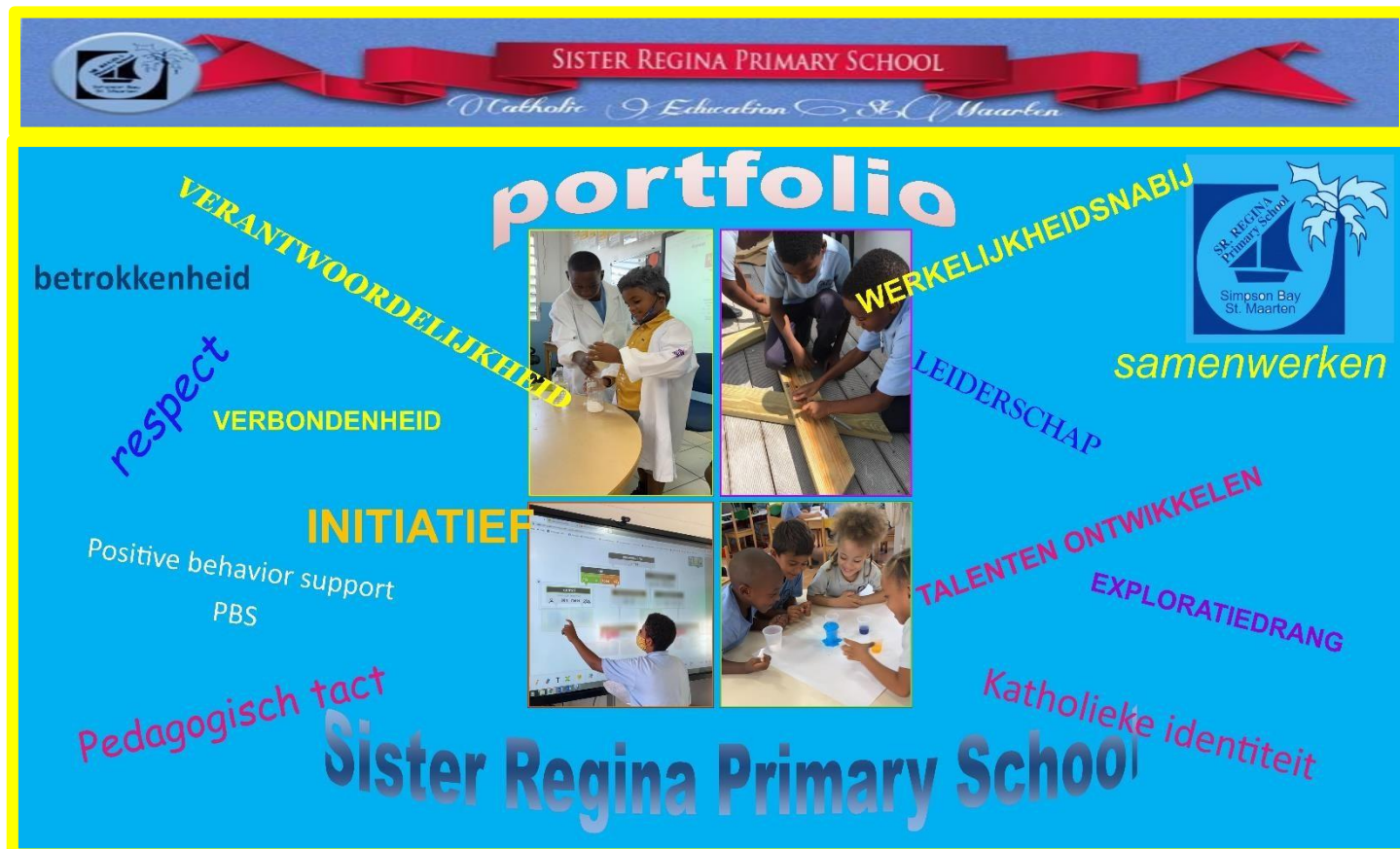


Handbook Sr. Regina Primary School 2026-2027



Address: Sr. Regina Primary School
Simpsonbay Rd. 62
PO Box 5289
St Maarten

Telephone: 5454219

Website: <https://skos-sxm.org/school/sr-regina-primary/>
E-mail: info@srp-school.org

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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.

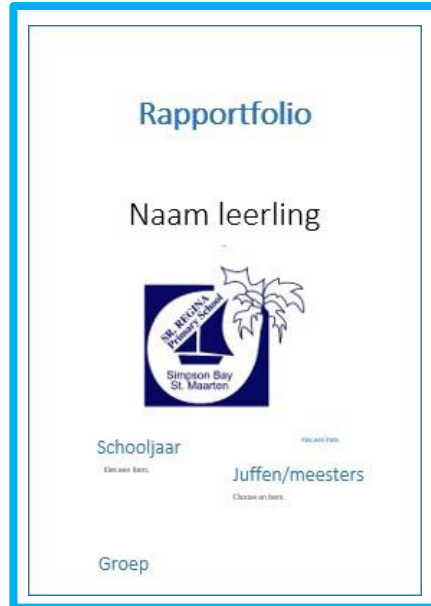
Saint Martin I like thy name
In which Columbus fame
And memories of old are closed
For me a great delight
Thy Southern Cross the night
May God the Lord protect thy coast



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. Joanne Arrundell

Cycle Coordinator

Ms. Ayeola Whitfield

Student Care Coordinator

Ms. Somer Diaz

Secretary

Cycle One

Teacher Samanta Nitiredjo

group 1/2A

Teacher Shalitsija Amatdjais

group 1/2B

Teacher Hilliante Slamet

group 3

Teacher Wandan Chotkan

group 4

Cycle Two

Teacher Andy Karijodiwongso

group 5

Teacher Angela Jagernath

group 6

Teacher Joanne Arrundell

group 7

Teacher Priscilla Williams

group 8

Teacher Jenneli van Troon

English Subject Teacher

Teacher Aid

Teacher Helen Arnaud

Teachers 'assistant cycle one and cycle two

Teacher Peggy Horb

Teachers' assistant cycle one and cycle two

Careteam

Ms. Ayeola Whitfield

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) is an active group of parents. 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 a book. 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.

The Afternoon School Program begins at **2:00 p.m.** on the school premises. Students who are not officially enrolled in the program remain the responsibility of their parents or guardians and are not under the supervision of the program's youth leaders. As the youth leaders are responsible for the care and supervision of the students registered in the Afternoon School Program, they cannot supervise students who have not been picked up after the regular school day.

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

At 2:00 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.

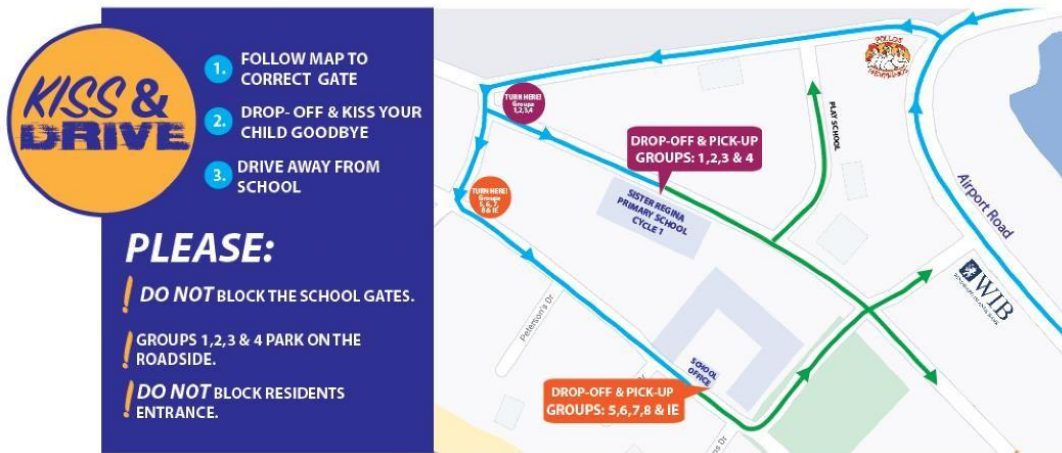
The school is not liable for any accident, which may occur after school hours, unless sustained during an activity supervised by school personnel.

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., 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. 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 and 2

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 (Healthy School)



Healthy School Policy: Breakfast, Lunch & Lifestyle

School Breakfast and Lunch

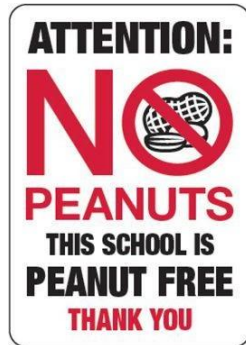
- A sandwich
- **Oatmeal porridge or another type of porridge** may also be given as a healthy alternative to bread.
- **Chicken or turkey wraps** can also be provided as a healthy alternative for children who do not like to eat bread.
- Include **fruit and vegetables**: e.g., banana, tomatoes, cucumber.
- For **snack time** during recess: fruit, sandwich, rice waffle, or healthy fruit bars.
- Encourage your child to **drink water**: it quenches thirst, is cheap, and has no sugar.
- Drinks like **chocolate milk, tea, or yogurt drinks** may be allowed — but please **monitor their sugar content**.
- **Fast food is not allowed**

Warm Small Meals

- Parents may send a **warm small meal** for their child during school.
- The meal must be:
 - **Healthy** (no fast foods, or heavy/greasy items).
 - **Ready to eat** (no meals requiring heating in the microwave).
 - **Small in portion** to fit within the short break time.
 - **Packed in a special food container** designed to keep the meal warm until eating time.

- If your child has a **specific diet or allergy**, please **inform the school administration and the teacher** in advance to ensure safety and compliance with school policies.

Food allergies !



⚠ Food Allergies

- Some children at our school have **life-threatening food allergies**. Even tiny amounts can trigger reactions.
- Because young children explore with their hands and mouths, we have **strict food rules** to keep everyone safe.
- **Specific allergy rules** will be communicated to all parents at the start of each school year.
- **Our goal:** a safe and supportive environment for all children.

Absolutely Not Allowed in School:

- Peanuts, peanut butter, and any 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 for Birthdays:

- Any products containing peanuts.
- Party bags filled with candy.
- Lollipops.
- Soda.
- Big cakes that need cutting.
- Treats with lots of sugar or artificial coloring.

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

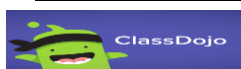
- **Bake sale: no sodas and no lollipops because of choking hazard! Try to keep it healthy.**



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 (minimize screen time)
- You can be a role model for a healthy lifestyle, so your child can follow in your footsteps.

5.7 School Communication



Communication is key between parents/guardians and teachers/school and vice versa.

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 Quickschools and 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. Quickschools is our online tracking system which allows parents to view grades.

Please note! WhatsApp is not an official communication tool supported by the school for communication between teachers and parents. While WhatsApp groups may seem convenient, they can easily lead to misunderstandings, misinformation, privacy concerns, and discussions that fall outside the school's supervision and communication procedures.

Parents who still choose to create WhatsApp groups among themselves are reminded to follow the school's Parent Code of Conduct. Please note that any discussions, comments, or information shared in these groups are not the responsibility of the school.

To ensure clear, respectful, and accurate communication, the school asks parents to use the official communication channels provided.

5.8 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 January. **Online registration at** www.skos-sxm.org/registration

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

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!**

5.9 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.

5.10 Vacation schedule 2026-2027

Midterm break: October 5th – October 9th, 2026
Constitution Day: October 12th, 2026
St. Maarten's Day: November 11th, 2026
Christmas break: December 21st, 2026 – January 3rd, 2027
Midterm break: February 8th & February 9th, 2027
Easter Break: March 25th- March 29th, 2027
Carnival Break, Kings Day & Labor Day: April 26th- 30th, 2027
Ascension Day: May 6th & May 7th, 2027
Emancipation Day: July 1st, 2027
Summer Vacation: July 2nd - August 15th, 2027
School year 2026/2027 starts on August 16th, 2027



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.

5.11 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 1 -4 (cycle one) at playground next to the Community center. Groups 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.

5.12 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.

5.13 Dress Code Catholic School Board

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 draw 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.

Foundation-Parent Agreement

The **Foundation Catholic Education St. Maarten** (hereinafter: "the Foundation"); and

Mr./Mrs. _____, residing at _____ in
 _____ in Sint Maarten, born on _____ in
 _____, with ID-number _____.

Mr./Mrs. _____, residing at _____ in
 _____ in Sint Maarten, born on _____ in
 _____, with ID-number _____.

WHEREAS: The Foundation is the trustee of a long and successful tradition of Catholic education on Sint Maarten since 1890. As the sole provider of Catholic education, the Foundation is committed to maintaining its Catholic identity, which is firmly rooted in the Church and has over a century of tradition. **Our leading principles are faith, love, modesty and compassion, unity and discipline.** The conduct, appearance and dedication of our students and their parents are essential to fostering our identity and advancing our sacred educational mission.

WHEREAS: This agreement establishes a sacred covenant between the Foundation and Parents/Guardians for the comprehensive Catholic formation of the enrolled child according to biblical teaching, Church tradition, and institutional standards that reflect our exclusive Catholic identity and educational philosophy.

Dress code Sister Regina Primary School Students

Sister Regina Uniforms can be 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).
- 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

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.

5.14 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. Ayeola Witfield.

- 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.

Bullying

Bullying is defined as any pattern of behavior by a student or a group of students, which is intended to harass, intimidate, ridicule, humiliate, or instill fear in another student or group of students. Respect for self and others is of utmost importance here at our school.

Students who prey on others will be subjected to disciplinary action. Students are responsible to alert a teacher or administrator or another responsible adult to hostile attempts directed towards them. Our staff is dedicated to preventing all kinds of bullying, and we will take immediate action if/when bullying incidents occur.

Catholic School Board Major School Agreements, Regulations and consequences

"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.

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 (Students who continue to display extreme unacceptable behavior aggression/theft/vandalism will be brought before the School Board, Inspector of Education, and CPO for further intervention).

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.

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.

3. 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 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.

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 Q 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 “SMART Friday 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.

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 linked to a theme or topic. They are educational and require assistance from parents. All children are expected to participate.

Usually a contribution of \$ 2.50 is asked 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 challenging/negative behavior with all students.
- is based on understanding why challenging 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 challenging 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 challenging/negative 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 Cycle 2 gather during the week opening assembly 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.

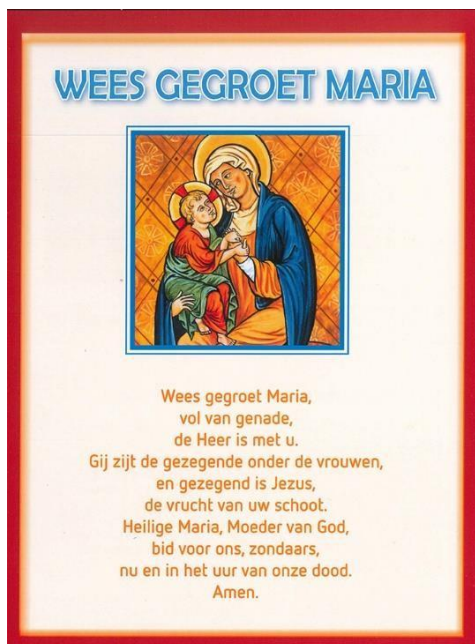


Our Father,

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.





Masses

Holy Mass in the Mary Star of the sea Church will be held every last Wednesday of the month. 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 will take a Religion Exam in December and May and receive a certificate upon successful completion.

Group 6 and 7 students will take 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 and 8 receive music class from a Music Teacher. This is part of the Cultural Artistic Development lessons.

Once a week group 1-4 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. Helen Arnaud, 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 15th and 16th

March 22nd and 23rd

June 23rd final report

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

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 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.

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. Ayeola Witfield:

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 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.

6.14 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.

6.15 School Celebrations/Activities/Events

Activities and important dates for the year: (tentative)

September	Parent evening	September 3 rd and 10 th
September	Birthday of the school	September 6 th
October	Blessing Animals Month of the Rosary Run- Walk and Bike-a-thon/ Family Fun Day	October 14 th October 31 st
November	Celebration St. Maarten's Day	November 11 th
December	Report card (rapportfolio) Christmas Fair Christmas breakfast in school	December 15 th & 16 th December 6 th December 18 th
January	Sports Days	January 26 th – 28 th
February	Catholic School's Week / Open House	February 1 st – 5 th
March	Report card (rapportfolio) Easter Breakfast	March 22 nd & 23 rd March 24 th
April	Carnival parade	April 1 st
May	FBE - Exit Exam – group 8 Religion Exams group 6-8 First Holy Communion Bingo fundraising	11-14 May May 17-18-19
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 1 June 3 rd June 18 th June 23 rd

Chapter 7

7.1 Report 2025/2026

During the school year 2025/2026 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.

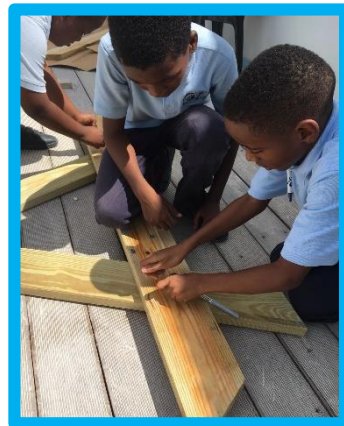
We have built on experiences of former years and also took new roads. Most importantly, our students, parents and teachers feel at home at our school and are very motivated to be involved and make the best of their tasks.

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 2026-2027.

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

- Upgrade computers and digital boards
- Order annual school material in total 19.778,13 euro
- Order internet based tracking system (Looqin) €539.
- Renew digital educational licences for software

7.2 Action plan (2026-2027):



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.
- 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).
- 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 SMART FRIDAY 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 be the Salt of the Earth"***

- This year we will continue to spent lots of energy on Positive Parenting Support Program (PPSP) 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.

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.

8.1 Parental Involvement

Partnership Between Parents and School

The Sr. Regina School is chosen by many families because of its strong reputation for providing high-quality education and because Dutch is the language of instruction. Through the SKOS website, our Facebook page, and our ongoing marketing activities, parents gain insight into our educational philosophy, school culture, and the opportunities we offer our students. In addition, many parents choose the school because they themselves are former students and value the education and traditions of the Sr. Regina School.

Parents should be aware that Dutch is the language of instruction throughout the school. For children to be successful in their learning, it is essential that they are regularly exposed to the Dutch language at home as well. We strongly encourage parents to speak, read, and engage in conversations in Dutch whenever possible. Reading with and to your child every day is one of the most effective ways to support language development, vocabulary growth, and overall academic success.

A successful school career is a shared responsibility. We believe that the best outcomes are achieved when the school and parents work together as partners. This requires an active commitment from both parties. While the school is responsible for providing high-quality instruction and guidance, parents play a vital role by supporting their child's learning at home, encouraging good study habits, ensuring regular attendance, and maintaining open communication with the school. Together, we create the conditions in which every child can thrive.

A strong partnership between parents and the school is essential for creating a positive, safe, and supportive learning environment. We value open, honest, and respectful communication and maintain an open-door policy. Parents are encouraged to communicate regularly with teachers, not only when concerns arise, but also to celebrate their child's progress and achievements. By maintaining open lines of communication, questions can be addressed promptly, misunderstandings can be prevented, and a relationship of mutual trust can be built. This close collaboration between home and school is fundamental to supporting every child's academic, social, and emotional development and ensuring that each student reaches his or her full potential.

Meeting with Teachers

Teachers are available at school until **2:30 p.m.** each school day, except on the **first Wednesday of every month** and on **Fridays**, when they are available until **1:00 p.m.**

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.

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.

