16, 2027

Chapter 6.18: Extra-Curricular Activities

Mr. R. Pantophlet teaches the sport of Basketball on Saturdays from 8 a.m. until 10 a.m. A contribution of XCG. 5, - or \$ 3, - is requested per month.

Chapter 7: Curriculum

Chapter 7.1: Educational Areas are taught based on the Foundation Based Education

Curriculum and specific methods.

Dutch Language and Communications:

Ik & Ko, Schatkist, John & Joonie, Sam & Saar, Veilig leren lezen, Taal Actief 4 and other resources

Mathematics

Wereld in Getallen and other resources

English Language and Communications

Various Big Books, World of Reading Level Books, Caribbean Junior English and other resources

Handwriting/Penmanship

Pennenstreken & schrijfdans

Religion Philosophy of Life

Faith Journey for Children (group 1 – 7)
Growing in Discipleship (group 8)

Science & Technology

Bright Ideas and other resources

Social Studies

Mens en Maatschappij and other resources

Traffic

Veilig Verkeer

Health and Physical Education

Cultural and Artistic Development

Social Emotional Development

Huis van gevoelens, Doos vol gevoelens, Zippy's Vrienden en Apple's Vrienden

Chapter 7.2: Religion Classes

Students attending Catholic schools are obliged to follow all religion classes in school and in church and participate in a respectful manner.

The Diocese of Willemstad has decided that the First Communion Program should become a two-year program, helping to better ground and deepen our children's faith as they prepare to receive their First Holy Communion. Group four (grade 2) and group five (grade 3) are involved in this program. A contribution is requested for the material toward preparation. For the students in group 4 the contribution is \$10, - and for group 5 \$20, -.

The Sacrament of Confirmation is now administered at high school age.

Group 8 students take a Religion Exam in December and May and receive a certificate upon successful completion.

Group 6 and 7 students sit a Religion Exam in May and receive a certificate upon successful completion.

Chapter 7.3: Library

Students of groups 5 through 7 visit the library every three weeks on different days of the week. The classroom teacher will notify you which day the library visit is. Please check that the students have their library card and books on library day so that they can take books with their class.

It is mandatory that all students take books with his/her class during library hour.

Chapter 7.4: Music & NIA

Once a week, our group 5, 6, 7 and 8 receive music class from a Music Teacher. This is part of the Cultural Artistic Development lessons. Once a week groups 1, 2, 3 and 4 attends dance class of some form. This is part of the Cultural Artistic Development lessons.

Chapter 7.5: Level Reading

On Tuesday cycle 2 students and Wednesday cycle 1 students get the opportunity to read on their own level in Dutch and on Thursdays for English supervised by parents of our school (reading parents), and employees of our local businesses. This has caused great improvement in the level of reading at our school.

Our coordinator of our Dutch level reading program is Ms. Jacobs and for English level reading program is Tr. Browne, please contact them if you can assist.

Chapter 7.6: School swimming

On Friday's students of group five will receive swimming lessons at Raoul Illidge Sport Complex. The girls are required to wear a swimming cap. If your child is unable to participate, he/she should bring a letter.

Chapter 7.7: Homework

Homework will not be given to groups 1-6. The extended day program will be used to review. The tests dates will be given. If students need to bring materials to school this will be posted on ClassDojo for groups 1-6. Book reports are done in school, but the reading of the book at home. Students of groups 5-6 will be making notes in their copybooks as textbooks will not be sent home

Testing will be adjusted.

Homework for groups 7-8 is based differentiation for individual child needs. The extended day will be used to review, start or complete homework. The tests dates will be given to groups 7-8. If students need to bring materials to school this will be noted in their agendas. Book reports are done in school, but the reading of the book at home. Students of groups 7-8 will be making notes of the subject areas and only copybooks are going home not textbooks.

There is no homework given to groups 1-6. Thus, reinforcement exercises or worksheets are to be done in class. However, materials regarding tests are either sent via class dojo for students to study, teachers send stencils of the materials home or students write their notes in copy books and those books are taken home for study purposes. We use Gynzy Kids as application so that students can practice in specific areas.

Reading homework would be provided for all groups. As we encourage reading and parents can assist their child(ren) at home with reading.

Materials

For cycle 1 see to it that your child has a pencil, colored pencils, erasers and pencil case. Each child will need a folder. (Group 1-4)

For cycle two, see to it that your child has a pen (blue ballpoint only), pencil, color pencils, erasers, a ruler and a pencil case. Each child will need a 23-ring map and a recorder.

Our school agenda is compulsory; each student, starting group 7, will receive an agenda from school on the first day. Other agendas **are not allowed.**

We also advise parents to have a digital device at home for their child(ren) to use in case of being absent from school or any calamity that occurs on the island.

Chapter 7.8: Field trips

Occasionally there will be a field trip. Field trips are educational; participation is mandatory. Children are insured during field trips. A financial contribution can be asked for a school trip.

Chapter 7.9: Annual Educational trip

Group 8 students go on an Annual Education Trip as part of finalizing their elementary education level. This Annual Educational Exchange has existed since 1992. Parents of this class will be requested to work closely with the school to make this a reality.

Chapter 7.10: Assessment/Reporting

You will be kept informed of your child (ren) development by means of letters, test maps being sent home and quarterly reports.

Tests/quizzes will be given in various forms and on a regular basis for all educational areas.

The teacher will advise you as a parent on areas to work on for the development of your child(ren). Follow-up with your child's class teacher if there are concerns.

When students receive items to study it should be not only for the test but often reviewed.

Chapter 7.11: Report Dates

First Report	December 15 th 2026
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Second Report	April 13 th , 2027
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Third Report (final)	June 28 th 2027
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The report card evenings for First report and Second report will be from 2:30 – 5:30 pm.

The third report card / progress report will be given to the students to take home. There will be no third report card meeting.

Parents of students at risk will be invited to school in the week of June 21-24 before the report card date.

In the case of a student performing under class level, the parents/guardians will be kept up to date concerning academic progress throughout the year. An insufficient for two or more main subjects will result in repeating the grade.

Chapter 7.12:

Promotion Criteria and Extended Learning Time

A score of 55% and above is considered a passing grade.

A score of 54% and below is considered an insufficient grade.

Main Subjects

All of the following are considered main subjects:

- Language
- Mathematics
- Social Studies
- Science

Cycle 1

A student will be considered for an extended learning period when:

- Language and Mathematics are insufficient, or
- One of these subjects is insufficient *and* the average of Social Studies and Science is also insufficient, or
- Language is insufficient *and* reading (fluency level) is 40% or below.

Cycle 2 (Increased Weight for All Main Subjects)

In **Cycle 2**, all main subjects carry greater and more balanced weight, reflecting the expectation that students apply their skills across all subject areas.

A student will be assigned an extended learning period when:

- Language, Mathematics, and the average of Social Studies and Science are all insufficient.

Additional consideration may be given when:

- There is consistent insufficient performance across multiple main subjects, indicating challenges in both foundational skills and their application.

Rationale

All subjects: Language (Dutch and English), Mathematics, Social Studies, and Science are considered essential for a student's overall development.

- In **Cycle 1**, greater emphasis is placed on building strong foundational skills in Language and Mathematics.
- In **Cycle 2**, students are expected to integrate and apply these skills across all subjects, therefore all main subjects are weighted more heavily in promotion decisions.

This approach ensures a balanced evaluation of both core skills and broader academic understanding.

Extended Learning time

A child may follow an extended learning time once during **Cycle 1** and once during **Cycle 2**, when this is considered beneficial for their overall development and learning progress.

Decisions about extended learning are made on a case-by-case basis. This means that each child's academic performance, emotional readiness, and overall development are carefully reviewed before a decision is made.

Throughout the school year, teachers closely monitor each child's progress and provide support where needed. If there are concerns about a child's ability to meet the expected learning goals, these will be discussed with parents at an early stage.

By the second term, the school will communicate clearly with parents about their child's progress and whether an extended learning period is being considered. This ensures that parents are well-informed and actively involved in the process. While parents' input and perspectives are highly valued and carefully considered, the final decision regarding an extended learning period rests with the school, based on what is in the best educational interest of the child.

Extended Learning Support Approach

When a student is required to follow an extended learning period, the school will provide an adjusted academic plan tailored to the child's needs.

This plan outlines:

- Clear learning goals
- Targeted support and guidance
- Ongoing monitoring of progress

In addition to addressing areas that need improvement, the plan also focuses on the child's strengths, helping them continue to grow with confidence and maintain motivated.

Promotion/Possibilities after group 8

Admission into Secondary Education

The decision to admit a student to HAVO/VWO, VSBO-TKL and VSBO-PKL or VSBO Practical is the competency of the relevant authorities, school board SVOBE.

The school board establishes the admission committee.

In general, the law provides for the admission committee to have one of the following mandates:

- a) To advise the school board
- b) To make the decision, which can be overruled by the school board after appeal
- c) The committee has the final say

The admittance committee of the SVOBE for MPC and Sundial has the "C" option.

Criteria

The decision of the admittance committee is based on the following criteria:

- 1) A report of the student's school career during elementary education
- 2) The outcome of the tests which the student has to sit in the sixth grade of elementary school
- 3) The advice of the principal of the school based on the knowledge, insight, attitudes and skills of the student
- 4) Wish of the parents if feasible

Chapter 7.13: Student Care

The care of students within the school is not solely the responsibility of one person, but that of the entire school staff. Each staff member, teaching and non-teaching, has a vital role to play in the care and support of the students who attend our schools.

The teaching staff is responsible for the implementation of the school curriculum but also for social-emotional and psychological developments of the student through the modeling of caring for others, promoting a positive attitude and identifying positive and concerning behavior.

A special component of Foundation Based Education is Student Care.

The main task of the Student Care Coordinator is to provide a safe and healthy learning environment for all students at the school. The Student Care Coordinator strives to provide guidance and support to students who

are struggling academically and/ or have behavioral and social emotional difficulties. These difficulties may or may not be negatively influencing their learning or general well-being. The students who are unable to achieve academic success to his/her ability, for various reasons, are referred to the Student Care Coordinator.

Extra assistance will be given to children having difficulties with the main subject, by a Remedial Teacher.

Parents can also request psychological testing of a child. You will need to see the Student Care Coordinator about this.

Chapter 7.14: Cycle Coordinator

The Cycle Coordinator coaches the team or individuals towards accomplishing the educational goals. He / She directs the educational process to ensure that the proper adjustments to the curriculum are made and continued staff development is safeguarded.

Chapter 7.15: School Celebrations/Activities/Events

Mondays:	Week openings from 7:30-8:00 a.m. School masses <u>every first Monday of the month</u> Library day Preparation of Sacrament (group 5)
Tuesdays:	Gym Level Reading Cycle Two 7:30-8:15 a.m. Library
Wednesdays:	Level Reading Cycle One 7:30-8:00 a.m. Gym Library
Thursdays:	Dance / Music / Library
Fridays:	Gym Swimming group 5 Preparation of Sacrament (group 4)
August:	Parents Information Evenings First week Bonding with school, parents, child Group 8 High school & Educational Trip Meeting
September:	First Holy Communion Parent Evening Field Trips
October:	Living Rosary Celebration Field Trips
November 01:	Mid-term Discussions groups 3-8 Sr. Borgia Day Mass
10:	Pre St. Martin Day Celebration
December:	Collection of dry goods for the needy Christmas Celebration at school First Report Card Religion Exams group 8
February:	Catholic Schools Week Ash-Wednesday Service
March:	Station of the Cross Mass
April:	Second Report Card King's Day Celebration Field Trips

May: First Holy Communion Mass group 5
FBE Exams group 8
Educational Trip Group 8
Religion Exams groups 6-8

June: Traffic Exam group 7
Graduation Ceremony group 8
Promotion Day
Field trips
Third Report Card
Mass

- **It is very important that you as parent attend all workshops / meeting scheduled for your child(ren) class**
- **Reading of your ClassDojo daily keeps you up to date on matters happening at school**

Chapter 8: Code of conduct

There are rules for proper conduct approved by the school board, management, teachers, parents and students. We live by the rules.

- Form of address: We use “Juf, meester, first name: nobody will be addressed with terms related to appearance or qualities of character.
- We refrain from using indecent or dubious remarks to hurt others, neither discriminating or sexual remarks nor abusive language. This also relates to publications, pictures and video recordings in or on behalf of the schools.
- Respect towards each other is always our starting point. We ensure that all members of our school community are treated with respect and dignity.
- When we console or reward a student, he/she should experience the consolation and reward as positive.
- We use a positive approach when correcting students, hold everyone responsible to the highest standard of respectful and responsible behavior, and model such behavior.
- We will always demonstrate care and commitment to academic excellence within a safe environment.
- We will help students work to their full potential and develop self-worth

Personal contact between teachers and students:

1. Is based on mutual respect
2. Teachers should tell parents if students must stay in school after normal school hours.
3. Social contact with students beyond school hours should be with the permission of parents.

Contact pupils/pupils

1. You take care of self and each other
2. We always use appropriate language and refrain from using foul language, -jokes, and - non-verbal gestures
3. Remarks about appearance/clothing or character that can harm others are not allowed.

Assistance and supervision during recess, gymnastics (activities from the school property):

1. Teachers can only enter bathrooms or changing rooms after “knock on doors” about calamities. Doors cannot be locked.
2. Assistance from teachers with changing of clothes or in toilets are at the request of students only.
3. Social and cultural differences are always considered. There should be clear rules set with parents.

Conduct about internet and e-mail with pupils:

1. We do not share personal information through the internet without the permission of teachers.
2. Pupils must inform teachers or parents immediately if confronted with information that makes them uncomfortable and unacceptable. Pupils should stick to agreements about the use of computers.
3. Sending emails about educational purposes through the internet is in accordance with the teachers.
4. Discuss with the teacher what you are doing on the internet.

Consequences of violations: will lead to suspension of computer privileges; school suspension; school expulsion.

Major School Agreements and Regulations

"We strive to motivate each child toward their God-given ability and calling. We create Christ-centered, mutually respectful and academically excellent environments. Learning integrates faith and reason, making education enjoyable, meaningful and transformative. We form faithful Catholic disciples prepared to evangelize the world." (Mission Statement)

To achieve our Mission and maintain our Catholic identity, the Foundation Catholic Education St. Maarten requires that all students adhere to the Major School Agreements and Regulations without exception. These agreements reflect biblical principles and Catholic teaching regarding proper conduct, respect for authority, and Christian character formation. A breach of these agreements and regulations will result in disciplinary action and can lead, regrettably, to suspension or dismissal.

Fundamental Catholic Identity Requirements

1. **Respect for Catholic Faith:** The Catholic Faith must be respected by all students at all times, both within school premises and in the broader community. This includes respectful participation in Catholic prayers, liturgical celebrations, and religious instruction. Students may not engage in behavior, speech, or activities that mock, undermine, or contradict Catholic teaching and tradition.
2. **Christian Communication Standards:** We communicate with appropriate language and pleasing gestures toward each other, reflecting our Catholic values and Christian charity. Profanity, vulgar language, disrespectful speech, or inappropriate gestures are strictly forbidden. All communication should reflect the dignity of our Catholic educational environment and demonstrate respect for God, others, and oneself.
3. **Respect for Persons and Property:** We expect each child to show respect and consideration for the personal and material rights of others as taught by the Gospel. Bullying, intimidation, destroying and/or stealing of property (which must be replaced by parents), graffiti, writing in books, on covers, desks, chairs or walls, and stealing from others are totally unacceptable and contrary to Catholic moral teaching. We solve problems through dialogue and Christian conflict resolution. Fighting may never be used to solve a problem. It requires more self-control and Christian virtue to walk away from a fight than to enter into it.

Safety and Security Standards

4. **Prohibition of Dangerous Items:** Students are strictly forbidden from bringing any dangerous items to school including but not limited to: knives, matches, lighters, lasers, Tasers, weapons of any kind, or any items that could cause harm to themselves or others.

This requirement reflects our commitment to protecting the safety of all members of our Catholic educational community.

5. **Electronic Device Policy:** Electronic games and cellular phones are to be left at home unless otherwise specifically authorized by school administration. When permitted, cellular phones **MUST** remain in silent mode and be kept secured in schoolbags or in the School Manager's designated storage during all school hours. Students bear sole responsibility for their personal devices. The school assumes no liability for loss, damage, or theft of personal electronic devices.

Academic and Behavioral Excellence

6. **Commercial Activity Restrictions:** The school administration maintains exclusive authority regarding all commercial activities on school premises. Students may not buy, sell, trade, or distribute items without explicit administrative permission. This policy ensures proper oversight of all activities within our Catholic educational environment.
7. **Representation of Catholic School Identity:** All students are expected to positively represent their Catholic school and our shared values at all times, whether on school premises or in the broader community. We expect students to demonstrate appropriate Christian behavior both inside and outside school. Students serve as ambassadors of Catholic education and must conduct themselves in ways that honor our institutional mission and Catholic identity.
8. **Academic Commitment and Excellence:** Each student is expected to produce schoolwork and complete homework assignments to the best of his/her God-given ability. Academic effort reflects respect for the gift of education and the sacrifices made to provide Catholic formation. Students must demonstrate consistent effort, preparation, and engagement in all academic pursuits. Please refer to our comprehensive Homework Policy for detailed requirements and expectations.

Dress Code and Appearance Standards

9. **Adherence to Catholic Dress Code:** All students must strictly adhere to the established Dress Code and biblical appearance standards as outlined in our comprehensive policy. These requirements reflect Catholic teaching on modesty, gender complementarity, and appropriate presentation within our sacred educational environment. Compliance with dress and appearance standards is non-negotiable and essential to maintaining our Catholic identity.

Attendance and Punctuality

10. **School Hours Compliance:** Students are expected to arrive punctually and remain for the complete duration of established school hours. Consistent attendance demonstrates respect for education, teachers, fellow students, and the structured learning environment essential for Catholic formation. Tardiness and early departure disrupt the educational process and show lack of respect for our Catholic educational community.

Disciplinary Philosophy and Enforcement

These Major School Agreements and Regulations serve multiple essential purposes within our Catholic educational mission. They maintain order and discipline necessary for effective learning while forming Christian character and teaching respect for legitimate authority as mandated by Scripture. Students learn obedience, self-control, and submission to proper authority through consistent adherence to these standards.

Violations of these agreements will be addressed through our Catholic disciplinary process, which emphasizes correction, formation, and restoration while maintaining consequences appropriate to the offense. Our approach follows biblical principles of discipline that seek to guide students toward virtue and holiness while protecting the integrity of our Catholic educational environment.

While patience is indeed a virtue that we practice in our Catholic educational community, there are clear limits to our tolerance of continued violations and non-compliance. Students who persistently fail to adhere to our agreements and regulations, despite repeated guidance, correction, and pastoral intervention, will ultimately face suspension and dismissal from our institution. We recognize that some students may not be suited for the demands of authentic Catholic education, and in such cases, separation becomes necessary to protect the integrity of our mission and the welfare of our Catholic educational community.

Our disciplinary process follows a progressive approach that provides multiple opportunities for correction and growth, but students and families must understand that continued failure to comply with our Catholic standards will result in removal from our institution. We cannot compromise our Catholic identity or lower our standards to accommodate those unwilling to embrace our comprehensive formation program.

Parents and students acknowledge that these agreements reflect Catholic moral teaching and biblical principles rather than arbitrary rules. Acceptance of these standards constitutes essential agreement to participate fully in our Catholic educational community and its comprehensive formation program.

COMPREHENSIVE DRESS CODE AND BIBLICAL HAIRSTYLE STANDARDS

Education is a serious obligation that requires an appropriate learning environment. A comprehensive dress code contributes to an environment

that supports productive educational atmosphere and Catholic identity formation. Dressing modestly (unassumingly), in good taste and according to Catholic educational tradition contributes to the student's educational discipline and spiritual development. The Foundation Catholic Education St. Maarten maintains a mandatory uniform dress code for all students. This comprehensive dress code was developed:

- to promote a Catholic atmosphere of modesty and reverence
- to free up children for academic concentration without clothing distractions
- to eliminate competition among children regarding clothing, appearance, and fashion
- to minimize the cost of school clothing for families
- **to instill Christian discipline as mandated by Scripture**
- **to maintain biblical gender complementarity as established by divine creation**
- to foster unity and equality among all students in our Catholic community
- to ensure appropriate presentation in our sacred educational environment

This mandatory dress code applies to all students in the Early Childhood Education Program, as well as for groups One through Eight. This policy maintains standards of dress that uphold our tradition of neat, modest appearance while being economically accessible to all families.

MANDATORY SCHOOL UNIFORM REQUIREMENTS

All students must wear the designated school uniform daily during school hours and at all school-related activities unless specifically exempted by administration. The school uniform consists of:

General Uniform Components:

- Official school polo shirts in designated colors as specified by administration
- Official school pants, shorts, skirts, or jumpers in designated colors and styles
- Official school sweaters or cardigans for cooler weather as approved by administration
- School-approved socks in designated colors (white or navy blue)
- School bag or backpack in approved colors and styles

Mandatory Footwear Requirements:

- Black shoes only - no exceptions permitted for any student
- Shoes must be closed-toe, flat or low-heel dress shoes or approved athletic shoes

- Shoe styles must be conservative, modest, and appropriate for educational environment
- High heels, platform shoes, sandals, flip-flops, boots, or brightly colored shoes are strictly prohibited
- Shoes must be kept clean, in good repair, and properly laced or fastened
- Socks must be visible above shoe line and conform to designated color requirements

Uniform Compliance Standards:

- All uniform items must be purchased from approved vendors or meet exact specifications
- Uniforms must be kept clean, pressed, and in good repair at all times
- Proper fit is required - overly tight or loose clothing is not acceptable
- All uniform items must be worn as intended without modification or alteration
- Non-uniform clothing items may not be substituted or combined with uniform pieces

BIBLICAL FOUNDATION FOR HAIRSTYLE REQUIREMENTS

Our hairstyle policies are grounded in Sacred Scripture, specifically 1 Corinthians 11:14-15, where the Apostle Paul teaches: *"Does not the very nature of things teach you that if a man has long hair, it is a disgrace to him, but that if a woman has long hair, it is her glory? For long hair is given to her as a covering."*

These requirements serve dual biblical purposes: maintaining gender complementarity as established by divine creation and providing essential disciplinary formation for Christian character development, as mandated in Hebrews 12:11: *"No discipline seems pleasant at the time, but painful. Later on, however, it produces a harvest of righteousness and peace for those who have been trained by it."*

MALE STUDENT HAIR REQUIREMENTS

Male students shall maintain hair length above the collar and ears, with hair not extending below the eyebrows, consistent with biblical teaching that nature demonstrates the appropriateness of shorter hair for men (1 Corinthians 11:14). This requirement reflects divine natural order and masculine dignity while serving as essential disciplinary formation. Male students learn Christian discipline through daily grooming standards that require subordination of personal preferences to spiritual formation, following the apostolic example of bodily discipline and self-control (1 Corinthians 9:25-27). This policy trains students in the way they should go (Proverbs 22:6), developing humility and respect for authority as fundamental Christian virtues.

Not allowed for male students: earrings, dreadlocks, braids, tails, cornrows, designs, mohawks, shaved patterns in head or eyebrows, body piercing, tattoos, jewelry, or any hairstyles extending beyond the specified length requirements (i.e. styles that draws attention to self rather than glorifying God, preventing proper formation in Catholic masculine virtues). (see more elaborate list: 'prohibited hairstyles').

FEMALE STUDENT HAIR REQUIREMENTS

Female students shall maintain hair length extending below the shoulders, reflecting the biblical teaching that long hair is a woman's glory (1 Corinthians 11:15) and expressing the feminine dignity established by divine creation. This requirement serves both to honor God's design for gender complementarity and to instill Christian discipline as mandated by Scripture. Through daily adherence to this standard, female students develop habits of obedience and submission to legitimate authority (1 Peter 5:5), while training in the discipline that produces righteousness and peace (Hebrews 12:11). This policy forms character through consistent external practice, preparing students for adult responsibility within God's created order.

Permitted hairstyles for female students include:

- Natural hair of shoulder length
- Modest braided hairstyles and cornrows (*see: permitted braided styles below*)
- Simple, neat hairstyles that demonstrate care and dignity
- Hair styled in a manner that reflects Christian modesty and self-respect

Permitted braided styles (for practical grooming needs and when modest and without religious symbolism and without extensions and adornments):

- Modest traditional braids and French braids
- Cornrows in modest patterns
- Simple protective braiding styles
- Braided updos and buns

Not allowed for female students: long earrings, dreadlocks, extensions/extension braids, braids incorporating religious symbols, charms, or talismans, beads, ritual braiding patterns specifically associated with non-Christian religious ceremonies, braiding patterns that form religious symbols of non-Catholic faiths, feathers, hair dyes, body piercings, shaved styled eyebrows, tattoos, make-up/nail polish, long nails, fashion nails, fashion eye lashes, jewelry (i.e. styles drawing excessive attention that violate biblical calls to modesty and create stumbling blocks for others' spiritual development) or any hairstyles that do not meet the

minimum length requirement below the shoulders. One pair of small, short earrings are allowed. (see more elaborate list: ‘prohibited hairstyles’).

SPECIFICALLY PROHIBITED ADORNMENTS

For all students: Adornments of any kind (whether decorative, cultural, or religious), beads, shells, feathers, crystals, amulets, non-Catholic religious symbols (woven into hair). These items function as talismans and protective charms, demonstrating lack of faith in divine providence and Catholic sacramental protection. They violate Canon 1211 requiring Catholic sacred spaces remain free from anything foreign to divine worship.

CATHOLIC IDENTITY AND RELIGIOUS EXCLUSIVITY PROVISIONS

Due to the exclusively Catholic nature of this educational institution, hairstyles reflecting other religious and/or cultural traditions, practices, or spiritual systems are prohibited for all students regardless of gender. This includes but is not limited to: dreadlocks (associated with Rastafarian religious practice), ritual braiding patterns reflecting non-Christian spiritual traditions, hairstyles incorporating religious symbols or patterns from Islam, Hinduism, Buddhism, or other non-Christian faiths, and any grooming practices derived from spiritual systems incompatible with Catholic doctrine (see: list prohibited hairstyles).

The Catholic Church's teaching on religious unity and the primacy of Christ (John 14:6: *"I am the way and the truth and the life. No one comes to the Father except through me"*) requires that our educational environment reflect exclusively Catholic spiritual formation. As established in 2 Corinthians 6:14-17 regarding separation from incompatible spiritual influences, Catholic educational institutions must maintain environments free from religious practices that could confuse or compromise students' Catholic formation.

Catholic teaching requires that all outward signs used in worship, formation, and daily life point clearly to God and the truth of the Catholic faith. Hair adornments such as beads, shells, crystals, or feathers, when used as spiritual charms, constitute violations of the First Commandment by attributing protective or spiritual power to created objects rather than to God alone. Such items resemble counterfeit sacramentals, causing confusion between authentic Catholic devotions (such as the rosary or scapular) and pagan or superstitious practices explicitly condemned in Scripture (Ex. 20:3; Deut. 18:10–12; 1 Cor. 10:21).

The Church also warns against sacramental confusion and syncretism. Symbols drawn from African traditional religions, New Age practices, or

animistic beliefs promote worldviews incompatible with Catholic doctrine, undermining the clarity of faith. Their presence, especially within Catholic schools and during the sacraments, weakens catechesis, profanes the sacred, and blurs the line between grace that flows through Christ's sacraments and the false spiritual power attributed to amulets or talismans. The Council of Jerusalem (Acts 15) and the Catechism (CCC 2111, 2284) remind us that mixing non-Christian practices with Christian worship leads to scandal and diminishes evangelical witness.

Canon law supports these theological principles by requiring Catholic schools and sacred spaces to preserve authentic Catholic identity (Can. 803, 1211). While the Church respects religious freedom (Can. 748), Catholic institutions are not obliged to facilitate the display of non-Catholic faith symbols within their walls. A consistent Catholic environment in student life, including dress and personal adornment, ensures that formation remains undivided and wholly directed toward Christ.

Finally, there are important pastoral reasons for our dresscode and appearance standards. Allowing non-Catholic religious symbols in Catholic education creates confusion, distracts from prayer, and divides the community of faith. Parents entrust their children to our Catholic schools with the expectation of an environment rooted exclusively in Catholic formation. By prohibiting hair adornments associated with non-Catholic spiritual practices, schools safeguard unity, protect students from spiritual confusion, and fulfill their mission of forming clear, faithful witnesses of Christ

CULTURAL SUBORDINATION TO CATHOLIC TEACHING

While respecting the diverse cultural backgrounds within our school community, all cultural preferences regarding appearance, grooming, and personal expression must be subordinated to Catholic teaching and biblical mandates. Cultural traditions that conflict with Catholic doctrine regarding gender complementarity, Christian discipline, or exclusive Catholic identity cannot be accommodated within our educational environment.

Scripture establishes the supremacy of Christian identity over cultural or ethnic identity (Galatians 3:28: *"There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus"*), while simultaneously maintaining God's design for gender distinction. Catholic students are called to embrace their primary identity as Catholics, with cultural heritage serving Catholic formation rather than superseding it.

Therefore, hairstyles, grooming practices, or appearance standards rooted in non-Catholic cultural traditions must yield to biblical requirements for

gender-appropriate appearance and Christian disciplinary formation. Students from diverse cultural backgrounds are welcomed into our Catholic community with the understanding that Catholic identity takes precedence over cultural practices in all matters of spiritual and moral formation.

LIST OF PROHIBITED HAIRSTYLES (non-exhaustive):

Eastern Religious and Spiritual Practices:

- Hindu Jata or matted locks: Worn by sadhus representing dedication to Hindu deities, constituting idolatry (forbidden in Exodus 20:3);
- Buddhist tonsure variations: Partially shaved heads symbolizing monastic commitment to non-Christian enlightenment rather than salvation through Christ;
- Sikh uncut hair (Kesh): One of the Five Ks representing religious commitment incompatible with our biblical requirements and creating dual religious allegiance forbidden in (1 Corinthians 10:21);
- Hindu tilaka markings through hair parting: Invoking false gods and violating the commandment against idolatry;
- Hare Krishna sikha (single tuft of hair): Dedication to Krishna rather than Christ as Lord and Savior.

Islamic and Judaic Expressions:

- Islamic beard styles without mustache: Identifying adherence to specific Islamic traditions that deny the Trinity and Christ's divinity;
- Payot (side curls): Orthodox Jewish interpretation of Levitical law, representing rejection of the New Covenant in Christ;
- Nazarite vows of uncut hair: While biblical, these represent individual covenants outside Catholic sacramental practice and the authority of the Church.

New Age, Pagan, and Hedonistic Expressions:

- Mohawk variations representing indigenous spiritual practices or punk rebellion against authority (violating Fourth Commandment respect for legitimate authority);
- Viking/Norse braids with runes or pagan symbols woven in (Invoking non-Christian deities explicitly condemned in Deuteronomy 18:10-12);
- Wiccan or pagan ritual braids incorporating natural elements (Practicing divination and occultism forbidden in Galatians 5:20);
- Hedonistic styles promoting sensuality over modesty (Violating Catholic virtue of temperance and modesty required in 1 Timothy 2:9);
- Gothic or occult inspired styles with symbols of death or darkness (Glorifying darkness rather than Christ as Light of the World (John 8:12));
- Tribal scarification patterns shaved into hair (Prohibited pagan mourning practices from Leviticus 19:27-28).

Rastafarian and African Traditional Religious Expressions:

- Dreadlocks (locs): Religious covenant in Rastafarianism representing the Lion of Judah and rejection of Babylon, directly conflicting with Catholic teaching on Christ as the true Lion of Judah (Revelation 5:5)
- Ritual braiding with cowrie shells or spiritual beads: Used in Yoruba, Vodou, and other African traditional religions for spiritual protection (violating the First Commandment by attributing divine protection to objects rather than God alone);
- Bantu knots when worn for ancestral worship purposes: Contradicting Catholic doctrine that prayer should be directed to God alone, not deceased ancestors;

- Thread wrapping associated with African spiritual practices: Representing animistic beliefs that creation itself possesses spiritual power, opposing Catholic teaching on God as sole source of grace.

Secular Ideological Expressions:

- Political symbols or messages shaved into hair: Creating division in the Body of Christ rather than unity in faith;
- Gang affiliated styles or patterns: Promoting violence contrary to the Gospel of peace;
- LGBTQ+ pride colors dyed into hair: Advocating ideologies incompatible with Catholic moral teaching on human sexuality;
- Anarchist or anti authority symbols: Rejecting legitimate authority established by God (Romans 13:1).

ENFORCEMENT AND COMPLIANCE

All students are expected to maintain compliance with these comprehensive dress code and hairstyle requirements as part of their Catholic formation. Regular monitoring ensures consistent adherence, with appropriate pastoral guidance provided when needed. Parents and students acknowledge that these policies reflect biblical mandates and Catholic educational tradition rather than cultural preferences.

Acceptance of these requirements constitutes essential agreement to participate fully in our Catholic educational community's spiritual formation program. Students unable or unwilling to conform to these Catholic identity requirements may be counseled toward educational alternatives more compatible with their family's preferences.

HAVE AGREED AS FOLLOWS:

Article 1: Catholic Identity and Intuitional Mission

The Foundation offers Catholic education in an environment exclusively dedicated to Catholic formation and spiritual development. The Foundation, parents/guardians and students have an absolute obligation to foster the Catholic identity which is the foundation of our education and the cornerstone of our institutional mission. This means that all school agreements and regulations must be adhered to without exceptions, modifications, or compromises, and that in circumstances not foreseen by those agreements and regulations, solutions must be in line with our Catholic identity, biblical teaching, and Church doctrine. Parents/Guardians acknowledge that Catholic identity formation takes precedence over all other educational, cultural, or personal considerations within our institution.

Article 2: Declaration of Non-Conflict with Catholic Faith

The Parents/Guardians solemnly declare that their religion, life philosophy, ideology, worldview, cultural practices, and personal beliefs are not in conflict with, opposed to, or hostile towards the Catholic faith and faithful, the Pope, the Vatican, or any aspect of Catholic teaching and tradition.

Furthermore, the Parents/Guardians commit to teach their child to respect the Catholic faith and all its institutions while refraining from any behavior, speech, or activities that undermine our Catholic identity or demonstrate symbols, practices, or ideologies contrary to Catholicism. The Parents/Guardians warrant that their conscience allows them to submit their child to comprehensive Catholic education and that nothing prevents them from following all agreements and regulations that serve to uphold our institutional identity and sacred mission.

Article 3: Conscious Choice and Educational Commitment

The Parents/Guardians declare that they have made a conscious, informed, and deliberate choice to enroll their child in Catholic education, recognizing that even if they were not raised in the Catholic Church or no longer actively belong to the Church, Catholic education represents the optimal choice for their child's comprehensive formation. This choice reflects their commitment to the combination of academic excellence, moral formation, and spiritual development according to Catholic values and biblical teaching. The Parents/Guardians warrant that they have not chosen SKOS merely for convenience, location, or educational quality alone, but specifically for its Catholic identity and comprehensive faith formation program.

Article 4: Comprehensive Compliance with the agreements, rules and regulations

The Parents/Guardians declare that they have thoroughly read, understood, and accept all agreements, rules and regulations, including but not limited to biblical hairstyle requirements, mandatory uniform standards, disciplinary formation policies, religious participation requirements, and cultural subordination provisions. They commit to maintaining a copy of the school handbook for ongoing reference and adherence. The Parents/Guardians will comply with all agreements and regulations because they understand their essential value to their child's education, upbringing, and spiritual formation, as well as their critical importance to maintaining the identity and tradition of the Foundation. The Parents/Guardians explicitly acknowledge that neither they nor their child possess authority to challenge, interpret, modify, or change any agreements or regulations, as these derive from longstanding Catholic educational tradition, biblical mandate, and Church teaching. Furthermore, the Parents/Guardians guarantee their child's complete adherence to all agreements and regulations, and covenant that if compliance becomes impossible for any reason, they will immediately withdraw their child from the Foundation's schools.

Article 5: Purpose of the agreements, rules and regulations

The Parents/Guardians acknowledge and affirm that all agreements and regulations serve the sacred purpose of maintaining discipline, uniformity, order and unity while reflecting our longstanding tradition of neatness, modesty, and reverence rooted in biblical teaching and Catholic doctrine. These agreements and regulations constitute the cornerstone of the Foundation's Catholic identity and are non-negotiable elements of our educational mission. While all agreements and regulations are equally important and mandatory, the Parents/Guardians specifically acknowledge that adherence to biblical appearance standards (including mandatory hair length requirements, uniform compliance, and grooming standards) is of paramount importance as these policies reflect divine teaching regarding gender complementarity and Christian disciplinary formation. These comprehensive standards safeguard unity, equality and discipline among students while training them in fundamental Christian virtues including obedience, humility, self-control, and submission to legitimate authority as mandated by Scripture. The Parents/Guardians declare their complete understanding of the biblical foundation, Catholic nature, institutional background, and spiritual objective of all agreements and regulations, and they covenant to ensure their child's unwavering compliance with all requirements.

Article 6: Mandatory Respect for the Catholic faith and participation

The Parents/Guardians are fully aware that SKOS operates exclusively as a Catholic educational institution and therefore admission and the privilege of attending our programs is granted under the absolute condition that Parents/Guardians and their child demonstrate complete respect for the Catholic faith and participate fully in all religious activities without exception or reservation. Participation is mandatory for all activities pertaining to the Foundation both within and outside school premises, before, during and after school hours, including but not limited to: making the Sign of the Cross, praying the Holy Rosary, participation in School Masses, Prayer Mornings, Ash Wednesday Services, Stations of the Cross, Advent and Lent practices, Catholic Schools Week celebrations, and all other liturgical and devotional activities. For children baptized in the Catholic Faith, there is the additional obligation to attend Mass regularly, participate actively in church-organized activities, and engage in special preparation programs to receive the Sacraments of Reconciliation and Holy Communion at the appropriate time as determined by Church teaching and school guidance.

Article 7: Interpretation and Ecclesiastical Authority

The Parents/Guardians declare their complete understanding of all agreements and regulations, including their biblical and theological foundations, and affirm that no impediments exist to full compliance with

all requirements. When the Foundation deems it necessary to seek clarification on Catholic aspects of rules and regulations regarding student appearance, conduct, or compliance, it shall obtain guidance from the parish priest and religious coordinator, who may consult higher ecclesial authorities and incorporate canonical law considerations. Parents/Guardians acknowledge that such ecclesiastical consultation represents final authority on matters of Catholic doctrine and practice within our educational environment, and they submit to such determinations without reservation or appeal.

Article 8: Involvement of the parents

The Parents/Guardians commit to provide comprehensive support for the Foundation's efforts to educate their child according to Catholic principles and institutional standards. This includes mandatory attendance at all Parent/Guardian meetings (failure to attend without reasonable excuse constitutes breach of this agreement), active participation in school activities, and consistent demonstration of parental involvement in their child's Catholic formation. Parents/Guardians acknowledge that their engagement and support are essential elements of their child's successful Catholic education and spiritual development.

Article 9: Parents support

The Parents/Guardians declare their commitment to provide complete support for their child's Catholic education and formation. This includes ensuring punctual daily attendance, guaranteeing participation in all classes and school-organized activities, supervising homework completion, and providing encouragement and support throughout the educational process. The Parents/Guardians acknowledge that their active supervision, constructive input, and unwavering support enable their child to benefit fully from the comprehensive Catholic education offered by the Foundation.

Article 10: Parent code of conduct

The Parents/Guardians understand that they serve as essential role models for students and representatives of our Catholic educational community. The Foundation expects exemplary personal behavior from parents/guardians when on school premises and in all interactions with our institution, including: refraining from offensive, insulting, profane, or derogatory language and conduct on school grounds and social media; avoiding clothing with offensive language, inappropriate insignia, or immodest appearance; maintaining appropriate dress standards (no revealing clothing, beach wear, barefoot appearance, or shirtless presentation); refraining from smoking within sight of school property; and avoiding school grounds when affected by alcohol or other intoxicants. Parents/Guardians commit to interact civilly, respectfully, and charitably

with staff, students, and other parents at all times, avoiding abusive language, raised voices, insulting behavior, or violent conduct. Parents/Guardians agree to support and comply with all health and safety measures implemented by the school.

Article 11: Assessment & evaluation of the child

The Parents/Guardians understand and accept that comprehensive assessment of their child is required before enrollment and throughout their educational experience. If regular education is determined not to serve the child's best interests due to intellectual, emotional, developmental, or behavioral factors, the child will be referred to Individual Education within the Foundation or Special Education services outside the Foundation. Parents/Guardians agree to cooperate fully with all evaluation processes and recommendations, including therapy, counseling, special education services, and psychological interventions as deemed necessary by qualified professionals. When assessment indicates that a child requires specialized educational services, Parents/Guardians agree that referral to appropriate specialized programs represents the child's best interest and commit to cooperate with transfer procedures as soon as appropriate placement becomes available.

Article 12: Academic readiness and developmental Appropriateness

The Parents/Guardians understand that progression from kindergarten to first grade requires solid foundational development and readiness assessment. The School Readiness Assessment administered at the end of kindergarten will determine each child's developmental status and academic preparedness. Parents/Guardians agree to accept assessment results and recommendations, including extended time in kindergarten when indicated for the child's optimal development and future success. Parents/Guardians commit to cooperate with the Foundation to ensure their child advances to higher levels only when developmentally and academically ready, recognizing that premature advancement is detrimental to the child's wellbeing and educational success.

Article 13 Suspension and dismissal and institutional protection

The Parents/Guardians understand, acknowledge and explicitly agree that failure to comply with any school agreements, regulations, policies, or standards (including but not limited to conduct, appearance, biblical hairstyle requirements, uniform compliance, religious participation, or parental obligations) will result in appropriate disciplinary measures that may include suspension and/or dismissal from the schools of the Foundation. Parents/Guardians commit to cooperate fully with all Foundation directives, follow all institutional instructions, and ensure their child's complete compliance with all Catholic identity standards and educational requirements. If Parents/Guardians or their child become

unable or unwilling to comply with any requirements and maintain such non-compliance despite institutional guidance and intervention, immediate dismissal will result. This means permanent separation from all Foundation schools and the necessity of transfer to alternative educational institutions. Parents/Guardians pledge their complete cooperation with such separation procedures and acknowledge the Foundation's absolute authority to maintain its Catholic identity and educational standards.

Article 14 Breach of the agreement

The Parents/Guardians understand, acknowledge and agree that any failure to comply with the provisions, requirements, or obligations of this agreement constitutes material breach of contract with serious consequences. Parents/Guardians will be held liable for all legal fees, administrative costs, and expenses related to enforcement of this agreement or removal of their child from Foundation schools. This includes but is not limited to attorney fees, court costs, administrative processing fees, and any other expenses incurred by the Foundation in protecting its institutional interests and Catholic identity.

Article 15 Acknowledgment of voluntary choice and alternative options

The Parents/Guardians explicitly acknowledge that enrollment at SKOS represents a completely voluntary choice made with full knowledge of comprehensive Catholic identity requirements and institutional standards. Parents/Guardians affirm their awareness that numerous public and alternative educational institutions exist in Sint Maarten where families seeking secular education or accommodation of non-Catholic religious and cultural practices may enroll their children. By choosing Catholic education at SKOS, Parents/Guardians demonstrate their commitment to comprehensive Catholic formation and their willingness to subordinate all other preferences to Catholic teaching and institutional requirements.

Article 16: Sacred covenant and spiritual commitment

This agreement constitutes a sacred covenant between the Foundation and Parents/Guardians for the spiritual, moral, intellectual, and character formation of the enrolled child according to Catholic teaching, biblical principles, and Church tradition. Parents/Guardians acknowledge that this covenant extends beyond mere educational services to encompass comprehensive Catholic identity formation that prepares their child for faithful Catholic discipleship and eternal salvation. Both parties commit to honor this sacred covenant through faithful adherence to all provisions and unwavering support for the Catholic educational mission.

Article 17 Law and forum

Notwithstanding Article 7, this Foundation-Parent Agreement is governed by the laws of Sint Maarten and is construed to be in accordance with those

laws. Any and all disputes arising between Parties under or in connection with this Foundation-Parent Agreement shall be subject to the exclusive jurisdiction of the Court of First Instance in Sint Maarten, notwithstanding the rights of appeal to decisions of the Court.

AGREEMENTS OF THE SR. BORGIA ELEMENTARY SCHOOL

For your own safety and well-being in our school, there are agreements that you have to remember and follow.

<u>Agreements</u>	<u>CONSEQUENCES FOR BREAKING THE AGREEMENTS.</u>
1. Be in school on time. School starts at 7.30 a.m. sharp.	<u>Break agreement 1:</u> Latecomers are requested to collect a late pass upon entering After three times in a week – 1 st warning letter given; next time (week) – 2 nd warning letter given, and parent requested to visit school for a meeting
2. You must always remain in the schoolyard. You need permission from the principal if you need to leave the schoolyard. After school, go straight home.	<u>Break agreement 2:</u> Item that was purchased will be taken away.
3. If you have been absent from school or have not been able to do your homework, you must bring a note from your parents.	<u>Break agreement 3:</u> 1) Student will be reminded 2) Parent will be called. (After parent(s) have been contacted the homework must be completed).
4. Disrupting a class	<u>Break agreement 4:</u> A written assignment will be given around what was done in the positive manner or work pertaining to the subject – Parents must sign
5. Fighting	<u>Break agreement 5:</u> 1 st warning letter 2 nd warning letter parents visit school 3 rd warning letter parents visit school and child will not be participating in any fun activities done for the trimester; if it is an educational fieldtrip parent or a family member must accompany the student on the field trip 4th – Suspension
6. Disrespect towards staff members	<u>Break agreement 6:</u> 1 st warning letter 2 nd warning letter parents visit school 3 rd warning letter parents visit school and child will not be participating in any fun activities done for the trimester; if it is an educational fieldtrip parent or family member must accompany the student on the field trip

7. In the morning when you arrive you must <u>sit</u> and await the arrival of your teacher. Playing is only allowed on the playground during recess or gym.	<u>Break agreement 7:</u> 1st - Student will be reminded of what takes place in the morning. 2nd – Student will sit at an assigned area until classroom teacher is going to classroom 3rd - lines will be given around what is expected in the positive manner – Parents have to sign
8. Keep our school clean; put garbage in garbage bins, leave bathrooms tidy after use.	<u>Break agreement 8:</u> Clean up the mess. The more times, the bigger the area.
9. Handle books and other material with care.	<u>Break agreement 9:</u> Damage or loss is paid for by the parents.
10. In school we refrain from chewing gum.	<u>Break agreement 10:</u> 1x dispose of chewing. 2x write a story and present to your class on "The damage sweets do to your teeth."
11. Blue and white uniform, white socks and black shoes are required. If wearing under shirts / bras, it must be completely white / black or grey. For Gym Sr. Borgia School, a T-shirt and blue short pants are necessary. MALE STUDENT HAIR REQUIREMENTS Male students shall maintain hair length above the collar and ears, with hair not extending below the eyebrows, consistent with biblical teaching that nature demonstrates the appropriateness of shorter hair for men (1 Corinthians 11:14). This requirement reflects divine natural order and masculine dignity while serving as essential disciplinary formation. Male students learn Christian discipline through daily grooming standards that require subordination of personal preferences to spiritual formation, following the apostolic example of bodily discipline and self-control (1 Corinthians 9:25-27). This policy trains students in the way they should go (Proverbs 22:6), developing humility and respect for authority as fundamental Christian virtues.	<u>Break agreement 11:</u> 1x verbal reminder about the uniform code and students will sit first recess. ClassDojo sent to parent If it concerns hair or shoes parents will be advised to: Take out beads, take out braids, shave off designs, cut tails, etc.

Not allowed for male students: earrings, dreadlocks, braids, tails, cornrows, designs, mohawks, shaved patterns in head or eyebrows, body piercing, tattoos, jewelry, or any hairstyles extending beyond the specified length requirements (i.e. styles that draws attention to self rather than glorifying God, preventing proper formation in Catholic masculine virtues). (see more elaborate list: ‘prohibited hairstyles’). FEMALE STUDENT HAIR REQUIREMENTS Female students shall maintain hair length extending below the shoulders, reflecting the biblical teaching that long hair is a woman's glory (1 Corinthians 11:15) and expressing the feminine dignity established by divine creation. This requirement serves both to honor God's design for gender complementarity and to instill Christian discipline as mandated by Scripture. Through daily adherence to this standard, female students develop habits of obedience and submission to legitimate authority (1 Peter 5:5), while training in the discipline that produces righteousness and peace (Hebrews 12:11). This policy forms character through consistent external practice, preparing students for adult responsibility within God's created order. Permitted hairstyles for female students include: - Natural hair of shoulder length - Modest braided hairstyles and cornrows (<i>see: permitted braided styles below</i>) - Simple, neat hairstyles that demonstrate care and dignity - Hair styled in a manner that reflects Christian modesty and self-respect	
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Permitted braided styles (for practical grooming needs and when modest and without religious symbolism and without extensions and adornments): - Modest traditional braids and French braids - Cornrows in modest patterns - Simple protective braiding styles - Braided updos and buns Not allowed for female students: long earrings, dreadlocks, extensions/extension braids, braids incorporating religious symbols, charms, or talismans, beads, ritual braiding patterns specifically associated with non-Christian religious ceremonies, braiding patterns that form religious symbols of non-Catholic faiths, feathers, hair dyes, body piercings, shaved styled eyebrows, tattoos, make-up/nail polish, long nails, fashion nails, fashion eye lashes, jewelry (i.e. styles drawing excessive attention that violate biblical calls to modesty and create stumbling blocks for others' spiritual development) or any hairstyles that do not meet the minimum length requirement below the shoulders. One pair of small, short earrings are allowed. (see more elaborate list: 'prohibited hairstyles').	
12. Homework should be properly and promptly done. Homework should be checked and signed by parents.	<u>Break agreement 12:</u> 1x work must be done at school. Parents notified immediately on ClassDojo twice and third time parent is invited to school for a meeting

Note: Have fun while learning. Try to make the best grades possible. It makes everybody happy; yourself, your parents and your teacher.

Guidelines for Parents, Guardians or Visitors to the School

Guidelines	Consequences
1. If you would like to visit your child's classroom, you should request this by the secretary. You will receive a parent pass. Refrain from calling out to children by the gate.	The teacher will direct you to the office.
2. See to it that your child is on time.	Child will have to collect a late pass upon entering by assistant teacher.
3. See to it that your child does his/her homework properly and promptly.	Child will have to do the homework during school.
4. See to it that your child is properly dressed in uniform every day except on the day of his/her birthday celebration. Or notified school events.	Parents will be called to redress their child. Child will be redressed at school. If the school does not have the proper size the parents will be called to redress him/her in uniform at school. Consequences of rule 9 will be applied.
5. In case of a misunderstanding with a teacher or school manager you are requested to discuss the matter using appropriate language with the teacher or school manager in the absence of child(ren).	<u>Parents are not allowed to approach a student/class to handle a misunderstanding. This will be handled by the teacher.</u> Teachers will not listen to parents who are using inappropriate language. • This will lead to parents being removed from the premises by the authorities.
6. Visit the school regularly to monitor the progress of your child and sign letters promptly. We are here to help each other to the benefit of the child. A good relationship between teacher and parent will be a benefit to all involved.	

If you would like to visit the school manager, you need to inform the secretary of such.

SWPBS – School wide Positive Behavior Support

We here at the Sr. Borgia Elementary School have started the process of becoming a positive school from the youngest student to the eldest, including the teaching staff.

What is PBS you might be asking yourself?

Positive Behavior Support (PBS) gives people a new way to think about behavior. PBS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

<http://flpbs.fmhi.usf.edu/index.cfm>

At our school we started the process in 2014-2015 to make our school a PBS school. The three values that our school would like to have are honesty, patience and respect. These values are considered in all our actions here and outside of school. A logo was created together with students to portray these values. The logo can be seen upon entering our school grounds.



The PBS team consists of a coordinator, specialist and data manager. During this school year you will be involved in the remaining process of creating our positive school.

Chapter 9: Parents Support

Parental Involvement

Encourage your child to read, do his/her homework and keep his/her books and copybooks clean and tidy.

Please ensure that your child comes equipped with pencil, eraser, pen, colored pencils to do their work.

Answer forms, tests and copybooks with requests for a parent's signature should be returned to school the following day.

The school has a Parents Teachers Committee (PTC) that consists of parents and teachers. We encourage you to become a member. They meet every second Monday of the month at school.

Please contact your child's teacher regularly. Your child will benefit from this. Through better communication there will be fewer misunderstandings and most important there will be a positive working relationship. Teachers are here until 2:30 p.m. except on the first Wednesday of the month, they are here until 1:00 p.m. It would be appreciated if you would send a note or call notifying the teacher that you are coming to meet with her/him.

We encourage you to attend meetings and workshops organized by the school. Support the Parents Teachers Association in their efforts to improve the education of the students.

Open House

Open House will take place monthly. The objective of this day is to increase the involvement of parents in their child (ren)'s education. You are invited to visit your child's class for a portion of the day. You have the possibility to approach your child and look at his/her work.

The intention is not for you to have open discussion with your child's teacher, as teaching will continue as usual.

The focus is your own child. We expect a level of confidentiality from you regarding the other students.

If during your visit, you need clarity on certain areas you can make an appointment with the teacher or pass by the Student Care Coordinator for an appointment or School Manager.

Get involved

Get involved with your children's school.

Overwhelming evidence suggests that students' success stems in part from their parents' involvement in their school.

Weiss stresses, "There is a responsibility on the part of the parents to be proactive and to look for opportunities to connect with the teachers and school." Research shows that when parents and teachers are in touch, children are more likely to do well in school. In addition, when parents are heavily involved with schools, children's academic performance vastly improves. Find ways to become comfortable in your child(ren) school and build lines of communication with teachers and administrators. Think about how you can involve yourself in the academic community. Even working parents and parents with little spare time should get involved.

Here are some ways to get involved with your child's school:

1. **Join the P.T.C. Participate** in shaping program policy so that you have a say in how your children are affected, and you can help guide academic programs in a beneficial way.
2. **Volunteer.** Contact your children's teachers and ask if you can help during class time by assisting with experiments and presentations. Get in touch with the school's administrative office to sign up as a chaperone for field trips and other events. Find out if the school needs volunteers for assemblies or lunchtime.
3. **Chat with the teachers.** When you drop your children off or pick them up, say hello to the teachers and talk for a few minutes. Developing a casual rapport with your children's instructors may seem like a minor way to help your children's, but it is actually very important. Doing so opens the lines of communication and makes a teacher more likely to contact you about your child's performance. If you cannot visit the school, write notes to send along with your children, or phone teachers to check up on your kids.
4. **Help at home.** When your child has a project or needs assistance with homework, make yourself available to help. Do not take over or do the work for your children, but act as your child's assistant and let him take the reins. Stay aware of your children's assignments and knowledgeable about what they are learning.
5. **Support the school or academic program.** Get involved in fund-raisers and food sales. Offer to help sell raffles, or to obtain donations for school trips and activities. Make the goals of the school your own goals.
6. **Stay in touch with the parents of your child's classmates.** Create a network of parents, so that you all are kept abreast of what is happening in the classroom. Other parents can be a very useful resource, so share information and advice.

Source: FamilyEducation.Com Parentscentre.gov.uk

How to stimulate your child

To be a success in life, your child very much depends on the support he/she is getting from you, the parent!

You can support your child by:

- Listening to what he/she wants to tell you about school life
- Appreciating the work he/she is taking home
- See to it that he/she comes to school daily in a clean uniform
- Attending and actively participating in the information evenings
- Attending the "Active Parenting" program offered through the school
- Collecting his/her report card on time
- Helping him/her when needed, however helping does not mean that you do the homework; your child should be assisted where necessary. Tutoring or 'bijles' after school can be valuable but is not a guarantee to success.
- Visiting your child's teacher regularly after you have made an appointment. Please do not visit during school hours unless invited to do so
- Stimulating your child to read. Reading is the key to success in life

- Signing letters, notes, and tests, copybooks when requested to do so and returning them the following day. This ensures us that you have received our message using writing pad paper when you send a message to school placed in a properly addressed envelope; it will encourage neatness by your child
- Seeing to it that your child does not come to school with fancy pens, pencils, games, toys and other gadgets, as they are very distractive and cause problems
- Advising the school of any change of address, by means of and extract of the Census office and or phone number.

Chapter 10: School Song

Sr. Borgia School,
Where we know the rules
Named after a Nun
Who was a shining sun
In lives of her students
A model to parents
And also to teachers
May God always bless her

Chorus:
So open the door of our school
Let the school begin
And all children learn
All teachers and parents
Join hands together
To make life better
For everyone here.

We play everyday
And make all good grades
We don't fight at all
Cause learning is fun
We work very hard
And everyone's glad
There's no time to be mad
There's good grades to be had.

Chorus

Our school is the best
And you know the rest
When time comes to test
We work with much zest
We then do our best
And let God do the rest
It can be done
With help and reason

(Tune of song: Hymn Colors of Day)



St. Martin's Song

Where over the world, say where:
You find an Island there,
So lovely small with nations free,
With people French and Dutch,
Though talking English much,
As the St. Martin in the sea?

CHORUS:

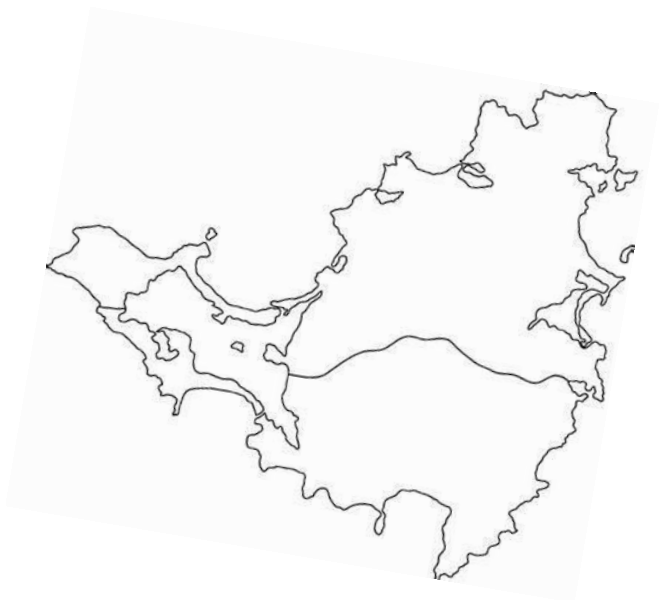
O, sweet Saint Martin's Land
So bright by beach and strand
With sailors on the sea
And harbours free;
Where the chains of mountains green
Variously in sunlight sheen;
O, I love thy Paradise,
Nature beauty fairly nice!

How pretty between all green
Flamboyants beaming gleam
Of flowers red by sunlight set!
Thy cows and sheep and goats
In meadows or on roads,
Thy donkeys keen can't I forget.

CHORUS

Saint Martin, I like thy name,
In which Columbus fame,
And memories of old are closed.
For me a great delight:
Thy Southern Cross the night.
May God the Lord protect thy coast!

CHORUS



Answer form

Please return the following day:

I have received the Handbook for Parents, and I will discuss it with my child.

Please provide this information in order for us to update our files. Phone numbers are required.

Child's name: _____
Group _____
Address _____
Religion _____
Phone / Cell _____
Email address _____

Means of transportation

Government bus 0 Yes 0 No

Private bus 0 Yes 0 No

Other _____

0 My child's Residence Permit will expire on
(date) _____

In reference to Parental Involvement I am willing to assist with the following:

Reading, Sports Day, Basketball Training, Football, Field trips,
Sandwich making on Tuesday mornings.

I am interested in becoming a board member of the Parents
Teachers Association (P.T.A.): Yes

0 _____

I suggest the School organize a workshop on the following topic:

I would like to make the following suggestions:

Parents Signature: _____