

Handbook Sr. Regina Primary School 2024-2025



SISTER REGINA PRIMARY SCHOOL
Catholic Education St. Maarten

portfolio

betrokkenheid
respect
VERANTWOORDELIJKHEID
VERBONDENHEID
INITIATIEF
Positive behavior support
PBS
Pedagogisch tact



WERKELIJKHEIDSNABIJ
LEIDERSCHAP
samenwerken



TALENTEN ONTWIKKELEN
EXPLORATIEDRANG
Katholieke identiteit



SISTER REGINA Primary School
Simpson Bay
St. Maarten

Sister Regina Primary School

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Chapter 1

A hearty welcome to Sister Regina Primary School!

We hope this school year will be a fruitful one for all concerned.

This booklet is meant to inform you about our mission and school concept. We inform you on the organization of our education, care for students and Quality care, rules, regulations, policies, expectations, etc. at our school.

Our school works according to the ideas of "Ervaringsgericht onderwijs = Experiential Education" What this means pertaining to how we work with children can be found in this handbook.

This guide/handbook consists of valuable information for parents and students. We urge you to discuss the contents with your child as he/she is expected to comply with these rules. Read it carefully and often.

Children should know what behavior is expected of them while attending school. Through the cooperation of parents and school we can attain solid Christian values and academic excellence.

Parents are responsible for keeping abreast of important issues concerning their children's education. During the school year information evenings for parents are organized. All parents are expected to attend. By being present you show your child that his/her education is important to you.

Please note that if necessary there will be amendments during the school year. Parents will be informed.

We do hope your child feels at home at the Sister Regina Primary School. We thank you for your cooperation.

On behalf of the staff,
Sister Regina Primary School

Mission statement

We, the educators of the Sr. Regina Primary School, a Roman Catholic school, are committed to the formation of young people in their spiritual, intellectual, physical and social-emotional lives in partnership with home, parish, and our multicultural community.

We are committed to be child-centered in a holistic approach by striving to motivate each child to achieve according to his/her ability and by nurturing a loving and privileged environment, where learning will be an enjoyable, meaningful and challenging experience.

We are committed to educate our students to become respectable, responsible, independent, and loving students, and future citizens, who stand for peace and justice and who are not afraid to dare unconditionally to help others when needed, in order to help build up our island and country.

We avow in vision and in practice, full acceptance of each child. From there we are trying to bring the well-being of each child on a high level and teach the child how to get a grip on reality, on the world. We go for "the emancipation of the child" Emancipation of the child, i.e. contribute in the development of the child so that they are social, free and able to feel safe, independent and feel responsible, be on an expedition, want to explore, compare and discover, want to think and find a solution and have a say in all matters. We try to achieve this emancipation by using the principles of Experiential education.

Chapter 2

Information about the School



Sister Regina was the first prioress of the Sisters of the Dominican Order on St. Maarten. She was a pioneer of Catholic education on St. Maarten.

Sr. Regina arrived here in 1890. In 1897 Sunday school was started in the then newly built church in Simpson bay. That same year school was started in the same church.

In those days there was no bridge, so the nuns came from Philipsburg to Cole bay and rowed over the Simpson bay. There was a jetty behind the church where they would land. They slept in the sacristy of the church. A small fire was made to cook their meals.

In 1946 the church school closed its doors. As a result, the children of Simpson bay had to go to the St. Joseph School in Philipsburg. About twenty years later there was a need for a second Catholic school on the island. The population was growing. Simpson bay would once again have a school.

In 1967 Mary Star of the Sea Church was dedicated and the old church building became the Regina School. This was a temporary location as a new school was to be constructed on a site along the main road to the airport, and on the recently filled in lagoon. This road is now called the Simpson bay rd. Mr. Wim Scheerder, the first principal, together with Miss Violet Halley and Miss Rose Vlaun, both from Simpson bay, were the first to teach at the newly established school.

The school expanded. Two classrooms were housed in the home of Edgar and Daisy Peterson. In 1970 the new Regina School opened its doors with six classrooms and a gym. It was the most modern and best equipped school on St. Maarten. On February 20, 1970, Bishop Williams Ellis, blessed the school. A highlight of its history. This was our Bishops first official deed on St. Maarten.

For the twentieth anniversary Foundation Catholic Education St. Maarten changed the name to Sister Regina Primary School in honour of Sister Regina.

The Butterflies Kindergarten, housed in the old guard house across from the big cistern, later on also moved into a new building. The schools were separated by a fence.

As of August 2005, due to F.B.E. (Foundation Based Education) both schools were fused and are now called Sister Regina Primary School. The school works according to the principles of Experiential Education (Ervaringsgericht onderwijs).

In 1994 the Sr. Regina Primary School became a Dutch school. Simpson bay has developed from a sleepy fishing village into a busy commercial center.

The Sister Regina Primary School is proud of having had and still has the opportunity to mold the future of many children. We will continue to bring forth men and women of caliber as our school song says. With the Lords blessing we will continue to be a pillar of our community. With the cooperation of parents, we can achieve these goals.

The school consists of two buildings: Sr. Regina Primary School, the main building, and the former Butterflies Kindergarten. The school's office is located in the main building.

principal	year
Mr. Wim Scheerder	1967-1974
Mr. Stanley Hodge	1974-1980
Mr. Huub Keulers	1980-1983
Mrs. Nancy Hodge-Peterson	1983-2007
Ms. Ria Uiterloo	2007-2013
Ms. Natasha Ambrose	2013-2014
Mrs. Samantha Beaton-Elson	2014-present

School song

God bless the Regina School
 Pillar of our community
 In which we learn the golden rule
 That makes us a better society.

Chorus
Children of all nationalities
All sitting side by side

Reading, writing, laughing happily
Caring and sharing besides

Regina you have brought forth
 Men and women of caliber
 Who are not afraid to support
 Their ideals and convictions with fervour.

Chorus...

Long may Regina stand secure
 Guiding our children of Simpsonbay
 To a happy and glorious future
 Wherever in this world they find their way.

Chorus...

At our assembly and with special occasions we sing the national anthem

O Sweet Saint Martin's Land

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 thee Saint Martin in the sea?

(Chorus)

O sweet Saint Martin's Land
So bright by beach and strand
With sailors on the sea and harbors free,
Where the chains of mountains green
Variously in sunlight sheen
Oh I love thy Paradise,
Nature beauty fairly nice,
Oh 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 the roads
Thy donkeys keen I can't forget.

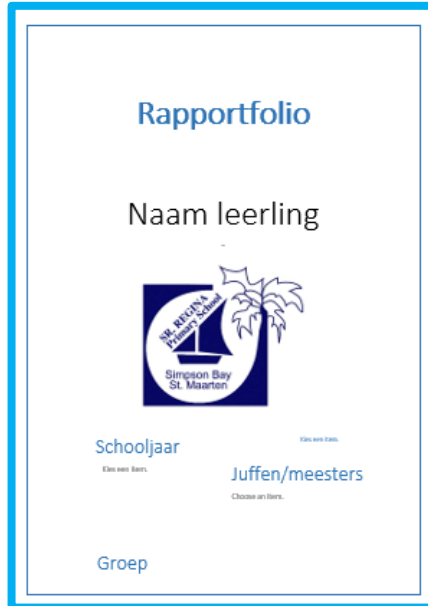
Saint Martin I like thy name
In which Columbus fame
And memories of old are closed
For me a great delight
Thy Southern Cross the night
May God the Lord protect thy coast



Chapter 3

Our Educational concept

ervaringsgericht onderwijs



We work according to Experiential learning in Dutch it's called Ervarings gericht onderwijs. The objective of "Ervaringsgericht Onderwijs, can be defined with the term "emancipation".

An emancipated being is most often free from emotional obstacles and can easily associate with feelings. He/she has a high self-esteem (self-worth).

Our mission is, to create a place where students can learn through inquiry, explore, be autonomous and create wonderful things based on real world problem solving. We aim to guide our students to become critical thinkers and take ownership of their learning process.

During this process students will learn to set goals in their personal portfolio's. Parents are also involved, when we look at the child's development in their portfolio.

As educators we facilitate the students with the tools, time and space to be successful. We aim to work on the holistic development of each and every child.

Collaboration amongst students as well as amongst teacher, plays a very important role in our school. When students or teachers collaborate, they make use of each other's competencies and build a strong learning community.

The school's commitment to a growth mindset is reflected everywhere in the school!

Our school is located in an area where you have the Maritime industry. It is very important to expose children to this. As one of our programs in school, we provide a group of students with sailing and kayaking lessons. They also learn a lot from guest speakers and fieldtrips where real life learning takes place.

The wellbeing of each and every child is fundamental to us, because if a child is not happy, learning will not take place. Therefore, we also spent time on developing coping skills with social emotional programs in our school such as Zippy's Friends, Apple's Friends and PBS (Positive Behavior Support). We teach our students that they all are superhero's as long as they follow our three important school wide values: Respect, Cooperation and Responsibility.

As a school you have to keep up with innovations and also cater to 21st century learners! Therefore, students get the opportunity to work with devices and we have digital boards in all classrooms.

We provide quality education, where deep level learning takes place and that is reflected in our motto "Mediocrity attacks excellence"

Chapter 4

Faculty

Management Team

Mrs. Samantha Beaton-Elson

School Manager

Ms. Joanne Arrundell

Adjunct School Manager

Ms. Kimberley Mahadewsing

Cycle 1 Coordinator

Ms. Joanne Arrundell

Cycle 2 Coordinator

Ms. Charleen Bell

Student Care Coordinator

Ms. Somer Diaz

Secretary

Cycle One

Teacher Samanta Nitiredjo

group 1/2a

Teacher Anne van der Berg

group 1/2b

Teacher Bonnie Huizenga

group 3

Teacher Viresh Kowlesar

group 4

Cycle Two

Teacher Esmee van der Steen

group 5

Teacher Manisha Nanhoe-Achaibersing

group 6

Teacher Joanne Arrundell

group 7

Teacher Priscilla Williams

group 8

Teacher Kimberley Mahadewsing

group IE (Individuel Education)

Teacher Jenneli van Troon

English Subject Teacher

Teacher Astrid Fieremans

Physical Education

Teacher Aid

Teacher Crystal Blackett

Teachers' assistant cycle one and Artistic Development

Teacher Helen Arnaud

Teachers' assistant cycle one and cycle two

Teacher Myrna Bloemert

Teachers' assistant cycle one and cycle two

Still to be determined

Teachers' assistant Group IE

Careteam

Ms. Charleen Bell

Student Care Coordinator

Ms. Peggy Pengel

Remedial Teacher

Ms. Guicindy Glasgow

Social Worker (Dr. J. Enterprises)

Ms. Alexandrine Peterson

Psychologist (Dr. J. Enterprises)

PTA (Parent Teachers Association)

The P.T.A. (Parents- Teachers Association) under leadership of Mrs. Ellen van Holland-Little (Chair Person)

is an active one. Funds are raised in order to purchase educational materials and to organize activities for the children.

The P.T.A. meets once a month. Your support by participating in activities for the children will be highly appreciated.

Trainees

In our school we give students from St. Maarten, Holland and Belgium the opportunity to work on their development.

Chapter 5

General Information

5.1 School hours

School hours are Mon, Tue and Thu: from 7:25 a.m. to 2:00 p.m. and Wednesdays and Fridays from 7.25 a.m. to 12:45 a.m. The school gate opens at 7:00 a.m. Before the bell rings the students are expected to sit in their class and read. Group 1, 2, 3 and 4 can enter at the former "Butterfly entrance" and immediately go to their classes. Kindly see to it that your child is present before the above mentioned time.

School finishes at 2:00 p.m. **Parents waiting for their child/children at the main building at 14.00 p.m.** please wait outside the gate, not in front of the classes, as this is very distracting.

Please see to it that your child is picked up on time. At 2:00 pm, the Afternoon School Program starts on the premises. The youth leaders of this program are not responsible for students that have not been picked up.

You are kindly requested not to park your car in front of the gates.

At 14.00 p.m. all children of the main building (cycle two) exit together with teachers through the black and blue gate. Please wait when you see children with the "STOP" signs. This will allow students to cross the road safely.

The school should be informed of any change in arrangement of transportation and picking up.

In order to allow the children to get into the bus and cars safely, cooperation of all is needed. The traffic goes smoothly if all vehicles drive in the same direction.

Please do not enter the Simpson Bay Road through the alley, but pass around via the Butterfly building.

Children should be picked up on time as there is no supervision and the school cannot be held responsible for any problems due to no compliance. If you are late your child is expected to sit quietly on the bench in front of the office.

The school is not liable for any accident, which may occur after school hours, unless sustained during an activity supervised by school personnel.

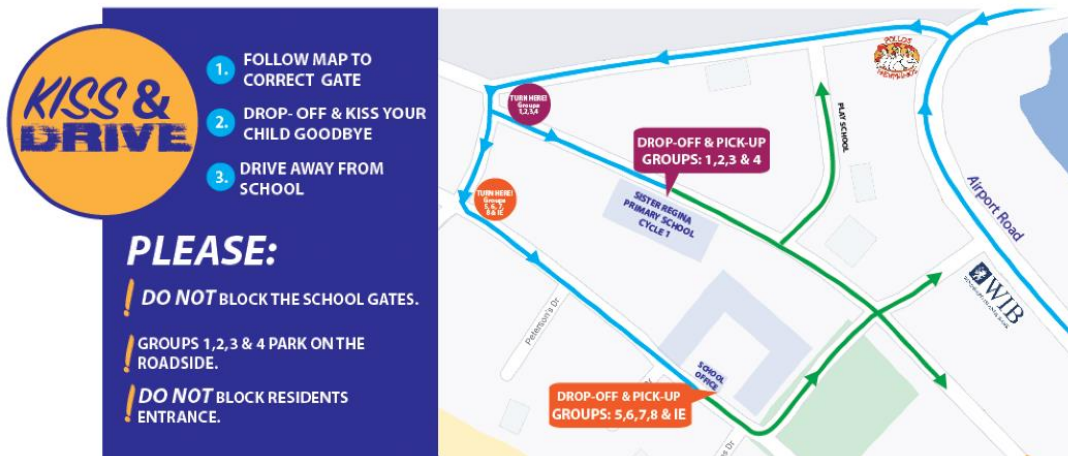
Students are never permitted to leave the premises to buy lunch when there are after school activities.

5.2 late policy

A student, arriving after 7:25 a.m., has to 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. We ask you to help us teach children the importance of punctuality and responsibility.

5.3 Kiss and drive dropping off child(ren)



It is important to keep all students and staff safe. Together with the PTA and community Police officer, we have been working on putting in place rules and guidelines to keep vehicles moving and to ensure the safe entry and exit of students from vehicles. Some of these rules include:

- Drivers adhering to **limiting speeds**
- Drivers, parents and students following school staffs' **instructions**
- Drivers **not parking** and waiting in the Kiss and Ride lane (It's called Kiss and Ride NOT Kiss and Park)
- Drivers treating staff, students, volunteers, passengers, and other drivers **with respect**
- Drivers **not double parking** beside the Kiss and Ride lane (students crossing between vehicles could be injured by other vehicles)
- Adults making sure students **fully exit or enter** the vehicle before driving away from the Kiss and Ride lane
- Drivers **remaining in the vehicle** while in the Kiss and Ride lane so as to not block the flow of traffic.

5.4 Attendance/absence

1. Parents have to inform the office about absences due to illness by phone to the school 5454219.
2. Students returning from illness are required to bring a signed note to their teacher. After 3 days of illness they have to bring an official doctor's letter, which is required by the Truancy officer of the Department of Education.
3. Regular attendance is required. If students have to leave the island, a request must be made at the school's office first. A written request has to be submitted to the office of the Department of Education (Brook's building). The letter has to be addressed to the Truancy officers at the Inspectorate of Education. Please do not schedule vacations during school dates. (*Compulsory Education*). *Under no circumstances, will the Department give permission to parents, to keep their children out of school, in order to extend the vacation. Your request will be granted for the following: funeral, referral by a specialist and relocation.*

The Truancy Office is located at the BPT Building Cannegieter Street #15, Unit 4 Tel 542-3479

5.5 Recess

Monday, Tuesday and Thursday

1st recess 9.45-10.15
2nd recess 12.15-12.45

Wednesday and Friday

1st recess 9.45-10.00
2nd recess 12.15-12.30

Recess groups 1/2A and 1/2B

snack 9.30-10.00
play 10.00-10.45
snack 12.45-13.00
play 13.00-13.45

5.6 School breakfast/lunch and



- Choose brown bread that contains vitamins, minerals and fiber.
- Fruit and vegetables are tasteful: banana, tomatoes, cucumber etc.
- For snack time during recess: fruit, sandwich, rice waffle, healthy fruit bars.
- Encourage your child to drink water: It is good for when thirsty, easy and cheap and doesn't contain sugar!
- Encourage chocolate milk, tea, yoghurt drinks and keep track of sugars that these drinks contain.
- Fast food is not allowed! (fries, hamburgers, chicken nuggets....)
- Heavy Meals are not allowed (spaghetti, macaroni, rice and chicken....) it's a short break for breakfast or a light snack

Food allergies !



we have a number of children in our school that have food allergies. Children with food allergies can have life-threatening reactions with some exposures to even tiny amounts of allergen. There are certain things that need to be done to keep them safe and able to learn. Because our school has many young children who are still exploring their environment with their hands and mouths and frequently touch their face, we have school rules that can decrease their chance of allergic reactions. Specific school rules that relate to our food allergy policy, will be communicated to all parents at the beginning of the school year. It is our goal to ensure that every child in our school can learn in a safe and supportive environment.

Not allowed in school:

- Peanuts, peanut butter and products containing peanuts.

Choose for birthday celebrations a treat that is very simple and healthy: for example a decorated cup with popcorn



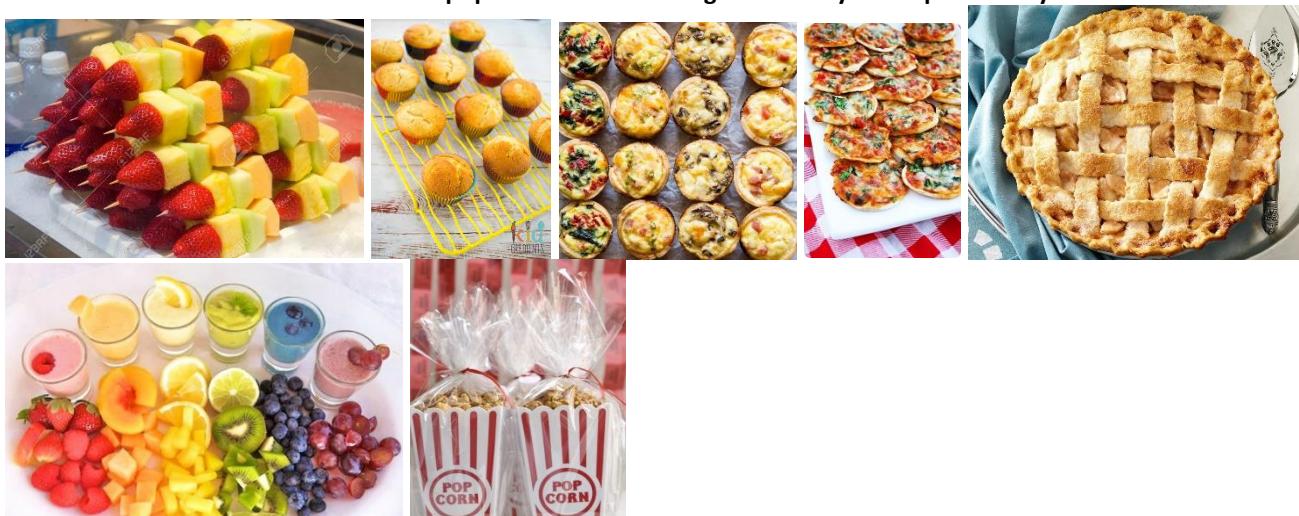
(One treat and a drink is allowed).

Not allowed:

- Any products with peanuts (allergies)
- Party bags filled with candy
- Lollypops
- Soda
- Big cakes, that still needs to be cut in pieces
- Treats that contain lots of sugar and coloring

Please keep in mind that a birthday in the school, is a small celebration. Not a big party!

- **Bake sale: no sodas and no lollipops because of choking hazard! Try to keep it healthy.**



Tips for a healthy lifestyle

- Make sure your child is well rested.
- By eating breakfast before school your child will be able to concentrate in school and will not crave an unhealthy snack for the remainder of the day.
- Encourage exercise: enroll your child in activities (swimming, sport, walking and dancing).
- Limit television and computer: (two hours a day will do, but less is better). Children who watch too much television and sit behind the computer will sit still, which is not healthy.
- Set rules and make agreements with your child for watching television and the use of the computer. Be consistent when you set the rules.
- By not installing a television in a child's bedroom, you will be able to control the amount of time the child sits in front of the TV
- You can be a role model for a healthy lifestyle, so your child can follow in your footsteps.

5.7 Dress Code

Education is a serious obligation. It is important that we provide a school environment where learning can take place. A Dress Code contributes to an environment that supports a productive and educational atmosphere. Dressing modestly (unassumingly), in good taste and according to the Catholic educational tradition contributes to the student's educational discipline. The Foundation Catholic Education St. Maarten has a uniform Dress Code for its students. This Dress Code was developed:

- to promote a Catholic atmosphere of modesty
- to free up children for academic concentration
- to eliminate competition among children regarding clothing and hair
- to minimize the cost of school clothing

This Dress Code is required for all students in the Early Childhood Education Program, as well as for groups one through eight; This policy is intended to maintain a standard of dress that upholds the tradition of neat and modest appearance, and is economically accessible to all.



Children are expected to wear the appropriate clothing. This applies to children of group 1 to 8. (Purchased at 0-14 KIDS-JUNIORS STORE)

- Students are expected to dress neatly and in the appropriate school uniform when entering the school's premises. They also have to comply with the dress code outside school hours for school events.
- Girls: Blue polo. Navy blue skort, black shoes, white/light blue socks. If your child feels cold they can wear a navy blue sweater/hoodie (purchased at 0-14 KIDS-JUNIOR STORE).
- Boys: blue polo, navy blue pants, a black belt, black shoes, white/light blue socks. If your child feels cold they can wear a navy blue sweater/hoodie (purchased at 0-14 KIDS-JUNIOR STORE).
- Bandanas are not allowed for girls and boys.
- Students are not allowed to dye their hair in different colors.
- Gym: light blue t-shirt with Sr. Regina logo, navy blue gym shorts, white/light blue socks and **black sneakers**.
- Clothing has to be clean and neat at all times and fitted appropriately. T-shirts and swimwear, under the uniforms are not allowed. (Only white undershirts are allowed).
- Shirts are to be tucked in at all times other than during physical activity. **A belt must be visible at all times.**
- **Shoes must be completely black. Any shoe that is not black will not be acceptable.**



Ankle socks are not allowed,

- Physical education uniform is required. Any student not in the official school Physical education uniform will be in violation of the school's uniform policy. (Light blue shirt and navy blue short with school emblem). After Physical Education students from group 5-8 are required to change back into their regular school uniform.
- The dress code policy is in effect during all school functions and at all times other than when indicated by school management

We expect that students and parents stick to our dress code policy. Any deviation from the dress code policy will not be tolerated. Possible consequences: students will receive a verbal warning, a written warning or can be sent home to fix infraction.

Hair & Body Ornamentation Girls:

Let's leave unsafe and distracting accessories at home. Hair must be combed regularly. It's not allowed to come to school with dyed hair (colored hairstyles). **Not allowed:** long earrings, dreadlocks, synthetic braids, beads, multiple ear piercings and body piercings, shaved styled eyebrows, tattoos, make-up/nail polish, long nails, fashion nails (fake nails), fashion eye lashes and jewelry (small short earrings are allowed).

Hair & Body Ornamentation Boys:

Hair must be kept trimmed (no longer than 1 inch). It's not allowed to come to school with dyed hair (colored hairstyles). Not allowed: earrings, dreadlocks, braids, Mohawks, tails, designs, or shaved patterns in head or eyebrows, body piercing, tattoos and jewelry.

Dress up Day

The Sister Regina School may have Dress up Days throughout the school year. Dress up Days possible themes: Crazy Sock Day, Sports Jersey Day, Teacher-Student Swop Day, Twin Day, Super Hero Day to name a few. Guidelines must be followed for appropriate clothing.

Birthdays and Celebrations

If a student chooses to celebrate his/her birthday at school, they can opt to wear something other than their uniform on that day.

The following garments are not allowed to be worn on birthday or other celebration days: Belly outs, back outs, T-shirt with any negative connotations, thin strap/strapless clothes, mini-skirts, short dresses, slippers, short pants or ripped jeans. If a pupil is not dressed accordingly, parents will be asked to bring a change of clothing before attending class

5.8 Code of conduct

Our motto and general rule for good conduct “Denk na, is dit waar ik voor sta?” (Think, is this what I stand for? Or Think before you act”). There are rules for proper conduct approved by School board, management, teachers, parents and students. We live by the rules.

The contact person with regards to the Complaint regulations is: The Student Care coordinator, Ms. Audrey Wilson.

- Form of address: We use “Juf, meester, first name: nobody will be addressed with terms related to appearance or qualities of character.
- We don’t use 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 (PBS).
- We use a positive approach when correcting students (PBS).
- And hold everyone responsible to the highest standard of respectful and responsible behavior and model such behavior (PBS).
- 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 inform Parents if students have to remain in school after normal school hours.
 3. Social contact with students beyond school hours should be with permission of Parents.

- **Contact pupils/pupils**
 1. You take care of yourself and each other or treat others the same way you would like to be treated.
 2. Use kind words and actions keep hands, feet and objects to yourself and use peaceful solutions
 3. Remarks with regards to appearance/clothing or character can hurt others instead we try to be nice and give each other a compliment.

- **Assistance and supervision during recess, gymnastics (activities from the school property):**
 1. Teachers can only enter bathrooms or changing rooms after “knock on doors” with regards to calamities. Doors cannot be locked.
 2. Assistance from teachers with changing of clothes or in toilets is on the request of students only.
 3. Social and cultural differences are always being taken into account. There should be clear rules set with parents.

Conduct with regards to internet and e-mail with pupils:

1. We do not share personal information through internet without the permission of teachers.
2. Pupils have to inform teachers or parents immediately if confronted with information that makes them feel uncomfortable and is not acceptable. Pupils should stick to agreements with regards to the use of computers.
3. Sending e-mails with regards to Educational purposes through 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, Regulations and consequences

“Commitment to strive and motivate each child to achieve according to his/her ability, by creating a loving Christ-like, mutually respectful and privileged environment, where learning can be enjoyable, meaningful and a challenging experience.” (Mission Statement)

To achieve our Mission, the Foundation Catholic Education St. Maarten requires that all students adhere to the Major School Agreements and Regulations; a breach of these agreements and regulations will result in disciplinary action and can lead, regrettably, to suspension or dismissal.

1. The Catholic Faith must be respected by all students at all times.
2. We communicate with appropriate language and with pleasing gestures towards each other.
3. We expect each child to show respect and consideration for the personal and material rights of others. In other words: bullying, destroying and/or stealing of property (must be replaced by parents), graffiti, writing in books, on covers, desk, chairs or walls and stealing from others are totally unacceptable. We solve problems through dialogue, fighting may never be used to solve a problem. It takes more self-control to walk away from a fight than to enter into it.
4. We expect the students not to bring any dangerous items to school such as: knives, matches, lighters, lasers, Tasers, etc.
5. Electronic games are to be left at home unless otherwise advised by the school. Cellular phones MUST be on silent and kept in the schoolbag or in the School Manager’s desk drawer during school hours. The student is solely responsible for their device.
6. The school is the only competent authority to buy and sell items.
7. All students are expected to positively represent their school at all times. We expect students to show appropriate behavior in and outside the school at all times.
8. Each student is expected to produce schoolwork and do homework (group 7-8) to the best of his/her ability.
9. All students must adhere to the established Dress Code of the school and Board.
10. Students are expected to fully comply with the start and end times of the established school hours.

Negative consequences for inappropriate behavior may include:

- Loss of privileges
- Assignments or cleaning duties
- Contact with home/parents or guardians
- Behavior plan
- Reminder or warning
- Confiscation of property that is not allowed in the school
- Time away in another class (buddy class)
- Suspension from school
- Expulsion from school according to the law

Positive Reinforcement for appropriate behavior may include:

- Thumbs up Smile
- Verbal praise Notes
- Sticker and coins

- Phone calls home with teacher sharing good news
- Note to principal
- Student of the hour/day/week
- High five
- Computer Special privileges
- A visit to the Student Care Coordinator

Admittance, Suspension and Expulsion.

1. The decision on admittance, suspension and expulsion of students is vested with the competent authority. The decision on admittance, suspension and expulsion may not be made dependent on the monetary contribution of parents.
2. Notwithstanding the conditions set forth in 3. the admittance of students to special education may solely be refused on the basis of religious or life beliefs or the proven non availability for placement, and may not be based on the lingual background of the student or on insufficient development in education areas. The admitted student is placed on the basis of age in the applicable cycle.
3. Referral of students to special education (IE individual Education from SKOS) shall conducted by Dr. J. Enterprises and the Care team of the school. Referral of students to special education or departments for special education, shall be conducted by SSSD.

Prior to the decision of suspension of 3 days or more or expulsion the competent authority hears the teacher, the parents and the compulsory education official of the Island Territory. Expulsion of a student is not executed until such time the competent authority has arranged admittance of the student with another school.

4. In the event an objection has been filed against a decision in section 1, the competent authority shall decide on the objection within 4 weeks of receipt of the objection filed.

Management of the school may remove a student temporary or permanently in the event the attitude/behavior of the student, the parents/caretakers of the student so warrant. The temporary removal is called a suspension whilst the permanent removal is called an expulsion. These measures can be undertaken when:

- the student exhibits continued disruptive and/or aggressive behavior, which causes an interruption of or hindrance to the regular progress and continuation of the educative process;
- the parents and/or caretakers have exhibited threatening and/or aggressive behavior, or have exerted verbal violence and recurrence of such behavior cannot be excluded resulting in a justified fear for the safety of personnel or students, or the uninterrupted continuance of the educative process;
- addressing of the behavior expressed above requires the involvement of a disproportionately large segment of the school organization, and due to which the aims of the school cannot be realized.

When you register your child at one of the Catholic Schools, you also agree with the following articles:

Article 1: Catholic identity

The Foundation offers Catholic education in an appropriate environment. The Foundation, parents/guardians and students have an obligation to foster the Catholic identity which is the basis of our education. This means that all school agreements and regulations must be adhered to without exceptions and that, in circumstances not foreseen by those agreements and regulations, solutions need to be in line with our Catholic identity and faith.

Article 2: No conflict

The Parents/Guardians declare that their religion, life philosophy, ideology, worldview are not in conflict with, opposed to or hostile towards the Catholic faith and faithful, the Pope and the Vatican. Furthermore, the Parents declare that they (will) teach their child to respect the Catholic faith and all its institutions and to refrain from behavior that undermines our Catholic identity and to illustrate any symbols against Catholicism. The Parents/Guardians thus warrant that their consciousness allows them to submit their child to Catholic education and nothing prevents them from following the agreements and regulations that serve to uphold our identity.

Article 3: Conscious choice

The Parents/Guardians declare that, even though they were not raised in the church or no longer belong to the church, a Catholic education is the right choice for their child because of the combination of quality, modern education and an in-school upbringing according to Catholic values. The Parents/Guardians warrant that they have not chosen a school of the Foundation for convenience or merely the quality of the education.

Article 4: Compliance with the agreements, rules and regulations

The Parents/Guardians declare that they have read and understood all agreements, rules and regulations, especially regarding the appearance and conduct of students, and that they will keep a copy of the school handbook for future reference. The Parents/ Guardians will adhere to those agreements and regulations because they understand their value to the education and upbringing of their child and the identity and tradition of the Foundation. The Parents/Guardians understand that neither they, nor their child are in a position to challenge, interpret or change the agreements and regulations as these come from a long-standing tradition of Catholic education. Furthermore, the Parents/Guardians warrant their child's adherence to the agreements and regulations; and that if compliance becomes impossible for whatever reason, they will withdraw their child from the schools of the Foundation.

Article 5: Purpose of the agreements, rules and regulations

The Parents/Guardians acknowledge that the agreements and regulations serve the purpose of maintaining discipline, uniformity, order and unity while reflecting a longstanding tradition of neatness and modesty. The agreements and regulations are the cornerstone of the Foundation's Catholic identity. Although all agreements and regulations are equally important, adherence to the agreements on the appearance (hair, body ornamentation and dress code) of students is of great importance. These agreements and regulations safeguard the unity, equality and discipline among peers. The Parents/Guardians declare that they understand the nature, background and objective of the agreements and regulations and that they will ensure their child's compliance.

Article 6: Respect for the Catholic faith and participation

The Parents/Guardians are fully aware that the schools of the Foundation are Catholic schools and that therefore admission to a school and the privilege of attending its education is granted under the condition that the Parents/Guardians and their child respect the Catholic faith and participate in all religious activities. Participation is required for all activities pertaining to the Foundation in and outside of the school, before, during and after school hours. This includes, but is 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 and participation in Catholic Schools Week. For a child baptized in the Catholic Faith, there is also the obligation to attend mass regularly, participate in activities organized by the church and to participate in a special program to receive the Sacrament of Reconciliation and Holy Communion at the appropriate time.

Article 7: Interpretation of the agreements on appearance and conduct

The Parents/Guardians declare that they understand the agreements and regulations and that there are no issues standing in the way of compliance. If the Foundation deems it necessary to seek more clarity on the Catholic aspects of the rules and regulations on the appearance and conduct of the child and their compliance, it shall obtain the advice of the parish priest and the religious coordinator who may also seek advice from higher ecclesial authorities and take canonical law into account.

Article 8: Involvement of the parents

The Parents/Guardians declare that they will fully support the Foundation and schools' effort to educate their child, this means that the Parents/Guardians will attend all Parent/Guardian's Meetings (failing to attend without a reasonable excuse entails a breach of this provision) and partake in school activities and demonstrate parental involvement.

Article 9: Parents support

The Parents/Guardians declare they will fully support their child in their education. This means that they will bring (or send) their child to school on time and ensure that their child attends all classes and activities organized by the school. Furthermore, it means that the Parents/Guardians will ensure that their child will do his/her homework and encourage and support him/her in the process. The Parents/Guardians acknowledge that with their supervision, input and support, their child will be able to take full advantage of the education offered.

Article 10: Parent code of conduct

The Parents/Guardians understands that they are important role models of our students. The schools expect a high standard of personal behavior from parents/guardians when on school grounds, including but not limited to such things as: refraining from offensive, insulting or derogatory language as well as conduct on school grounds and social media. This includes wearing clothing with offensive language or insignia. Revealing clothing or beach wear, going barefoot or without a shirt is not appropriate. Please refrain from smoking within sight of the boundary of the school property. Not allowed on school grounds if affected by, alcohol or any other intoxicant.

Interaction with staff, other parents and students; Parents are expected to interact civilly with staff, students and other parents at all times. Abusive language, raising your voice, insulting or violent behavior to anyone on school grounds is not appropriate and unacceptable. Adhere to and respect the COVID safety measures at the school.

Article 11: Assessment & evaluation of the child

The Parents/Guardian understand that a full assessment of the child is required before enrollment. If regular education is not deemed to be in the interest of the child because of his/her intellectual and/or emotional development and/or disabilities, the child will be referred to Individual Education within the Foundation or to Special Education outside the Foundation. If the child has been admitted to school and the need for a further evaluation arises, the Parents/Guardians agree to fully cooperate with the Foundation. This includes cooperation if the child needs therapy, counseling and/or special education services; and a diligent adherence to the recommendations of the psychologist. Furthermore, if it becomes apparent that a registered child needs special education, he/she will be referred to an appropriate group or school providing individual attention and specialized care. The Parents/Guardians agree that this is in the best interest of their child and agree to cooperate with transferring the child to a special school as soon as a place becomes available.

Article 12: School readiness

The Parents/Guardians understand that going from group 2 to group 3 requires a sound foundation. For the benefit of the child, the School Readiness Assessment will be administered to all students at the end of kindergarten ("group 2"). This test will indicate where the child is in its development. In collaboration with the parents it will then be decided whether it is beneficial to extend the child's time in group 2 to continue in group 3. The Parents agree that it is in the best interest of their child to allow more time in "group 2" if the assessment so indicates.

Furthermore, the Parents/Guardians agree to cooperate with the Foundation to ensure that their child does not advance to a higher level if he/she is not ready; as this is detrimental to the wellbeing of the child.

Article 13 Suspension and dismissal

The Parents/Guardians understand, acknowledge and agree that failure to comply with the school agreements and regulations (including those on conduct and appearance) will result in disciplinary measures that may lead to suspension and/or dismissal. The Parents/Guardians agree to fully cooperate with the Foundation, follow the instructions of the Foundation and ensure their child's compliance. If, for whatever reason, the Parents/Guardians and child are no longer able to comply with these rules and maintain their non-compliance, the child will be dismissed. This means that the child can no longer be a student of the schools of the Foundation and will need to be transferred to another school; the Parents/Guardians pledge their full cooperation.

Article 14 Breach of the agreement

The Parents/Guardians understand, acknowledge and agree that failing to comply with the regulations of this agreement, is a breach of agreement. The Parents/Guardians will be held liable for all potential legal fees pertaining to the removal of the child from the schools of the Foundation.

Article 15 Law and forum

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.

5.9 School Communication



Communication is key between parents/guardians and teachers/school and viceversa.

Concerns should always be discussed according the chain of command

1. the teacher
2. SCC (student care coordinator)
3. management

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 will give you a monthly update of activities taking place in school and in the different groups.

We also have a facebook page, where you can follow our activities
www.facebook.com/srreginaprimaryschool

Each class is connected to ClassDojo. At the beginning of the school year, all parents received login codes. It is very important that parents connect to ClassDojo to keep up to date with information from the teacher.

5.10 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 (cutoff date) of that year for group one.

Documentation/information (to be handed in when called)

- recent passport pictures (boys' hair plain low-cut / girls' hair neatly combed)
- Baptism paper (if child is baptized Catholic, Anglican or Methodist)
- Up-to-date vaccination record
- Original registration form from the Civil Registry with ID nr. Not older than 6 months
- Proof of Dutch nationality: Dutch nationals – copy of valid Dutch passport or birth certificate
Non-Dutch nationals – copy of valid residence permit

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.

Online registration at www.skos-sxm.org/registration

The parental contribution

First child f. 300 / \$ 166.66
Second child f. 275 / \$ 152.78
Third child f. 250 / \$ 138.88

A registration fee of f.50 / \$28 is required for new students.

Both fees are to be paid at registration time.

BENEFICIARY INFORMATION: Stichting Katholiek Onderwijs St. Maarten
Walter Nisbeth Road #3, St. Maarten

BANK ACCOUNTS: WIB US \$ ACCOUNT #: 81467506
WIB NAF ACCOUNT #: 81467604

The parental contribution is due annually before the new School year starts. **There will be no refund if the child should leave before the end of the school year!**

5.11 Request of Transfer

Parents wishing to transfer their child from another school can request this by filling in a form at our school or online. (skos-sxm.org/registration)

This request can be granted if there is available space in the desired class/group.

5.12 Vacation schedule 2024-2025

Midterm break: October 7th – October 11th, 2024
Constitution Day: October 14th, 2024
St. Maarten's Day: November 11th, 2024
Christmas break: December 23rd, 2024 – January 3rd, 2025
Midterm break: March 3rd & March 4th, 2025
Easter Break: April 17th- April 21st, 2025
Carnival Break, Kings Day & Labor Day: April 28th- May 6th, 2025
Ascension Day: May 29th & May 30th, 2025
Emancipation Day: July 1st, 2025
Summer Vacation: July 2nd - August 4th, 2025
School year 2025/2026 starts on August 11th, 2025



Please take note of the schedule above when planning your vacation. If you plan to go away with your child, or send your child away during school time, for whatever reason, you have to contact the school firstly and contact the Truancy Officer in the Brooks Towers for permission to do so.

5.13 Disaster protocol (Calamiteiten- en ontruimingsplan)

Our school has a disaster protocol that is prepared by a SET team (School Emergency Team). The SET team prepared the activities with regards to the safety of the building and the specific tasks for evacuation.

It is important that you as a parent are informed on this plan. You are visiting the school very often and some of you are participating in activities within the property (reading, ateliers, assistance with excursions etc.)

Be informed on:

- Telephone numbers and make sure to find them in the office or at the office of the Student Care coordinator and the teacher's room
- External alarm numbers in the same offices
- School physician: Simpson bay clinic

Be responsible for:

- Reporting unsafe situations (unsafe playground and equipment) to management

How to proceed in case of disaster:

- Be informed on the whole situation if it occurs.
- Be calm and try to calm down everybody in your care and surrounding.
- When you hear the alarm: guide students to nearby exits as visible on the map (classes, offices)
- Report to management and teacher of incident.
- In case of direct danger to students, take care of their safety first.
- Proceed directly to meeting-place (groups ½ -¾ (cycle one) at playground next to the Community center. Groups 4/5 -8 (cycle two) on the playground next to the gym hall.

- Open both gates (entrance/exit kindergarten and big gate next to the main office), when not open.
- Do not go or look for your own children. During a disaster, teachers are responsible for their safety.
- Parents who are visiting and not responsible for a group of students (volunteers) have to leave the building immediately and proceed to the meeting-place at the main building.
- Always follow procedures as given by the firemen and police.

5.14 Insurance

In order to maintain a safe environment for our students the maximum coverage on the accident insurance policy, the primary insurance, has been increased from NafL. 2000 to NafL. 4000 per child per accident. The policy purchased by the school/school board contains specified benefits limits and will not provide 100% coverage for medical expenses due to school related accident and neither can the school assume liability for expenses that may be incurred due to a school related injury or any expenses not covered by the insurance. You may choose any insurance provider of your choice in the event your child is not covered by insurances besides what government offers for accident.

Chapter 6

6.1 Educational Areas are taught based on the Foundation Based Education (FBE)

Curriculum and specific methods/resources

subject	material
Dutch Language and Communications	Ik & Ko, Schatkist, John & Joonie, Sam & Saar, Veilig leren lezen, Taal Actief 4 and other resources
Mathematics	Alles Telt 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	Zippy's Friends, Apple's Friends, Bikkels, Huis van gevoelens, Doos vol gevoelens, Kanamori, PBS, Muziek moet je doen

Experiential learning (EGO)

The three practical principles of Experiential education are: experiential dialogue, child initiative and enriched environment.

Experiential dialogue:

This is a principle that puts the emphasis on a way of dealing with people which results in a deeper connection with the children. The experiential dialogue avoids moralizing interventions and forced expressions of love and happiness from the children. Genuineness and the ability to recognize and express feelings in an appropriate way (love, anger, happiness and sadness) are important. Showing children that they are accepted no matter what feelings they have, helps them deal with pent-up emotions and hidden experiences. Emphatic behavior promotes this process. What you get as a result are children who are not estranged from their own emotions, who are not weighed down with experiences they haven't dealt with, but children who are well-balanced, who radiate inner-peace.

Child's initiative

In Experiential education class, the exploratory drive of the children is constantly challenged. This is made possible by encouraging free initiative in children.

Free initiative allows us, within EXE, to meet with the children's inner drives, with what they really want to learn and know. However, when young children are allowed to choose what they want to do, perfect organization is required from the teacher. Within the freedom on offer, a lot of boundaries and agreements are necessary. Boundaries have to ensure

that each class resident can live in the best of circumstances, that “survival of the fittest” does not prevail, but that everyone gets his/her share of the available materials and the time/attention of the teacher, as the time spent in the classroom has to be bearable for her as well.

Enriched environment



By “enriching the environment” we mean offering as many diverse materials as possible in order to meet the interests and developmental needs of the children. In this, the teacher plays an essential and stimulating role: trying to find out what takes the children’s interest, finding activities that go along with these interests, and making challenging interventions.

Research Projects: Connecting Ideas



Groups of children undertake multidisciplinary research projects. Research groups apply cognitive, expressive, and inventive skills by responding, recording, playing, exploring, building hypotheses, testing, and provoking their thoughts and ideas. Here, children connect their ideas and experiences, developing a context for understanding. Children follow their interests and return again and again to add new insights.

Throughout a project, teachers help students make decisions about the ways the group will explore the topic.

Portfolio approach

At the Sister Regina school, we work with portfolios. This means that every child has its own portfolio in which the development is kept up to date and which is presented twice a year to parents by means of a portfolio presentation. The portfolio consists partly of representations of the development composed by the children themselves and partly by the teacher.

Twice a school year there are meetings with teacher, child and parents. Starting with a well-being talk at the beginning of the school year. This is a conversation of 10 minutes in which the well-being of the child is central. Then, around December and March, reportfolio conversations take place. During these conversations, the child will present his/her portfolio and its development, where the teacher will add to it. The reportfolio is a digital document and is composed of a grade list and assignments/goals (portfolio) of the child. From these conversations feedforward and feedback is given for the period to come.

The portfolio approach sees documentation of children's work as an important tool in the learning process. Pictures of children working on projects, experiences, their words as they discuss what they are doing, feeling and thinking, and the interpretation of the children's experience through visual media are displayed as a graphic presentation of the dynamics of the learning process.

The three most important dimensions of EXE: The first two:



Wellbeing and involvement are key indicators of the quality of the experiential approach. They inform us about the process that takes place in children, and they give immediate feedback on what our approach and the pedagogic-didactic environment we create brings about in them.

Children who are in a state of wellbeing feel “like fish in water”. They are happy and radiate this happiness. They will adopt an open, receptive and flexible attitude towards their environment. They are confident and will be involved when they are given involvement increasing impulses.

Therefore, our action points are always centered on:

- Re-arranging the classroom and create centers.
- Introducing new materials and activities.
- Finding out about the children’s interests and creating and offering activities that go along with these interests.
- Giving involvement increasing impulses during activities.
- Elaborating on child’s initiative and supporting it with rules and agreements.
- Exploring and improving the relationship with each child and amongst themselves.
- Offering activities which help the children to explore the world of feelings, relations and values.
- Recognizing and understanding children with emotional problem and specific developmental needs and helping them by means of specific interventions.

The teaching style:

The discussion about teaching style deals with the interaction between teacher and children. What does the teacher say and what does she leave unsaid? What sort of impulses does she give during activities to support children’s involvement? To what degree does she stimulate the children to work independently? Does she emphasize with how the children feel, with what is going on in their minds, how do they see and experience the situation?

Therefore, the three dimensions of teaching styles are:

- Stimulate interventions
- sensitivity to children’s perceptions
- giving autonomy

Teacher’s Attitude and Skills:

- Experiential attitude
- Experiential dialogue
- Real interest
- Empathy
- Honesty
- Observation
- Creativity
- Inventiveness
- Reflective ability

Fixed work routine:

- Dialogue
- Observation
- Reflection
- Analysis
- Working points
- Preparing offer next day

Fundamental learning

Through the effects of experiential approach, we want in depth development; we want to reveal what it is that distinguishes a competent person from an incompetent person; we want to abandon artificial school tasks and take

successful functioning in real life as a reference point; we want to register changes in fundamental schemes, not the superficial learning which is acquired by means of simple step-by-step methods.

Another keyword and that is the third dimension of EXE is “linkedness” (link or connection, to be connected/linked to). Linkedness with the eco-system in its entirety is essentially a religious given, in the broadest sense of the word. “Re-ligion” means “linking again”. The development of the basic attitude of linkedness restores balance. Our ultimate goal is the fundamental attitude of “connection” with everything that lives, the sense that we are part of history, of the cosmos. This feeling of unity encourages people to look after themselves, others, the environment, and the world. The basic attitude of linkedness fundamentally prevents destructive behavior. You will not easily damage objects that you value and you will not harm someone you respect and for whom you feel partly responsible. Linkedness with the eco-system and religion in the widest possible meaning is diametrically opposed to destructive behavior. It also forms the basis for engagement and accepting responsibility, it provides us with the enthusiasm to become part of the developmental process. To participate in it actively.

The basic principles of our School organization:

- Good Atmosphere and relationship ... we use the Circle and panel(discussions)
- Adapt to own level ...child works on her/his level according to contract work
- Close to reality...Project work
- Activity.....workshops/ateliers

Own initiative.....Free choice

Science education, Visual and cultural education and ateliers (workshops)

Our school organizes “ateliers” (workshops) during which students explore and choose science, creative and expressional activities. Students from Cycle 1 or Cycle 2 choose from a variety of subjects. Ateliers (3 rounds) are always on Friday from 11.00 – 12.30. The 4th and 5th Friday gives the teachers the opportunity to prepare for another round of ateliers. During the 4th and 5th Friday students of a whole group can attend a drama class, music class, drawing and handicraft class. Teachers according to their expertise prepare and teach classes in their own class.

After the atelier or expression class, students clean up and evaluate on their experiences and development with their teacher in their own group. The outcome of the ateliers is always being exhibited and performed for the school and parents during the school festivities or at the end of the atelier round.

Occasionally there are field trips. They are educational and require assistance from parents. All children are expected to participate. Parents are required to sign the answer forms and return them promptly the following day. Only children with a signed answer form may participate.

Usually a contribution of \$ 2.50 is necessary for the bus fee.

Free choice

Students from group 3 to 8 have free choice one day in the week. Students choose from a variety of given choice or self-initiative and cooperate during this activity. In group 1 and 2, free- choice is the basis from most activities during center time.

Positive Behavior Supports PBS

What is Positive Behavior Supports or PBS?

PBS. . .

- is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.
- is based on understanding why problem behaviors occur.
- can be used on a school-wide level, in a specific setting, in the classroom, or with an individual student.
- includes changing systems, altering environments, teaching skills, and focusing on positive behaviors.
- is based on preventing problem behaviors from escalating and early intervention if problems do occur.
- is organized in tiered levels of behavior and academic support for students.
- Not specific practice or curriculum...it is a general approach to preventing problem behavior.
- Not limited to any particular group of students...it is for all students.

Our PBS three important pillars are: Respect, Cooperation and Responsibility.



Our goal is to teach and learn proactive behaviors that promote optimal social and academic outcomes for everyone!

A role for parents: Parent involvement in all aspects of their child’s educational planning is often the key to the success of the child. When parents are actively involved in the educational activities of their children, the children are more successful in school. This is particularly true when there are behavioral concerns. Parent communication with the school and participation in school activities can provide academic and behavioral support as well as help develop a healthy school climate. Help teach your children the importance of school-wide expectations at home, at school, and in the community.

6.2 Religion

As we are a Catholic school we not only pay attention to academic subjects, but also to the spiritual growth of our students.

We open and close the day with prayer. During the day there may also be other possibilities for prayer. Religious education forms an integral part of our education.

Every Monday morning students of Cycle 1 and the higher grades gather in different locations to pray and learn about “The word of the week”. Social skills are taught in order to encourage positive behavior and to prevent bullying. Every last Friday of the month there is an assembly in which the ecclesiastical year is discussed, we pray together, and matters as birthdays, school rules, and upcoming events are dealt with and presentations on monthly themes are given. We also attend Mass every last Wednesday of the month at 8.00 a.m. at Mary Star of the Sea Church. You are cordially invited to join us.

Every day we pray the “our Father” and “Hail Mary”

Hail Mary,

Full of Grace,
The Lord is with thee.
Blessed art thou among women,
and blessed is the fruit
of thy womb, Jesus.
Holy Mary,
Mother of God,
pray for us sinners now,
and at the hour of our death.

Amen.


Our Father,

Who art in Heaven,
hallowed be Thy name;
Thy Kingdom come,
Thy will be done
on earth as it is in Heaven.
Give us this day our daily bread;
and forgive us our trespasses
as we forgive those
who trespass against us;
and lead us not into temptation,
but deliver us from evil

Amen.


WEES GEGROET MARIA



Wees gegroet Maria,
vol van genade,
de Heer is met u.
Gij zijt de gezegende onder de vrouwen,
en gezegend is Jezus,
de vrucht van uw schoot.
Heilige Maria, Moeder van God,
bid voor ons, zondaars,
nu en in het uur van onze dood.
Amen.

Onze Vader

Het gebed dat Jezus ons geleerd heeft



Onze Vader,
die in de hemel zijt,
uw naam worde geheiligd,
uw rijk kome,
uw wil geschiede
op aarde zoals in de hemel.
Geef ons heden ons dagelijks brood
en vergeef ons onze schulden,
zoals ook wij vergeven aan onze
schuldenaren
en breng ons niet in beproeving,
maar verlos ons van het kwade.
Amen.

Masses

Holy Mass in the Mary Star of the sea Church will be held once every last Wednesday per trimester. We walk to and from the school for the masses. There will also be other activities organized throughout the year. All students must participate in these events.

Sacrament of the Eucharist (First Holy Communion)

This sacrament is a two-year program in the schools and parish programs. The students start preparations for the sacrament in group 4 and continue in group 5. It is in group 5 that the actual sacrament will take place. Sessions will be given for children as well as parents of the communicants. Please make sure to attend all these sessions as well as to attend mass on a weekly basis with your child. Students receive a Mass card which must be signed weekly at the end of every Mass. If the communicants do not attend mass on a regular basis or sessions planned are not attended by parents, then your child will not be allowed to partake of the sacrament.

A fee to cover the cost of workbooks, and necessary materials as well as decorating for the days involved will also be collected from the parents of the communicants. (Year one \$10 fee, year two \$20 fee).

Dress code for First Holy Communion

Girls: a white dress (no bare shoulders), white shoes (no sandals), and a veil but no crown.

Boys: preferably a white suit and white shoes.

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

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

Group 6 and 7 students write a Religion Exam in June and receive a certificate upon successful completion.

6.3 Library

Students can visit the school library, to borrow Dutch reading books.

6.4 Music & NIA

Once a week, our group 5, 6, 7, 8 and IE receive music class from a MusicTeacher. This is part of the Cultural Artistic Development lessons.

Twice a week group 1-5 and IE attends lessons from NIA (National Institute for Arts) as part of the Cultural Artistic Development lessons.

6.5 Level Reading and Mathematics

Every other Tuesday the students get the opportunity to read on their own level in Dutch (AVI-lezen) supervised by parents of our school (reading parents), and volunteers. The goal is, to improve the level of reading at our school.

Our coordinator of our Dutch level reading program is Ms. Joanne Arrundell, please contact her if you can assist.

Every other Tuesday the students also get the opportunity to practice extra with Mathematics on their own level (automatiseren) supervised by parents of our school (Maths parents), and volunteers. The goal is, to improve the level of mathematics at our school.

Our coordinator of our Mathematics program is Teacher Peggy Pengel, please contact her if you can assist.

6.6 School swimming

On Thursday's students of group five will receive swimming lessons at Raoull Ildige Sports Complex. The girls are required to wear a one-piece bathing suit and swimming cap. If your child is unable to participate, he/she should bring a letter.

6.7 homework policy

No Home-work in groups 1-6

In light of the purpose of Homework fostering the development of independent study skills, long range planning, application of skills taught and self-discipline, no home-work is assigned in the groups 1-6.

The skills necessary to engage in homework are being developed in these groups.

Skills such as responsibility, self-regulation, concentration, independence, following instructions etc. Young children are still developing many of the basic skills needed to successfully engage in homework. Much will therefore fall in the hands of the parent and or the tutor. The result will not provide the teacher with a true sense of what the child has learnt at home. This is better done in school.

The focus is during these years more on having students experience success and developing a desire to learn.

What can parents do?

- Talk with your children about school. Establish a consistent dialogue about your child's school day.
- Read to and with your child daily. Discuss what you have read. Read all kinds of material. The newspaper included. Create a love for books, reading. You are subconsciously working on your child's motivation for learning, vocabulary, grammar, spelling, comprehension and general knowledge. This must not be underestimated.!
- Connect with your child's teacher to get feedback on your child's development.
- Expose your child to other forms of development which contributes to the holistic development of him/her. Observe the talents and strengths and support these, while possibly developing other skills.
- Support your child's development physically, social, emotionally, spiritually, cognitively. This can be done through, bonding time with your child, family time, After School programs, sports, the arts, just to mention a few.
- Build resiliency, grit, perseverance, responsibility, independence, respect. These will support the Home-work program that starts in group 7.

In light of the major purposes for homework, it is **not** to be assigned as punishment for students for disciplinary reasons.

Reading must always be encouraged on all levels.

Responsibility for homework should gradually increase for students in groups seven and eight. In groups seven and eight, homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments to challenged and exceptional students, should reflect the special needs of such students.

In general, homework assignments will be completed for the following day; however, long-range assignments and/or special projects in groups seven and eight should provide students with an opportunity to develop and refine research and independent study skills and the ability to work independently. Teachers should review evidence of progress periodically before the student submits a long-range assignment.

Materials

The school provides all students with a pencil, color pencils, erasers and copy books.

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



We also advise parents to have a digital device for their child(ren), because the school works with a BYOD (bring your own device) concept. At the beginning of the school year parents sign the BYOD contract.

6.8 Field trips and guest speakers

Real life learning will take place, by organizing field trips. Field trips are educational; participation is mandatory. Children are insured during field trips. A small financial contribution can be asked for a school trip to cover the transportation costs.

6.9 school camp group 8

Group 8 students go on school camp as part of finalizing their primary school career. Parents of group 8 will be requested to work along closely with the school to make this a reality. Throughout the year students will do fundraising activities, to raise funds for their end of the year camp. We will also ask parents for a small contribution, the teacher will share this information with the parents at the beginning of the school year.

6.10 Assessment/Reporting/monitoring

You will be kept informed of your child (ren) development.

The teacher will use a variety of assessments (formative and summative) for different subject areas.

The teacher will advise you as a parent on areas to work on for the development of your child(ren).

Monitoring the developmental process of a child

The process of development in all Educational areas of the child is being monitored. The areas are: the fine and gross motor skills, observation skills, mathematical skills, practical skills, communication skills, social skills and self-study. Besides those areas we monitor the wellbeing with all basic needs, the involvement and competency according to Student Tracking system of Experiential education.

During the school year students' development is being reported according to test described by the methods for Math, Dutch Language, comprehension and spelling, English spelling, language and comprehension.

Standardized math and Dutch tests are given. This helps to guard a high standard in these subjects and indicates if extra tutoring is needed. The FBE-Exit exams are being given in group 8 to indicate the level of the child.

6.11 Report cards (rapportfolio)

Report cards are issued 3 times a year.

Report cards will not be issued before the scheduled date.

December 18th and 19th

March 26th and 27th

June 20th final report

The report card evenings for First report and Second report will be from 5 pm- 7pm.

The third report card will be e-mailed to the parents. There will be no third report card meeting.

Parents of students at risk will be invited to come to school prior to the date of the third report card. With those parents, meetings about the potential change to repeat a year already took place, around the second report meeting.

In case of a student performing under group level, the parents/guardians will be kept up to date concerning the academic progress throughout the year.

6.12 Repeating and promotion

When there are concerns pertaining the development of a student, the teacher will discuss this with the Student Care Coordinator and management. A conference will take place between the parents, the teacher and Care team (Student Care coordinator) to rule for the benefit of the child (verlengde leertijd/individuele leerlijn).

Admission into Secondary Education

The decision to admit a student to HAVO/VWO, CXC, CCSLC, VSBO-TKL and VSBO-PKL or VSBO Practical is the competency of the relevant authorities, (school board chosen secondary school).

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 FBE exam which the student has to sit in the sixth grade of elementary school
- 3) The advice of the school manager of the school based on the knowledge, insight, attitudes and skills of the student
- 4) Wish of the parents if feasible

Parents can write an appeal letter, if they disagree with the placement.

6.13 Student Care

Student Care Coordinator: Ms. Charleen Bell:

All parents have the wish that their children do well in school. That's great!

There are some ways to help make this wish come true. Parents be alert, because it's a lot about you!

The keywords are: Involvement, disciplining and support.

The parents and the teachers are working on the same goal on a daily base.

They want the child to reach a higher level.

So it is obvious that they get to know each other (at least know their names) and work on a good relationship. The child will benefit from this.

Imagine your child to have to do a project about "Family" and you know about it! What a great experience for the child if you will be involved by telling about your grandparents or an uncle abroad. What a nice time together; sharing pictures of the family.

These moments are so precious for: bonding with your child, sharing memories and knowledge, supporting the child.

The care for 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 development 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 (SCC) is to provide a safe and healthy learning environment for all students of the school. The Student Care Coordinator strives to provide guidance, 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.

Placement and referral of students in Special education

When regular education is not deemed to be in the interest of the child because of his/her intellectual and/or emotional development and/or disabilities, the child will be referred to Individual Education within the Foundation or to Special Education outside the Foundation. If the child has been admitted to school and the need for a further evaluation arises, the Parents/Guardians agree to fully cooperate with the Foundation. This includes cooperation if the child needs therapy, counseling and/or special education services; and a diligent adherence to the recommendations of the psychologist.

6.15 School Celebrations/Activities/Events

Activities and important dates for the year: (tentative)

August	Parent evening	August 29 th
September	Birthday of the school	September 6 th
October	Blessing Animals Run- Walk and Bike-a-thon/ Family Fun Day Month of the Rosary	October 2 nd October 19 th or 26 th
November	Celebration St. Maarten's Day	November 8 th
December	Report card (rapportfolio) Christmas Fair Christmas Cantata (SKOS) Christmas breakfast in school	December 18 th & 19 th December 7 th December 9 th December 20 th
January		
February	Catholic School's Week / Open House	February 24 th – 28 th
March	Report card (rapportfolio)	March 26 th & 27 th
April	FBE - Exit Exam – group 8 Easter Breakfast Carnival parade	April 8 th – April 11 th (tentative dates) April 16 th April 25 th
May	Religion Exams group 6-8 First Holy Communion Bingo fundraising	May 26-27-28
June	Traffic exams group 7 Annual Science Fair group 8 Graduation group 8 Report card Promotion Day and Sr. Regina's got Talent End of the year school trips group 1-8	June 3 rd June 5 th

Chapter 7

7.1 Report 2023/2024

During the school year 2023/2024 we continued with our efforts and activities with the assistance of our PTA, parents and volunteers. Fieldtrips, workshops (ateliers) and project work whereby students get the opportunity to explore and experience the world. We continued to look for professionalization of our strategies/approaches/teaching styles with the assistance of experts. New methods were implemented to make learning more effective. Students enjoyed sailing with the Simpson Bay Yacht Club, beach sports, dance and drama from NIA National Institute of Arts and the Science club. Socializing and playing together linked them to them self and each other. It has been a wonderful year with the input of teachers and parents.

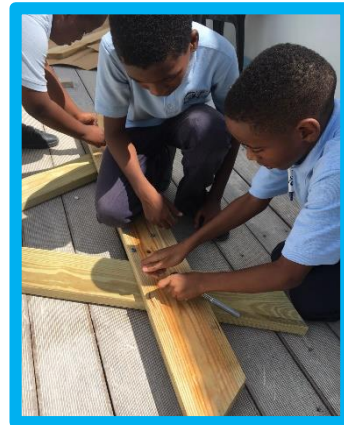
We have built on experiences of former years and also took new roads. Most importantly, our students, parents and teachers feel at home at our school and are very motivated to be involved and make the best of their tasks.

We have worked on developing our vision on Education, in a four-year School Development Plan. Our teachers agreed to put their shoulders to the wheel for our new action plans. As part of our action plan we reflect and measure the quality of our Education. For our educational priorities chosen in the action plan, teachers can look at the result of the Quality Card and other instruments to see what the result is of our agreements and the quality with regards to our Education (class management, portfolio, didactic approach, PBS, Pedagogical Tact, communication etc.). Based on our reflection and successes we have developed a new action plan for this year, with goals for 2024-2025.

Material/finances in our Action plan for the upcoming year:

- Upgrade computers and digital boards
- Order additional material; copy books, pencils, arts material, science material, tools for the wood workshop, material for the students kitchen in total 26.357,82 euro
- Order internet based tracking system (Looqin) €539.
- Renew digital educational licences for software

7.2 Action plan (2024-2025):



Quality education not only depends on the learning outcome but also on the Atmosphere/Climate in the school. To create a positive climate:

- Workshop agriculture/gardening for the staff provided by Mr. Adjit Persaud
- Teachers will be teaching more hands on and project based.
- Project hour will continue this school year as part of the Portfolio approach.
- Exchange information with a school in USA or Holland with Portfolio approach.
- We will end various themes with a showcase moment for the students.
- We will continue to heighten project work including fieldtrips with the objective to give the opportunity to students to explore.
- Students are experiencing the importance of communication. This is very important for a good development and key to create a healthy and safe atmosphere.
- We will continue to promote care and responsibility for each other, interest in each other's work and play, and teach students how to show respect and understanding for each other's ideas/views.
- We worked on creating a multifunctional school, with different learning areas (science lab, resource center, library, arts room, music room, drama room and a kitchen).
- Our policy with regards to the care of students with learning disabilities and social emotional/ behavior problems has improved tremendously. We will continue with our IE (individual education).
- We paid attention to the social emotional development of students and are involving the parents at all times. We believe that students are most happy when the pedagogic climate is good.
- We work according to themes. We will continue with double periods "blokuren" in which students of the same reading and Math level will come together and be instructed by a teacher. This will give students a greater challenge to develop fundamentally. During this Math hour, students will also do applied math.
- We teach our students to think analytically they examine, or think about, the different parts or details of something in order to understand or explain it. We teach our students to think critically, they should gather the evidence, analyze all aspects rationally and objectively, and with an open mind, so as to reach your own conclusion.
- Homework will not be given from groups 1-6 (homework policy).
- Homework for groups 7-8 is based on what each individual child needs. The extended day and contract work will be used to review, start or complete homework. If students need to bring materials for projects or themes 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 workbooks are going home not textbooks.
- We will celebrate (Carnival, St. Maarten's Day, Catholic week and exhibit/present students' outcome).
- We are busy with integrating the learning styles and multiple intelligences in our didactical approach.
- Teachers will continue to work with 'Pedagogical Tact' and work towards to making sure that everyone belongs, no one is left out.
- For the overall development of the child we will continue with Gym and Dym.
- Organize a Camp for group 8
- Continue to seek volunteer parents/guests for Ateliers/workshops/guest speakers

This year we will have our Catholic week again and we will be active to build on Christian values. The Catholic week this year will be in February. The theme is: ***"We are called to Pray without Ceasing"***

- This year we will continue to spent lots of energy on Active Parenting APN in order to guide Parents in responsible parenting.

Other activities of our team:

- We not only would like to have a positive atmosphere but also happy children whose wellbeing is of great importance. Therefore, we will be implementing a lot of Social Skills Activities.
- Track students through an internet based Experiential Tracking system Looqin.
- Communication and teambuilding activities: Our goal remains to become excellent communicators.
- "Intervisie" (Colleague consultation) in order to take interventions with regards to the wellbeing and involvement of students and teachers.
- Expertise advancement with regards to Active Parenting, policy. This year we will continue our Active Parenting course.

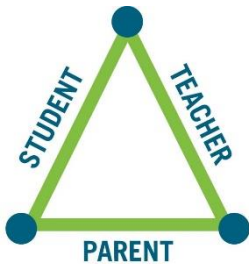
We will continue to refine our policy for Quality Care for Education and Care for students. We established a care policy in order to create a clear momentum with regards to our students. The SCC'er has meetings with teachers with regards to the care on group level as well as students' level. There were also meetings whereby students are discussed with the Care team existing of Social worker, psychologist or other experts necessary.

We will continue to enhance a positive atmosphere and safe climate for students with the theme "We are peacemakers and our motto "Denk na, is dit waar ik voor sta?"

Our team will also be joined by trainees from Holland and Belgium.

Chapter 8

8.1 Parental Involvement



Good cooperation between parents and school is the basis for a good school climate. The school has an "open door policy. Parents are encouraged to keep in touch with the school even when there are no problems. Through better communication there will be fewer misunderstandings and most important there will exist a positive teacher-parent relationship.

Teachers are here until 2:30 p.m. except on the first Wednesday of the month and every Friday, they are here until 1:00 p.m. We have a open door policy, but It would be appreciated if you would send a note or call notifying the teacher that you are coming to meet with her/him.

Report discussions with parents take place twice a year, in mid-December and at the end of March. If necessary, the third report card is discussed. There is access to portfolios and other work. The report evenings are attended by all parents.

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 teacher to sign up as a chaperone for field trips and other events. Parents are welcome to attend church services and celebrations. There are also parents who have flexible working hours and help with reading or individual assistance with language and/or mathematics.

The school is chosen mainly because of the good name of the school and Dutch as the language of instruction. Through the website www.srreginaschool.net and Facebook page and our marketing strategy (our concept through the website and activities) many parents choose the school. Many parents are also former students of the school.

Parents are informed through the website, the newsletter, letters, by phone, formal and informal conversations.

In case of absenteeism, parents should inform the school by phone or in writing. If there is no notification, the parents concerned will be contacted. Regularly the same parents should be addressed about their responsibility for bringing their children on time.

The P.T.A. (Parents Teachers Association) meets monthly and more often if necessary with the school manager and representatives of the teaching staff. Educational matters and fundraising activities are discussed.

