



# EGO

## Handbook

Afternoon School Program

*Updated August 17, 2026*

STICHTING



## Table of Contents

|                                                          |    |
|----------------------------------------------------------|----|
| 1. Introduction .....                                    | 3  |
| The Power of Play .....                                  | 3  |
| Afterschool Play: A Necessity.....                       | 4  |
| 2. Vision on the Child .....                             | 5  |
| 2.1 General Perspective .....                            | 5  |
| 2.2 Vision on Children .....                             | 5  |
| 2.3 Goals.....                                           | 5  |
| Key Alignment with Our Policy .....                      | 5  |
| Pedagogical Guidelines .....                             | 6  |
| 3. Admission and Registration .....                      | 7  |
| 3.1 Attendance, Absences, and Fee Obligations .....      | 7  |
| 4. Attendance and Pick-Up Policy .....                   | 7  |
| 4.1 Program End Time and Courtesy Pick-Up Window .....   | 7  |
| 4.2 Late Pick-Up Fee.....                                | 7  |
| 4.3 Authorized Pick-Up Persons .....                     | 8  |
| 4.4 Uncollected Children — Escalation Protocol.....      | 8  |
| 5. Payment Terms .....                                   | 8  |
| 5.1 Bank Details.....                                    | 8  |
| 5.2 Monthly Program Rates .....                          | 9  |
| 5.3 Multi-Child Discount.....                            | 9  |
| 6. Behavior Guidelines .....                             | 9  |
| 6.1 Consequences for Children .....                      | 10 |
| 6.2 Conduct of Parents and Guardians.....                | 10 |
| 6.3 Support for Children with Challenging Behavior ..... | 10 |
| 7. Health and Safety .....                               | 11 |
| 8. Communication with Parents .....                      | 11 |
| 9. Positive Behavior Support (PBS) Approach.....         | 11 |
| 10. Insurance .....                                      | 11 |
| 11. Parental Responsibility .....                        | 11 |
| 12. Contact Information .....                            | 12 |
| General Contact .....                                    | 12 |
| Sr. Borgia Location .....                                | 12 |
| Sr. Magda Location.....                                  | 12 |
| Sr. Marie Laurence/St. Dominic Location.....             | 12 |
| Sr. Regina Location .....                                | 12 |

# 1. Introduction

Children are nurtured and protected by their parent(s), forming the foundation for their future lives. The relationships they develop with parents, siblings, grandparents, and other close family members constitute their 'inner world,' which is of primary importance.

One of the first encounters a young child has with the 'outside world' often takes place at a care in Afterschool programs or school. These environments serve as a microcosm of society, where children form relationships with other adults and peers, and are stimulated in new ways by those around them and the materials offered. This introduction to the 'outside world' must be approached with care and sensitivity.

While structured learning plays a role in child development, play is equally, if not more, vital. Through play, children gain essential social-emotional, physical, and cognitive skills. They learn to process information, impressions, and influences at their own pace. If we overburden children with homework and structured activities, we must ask whether it is healthy to fill their day with imposed information.

Rest and unstructured play allow children to recharge, develop creativity, and process the vast amounts of knowledge they encounter in and outside of school. Most of the time, children learn best through play—there is undeniable power in play.

## *The Power of Play*

Research shows "Pure play is one of the main bases of civilization."

In our Afterschool approach children learn critical skills such as planning, organizing ideas, collaboration, communication, and inquiry—all through play. This aligns with the skills described as UNESCO's transversal competencies, which are critical for children to lead meaningful, productive lives in a rapidly changing world.



**Some key transversal competencies include:**

- Critical and innovative thinking.
- Interpersonal skills (e.g., teamwork, communication, and organizational skills).
- Intrapersonal skills (e.g., self-discipline, perseverance, and motivation).
- Global citizenship (e.g., respect for diversity, tolerance, and intercultural understanding).
- Media and information literacy, such as analyzing and evaluating media content.

These skills are naturally developed through play and experiential learning, which should be integral to after-school programs.

***Afterschool Play: A Necessity***

Play after school is not a luxury; it is essential. Activities such as sailing, sports, performing arts, experiential math and language, and team-building exercises enable children to learn through hands-on, engaging experiences.

Research shows that play and physical activity have long-term benefits for children's development and guarantee lifelong success.

Stichting EGO's task is to ensure that children on St. Maarten develop these essential skills, which they gain through play and experiential learning. Let us create environments where children's growth is supported holistically, with opportunities for rest, exploration, and creativity.

We therefore encourage you to enroll your child in one of our programs whereby they continue to develop and strengthen their social emotional development.



## 2. Vision on the Child

### 2.1 General Perspective

We believe every child is unique, developing in their own way and at their own pace, influenced by their natural abilities and the opportunities provided to them. A child's environment and interactions with others play a crucial role in this process.

Through high-quality care and activities, we aim to create conditions that allow children to grow and flourish during their parents' absence. Our goal is to nurture independent, confident children who respect and accept others. By supporting each child at their own pace and according to their social-emotional needs, we help them grow into well-rounded individuals who can thrive in society.

### 2.2 Vision on Children

The child is at the center of everything we do, with respect for their individuality as a guiding principle. Our pedagogical climate balances group upbringing with opportunities for individual growth. Our environment stimulates children's development in the following areas:

- Physical
- Social-emotional
- Creative
- Language and communication
- Cognitive

We also foster an environment where children become aware of societal norms and values, ensuring they feel a sense of belonging while building strong connections with others and their surroundings.

### 2.3 Goals

Our organization believes Afternoon activities should be accessible to all, meeting the needs of children and their parents. The pedagogical goal is to support children in becoming balanced individuals who trust in their own abilities. To achieve this, we create childcare situations where children can:

- Fully explore their potential;
- Feel happy and secure;
- Stand up for themselves;
- Develop respect for themselves and others;
- Participate in society with confidence and independence;
- Build strong social skills.

### *Key Alignment with Our Policy*

We integrate well-being, involvement, and connectedness into all aspects of our childcare approach:

- Well-being: Ensuring children feel safe, secure, and valued in their environment.
- Involvement: Actively engaging children in meaningful activities that stimulate curiosity, creativity, and critical thinking.

- Connectedness: Nurturing bonds between children and their peers, youth leaders, and the environment, fostering empathy, respect, and a sense of belonging.

This holistic approach ensures that every child has the opportunity to develop their full potential while feeling deeply connected to themselves, others, and the world around them.

### *Pedagogical Guidelines*

Our approach is defined by specific goals and pedagogical guidelines. Every parent or stakeholder can refer to these if they feel any point is not being upheld. They can contact the location coordinator. Should staff not adhere to these guidelines, there will be appropriate consequences.

- Every child has the right to optimal care.
- Every child deserves support in their development.
- We accept every child as they are and take them seriously.
- We provide children with structure and safety in a trusted environment.
- Challenging or negative behavior is addressed in the most positive manner possible. This is according to the PBS values of the location.
- No physical or verbal violence will ever be used against children; negative behavior is identified and explained calmly.
- Positive behavior is acknowledged and praised.
- Youth leaders support children's creativity in different forms such as dance, movement, music, and storytelling.
- We encourage children to interact with each other under the motto "together with each other, for each other."
- Youth leaders actively participate in activities, serving as role models.
- Youth leaders offer children a variety of activities to stimulate different developmental areas.
- Youth leaders help children to reflect on experiences for future discussions.
- Youth leaders aim for a relaxed group environment.
- Youth leaders act with calmness and confidence.
- Youth leaders give children freedom in how they engage with activities.
- Transitions between activities are announced to allow children to complete their current activity, supporting their sense of self-worth.
- When youth leaders want to address a child, they approach them directly, which is essential for interaction.
- The environment is arranged to be stimulating and engaging for children.
- Youth leaders intervene if they observe children struggling to find sufficient rest.
- A group file records each child's development, nutrition, care, behaviors, and habits.
- Youth leaders, parents, and children are involved in shaping the success of the program.
- Participation is a core principle at the Afternoon school.
- The child's well-being is our highest priority.

- Staff are encouraged to grow and develop through training opportunities.

The program welcomes all children regardless of abilities, offering activities that cater to various interests and needs.

### 3. Admission and Registration

To enroll in the program, parents or guardians must complete the online registration form (via Google Forms). Participation is only permitted once the monthly fee has been paid in full. By submitting the online registration form and agreeing to the rules and regulations, parents agree to abide by all rules and conditions of the program. Please note that certain activities, such as swimming or horseback riding, may incur additional costs.

#### 3.1 Attendance, Absences, and Fee Obligations

Monthly fees are charged for the full enrolled period, regardless of the child's attendance on any given day. The only exception is a formally requested pause or withdrawal from the program, which must be submitted in writing to the location coordinator no later than the 1st of the month in which the pause or withdrawal is to take effect. This is because catering and staffing are arranged for all registered children for the full month. Parents are encouraged to contact the coordinator as early as possible if a change in enrollment is anticipated.

A re-enrollment fee of \$15 applies to parents who pause or become non-attendant without communicating or informing staff in advance. Any outstanding balance must be cleared before the child may resume participation in the program.

### 4. Attendance and Pick-Up Policy

To ensure the safety and well-being of all children, daily attendance is recorded, and parents are expected to inform staff in advance of any planned absences.

#### 4.1 Program End Time and Courtesy Pick-Up Window

The Afternoon School Program officially ends at 5:00 PM. A courtesy pick-up window is provided until 5:30 PM to accommodate parents and guardians who finish work at or around 5:00 PM. Children must be collected no later than 5:30 PM. Pick-up after 5:30 PM is considered late and will be subject to the late fee policy described below.

#### 4.2 Late Pick-Up Fee

In the event of a late pick-up, a fee of \$1.00 per minute will be charged from 5:30 PM onward to cover the additional supervision required.

##### Examples:

- A parent picks up at 5:45 PM (15 minutes late):  $15 \text{ minutes} \times \$1.00 = \$15.00$
- A parent picks up at 5:36 PM (6 minutes late):  $6 \text{ minutes} \times \$1.00 = \$6.00$

The late fee is charged per parent rather than per child. Payment should preferably be made directly to the staff member present at pick-up, who will issue a written receipt to the parent or guardian for the

records of both parties. If payment cannot be made at the time of pick-up, the fee will be added to the parent's balance and charged at the end of the month.

### **4.3 Authorized Pick-Up Persons**

Only individuals listed as authorized pick-up persons on the child's registration form are permitted to collect children from the program. Staff are not authorized to release a child to any person not on this list, regardless of their relationship with the child.

Any changes to the authorized pick-up list must be submitted in writing to the location coordinator in advance. Verbal or last-minute requests, including via WhatsApp, will not be accepted as sufficient authorization for a change, in order to safeguard the security of all children.

If a parent is unable to arrange pick-up on time, alternative transportation must be pre-arranged with an authorized person to ensure the child is collected within the courtesy pick-up window.

### **4.4 Uncollected Children — Escalation Protocol**

If a child has not been collected and no communication has been received from the parent or guardian by 6:00 PM, staff will initiate the following escalation steps:

- 6:00 PM: Staff will attempt to contact the parent or guardian by phone.
- If the parent or guardian cannot be reached, staff will immediately contact the emergency contact person listed on the child's registration form.
- 6:15 PM: If neither the parent or guardian nor the emergency contact has responded or arranged collection by 6:15 PM, the relevant authorities will be contacted. The child will be placed in their care until the parent or guardian can be reached.

All incidents of uncollected children will be formally documented by staff and may result in a review of the child's continued enrollment in the program.

## **5. Payment Terms**

The monthly fee covers participation in the after-school program, due upon registration prior to commencing with the program, and must thereafter be paid no later than the 5th of each month. This fee remains the same throughout the academic year, from August to June, including months with school vacations. Please note that certain specialized activities may carry an additional cost on top of the monthly fee.

We encourage payments to be made via online banking. We do accept cash payments, and this should be to the coordinator directly, versus the school office. The parent would then receive a receipt of payment for their records.

### **5.1 Bank Details**

- Account Name: Stichting Expertise Centrum Ervarings
- Account Number: 21796110
- Bank Name: Windward Islands Bank
- Account Currency: USD (United States Dollar)

## 5.2 Monthly Program Rates

### Regular Afterschool Program:

- 1 Day per week: \$30
- 2 Days per week: \$50
- 3 Days per week: \$70
- 4 Days per week: \$90
- 5 Days per week: \$100

### Homework Guidance Only:

- 1 hour, 4 days per week, including lunch: \$65 per month.

*Monthly Fee:* The rate corresponding to your selected schedule is your fixed monthly fee, due upon registration prior to commencing with the program, and then by the 5th of each month thereafter.

For some specific activities, such as swimming, tennis, or horseback riding, an additional fee is required on top of the monthly rate:

- Swimming: \$20
- Tennis: \$15
- Horseback Riding Experience (hiking, brushing and riding): \$25
- Kayaking: \$20

There is a minimum participation of 12 children for each activity.

## 5.3 Multi-Child Discount

- 1st child: \$100
- 2nd child: \$95
- 3rd and additional children: \$90

Parents must submit proof of payment to the location coordinator. If payment is not received by the 5th, a reminder letter will be issued. Participation will be suspended until the outstanding balance is settled.

## 6. Behavior Guidelines

The program promotes the core values of Trustworthiness, Confidence, Respect, Responsibility, and Independence.

Children are expected to adhere to the following rules:

- Address staff and peers respectfully at all times.
- During meals, children must remain seated until everyone is finished. However, if children need to leave for homework guidance or off-campus activities, the supervisor may allow them to leave the table earlier.

- Negative behavior is addressed calmly and constructively; physical or verbal aggression is not tolerated under any circumstances.
- Positive behavior is actively encouraged and rewarded to foster a supportive and inclusive environment.

## 6.1 Consequences for Children

Behavior concerns are addressed through a clear, progressive process to ensure fairness and consistency:

- Verbal warning: The child is calmly reminded of the expected behavior and the relevant rule.
- Written notice to parents: A formal written notification is sent to the parent or guardian detailing the behavior and the steps being taken.
- Parent meeting: A meeting is held with the parent or guardian and the program coordinator to discuss the behavior. The coordinator will refer the family to the program's Social Worker, who will work with the child on a support plan prior to any consideration of suspension.
- Temporary suspension: In the event of repeated or serious violations, despite Social Worker intervention, the child may be suspended from the program for a defined period, as determined by program management.
- Expulsion: In cases of severe, persistent, or dangerous behavior that cannot be adequately managed within the program, a child may be permanently expelled. This decision is made by program management in consultation with staff and, where appropriate, the parents or guardians.

## 6.2 Conduct of Parents and Guardians

The safety, well-being, and dignity of all children and staff are of the highest priority. All parents and guardians are expected to conduct themselves in a respectful and courteous manner at all times when engaging with program staff, other parents, and children.

We appreciate that parents refrain from the following conduct under any circumstances:

- Verbal abuse, threats, or intimidation directed at staff, other parents, or children.
- Physical aggression or threatening behavior of any kind on program premises or during program activities.

In the event that a parent or guardian engages in such conduct, the program coordinator will issue a formal written warning. If conduct continues or is of a sufficiently serious nature, the program reserves the right to suspend or terminate the child's enrollment. The safety of staff and children will always take precedence.

## 6.3 Support for Children with Challenging Behavior

The program recognizes that some children may present with challenging behaviors that require a more structured and individualized response. In these cases, the following process applies:

- Staff will document the behavior, including the date, time, circumstances, and any actions taken.
- The coordinator will meet with the parent or guardian to discuss observations and collaboratively develop an Individual Support Plan (ISP) in line with the program's PBS framework (see Point 9).

- Progress under the ISP will be reviewed regularly. Where external professional support is recommended, the program will communicate this to the family.
- If a child's behavior continues to pose a risk to the safety or well-being of other children or staff, and all reasonable interventions have been exhausted, suspension or expulsion may be considered as outlined above.

## **7. Health and Safety**

To safeguard the health and well-being of all participants, parents are required to disclose any allergies, dietary restrictions, medical conditions, and prescribed medications on the online registration form (Google Forms). This information is utilized to maintain an allergy alert list, which is shared with canteen personnel and the program's caterer to ensure appropriate measures are in place.

Children arriving with contagious illnesses are prohibited from attending the program to maintain a safe and healthy environment for all participants.

## **8. Communication with Parents**

The program maintains clear and consistent communication with parents through multiple channels. Updates and announcements are shared via WhatsApp groups, ClassDojo, and letters. Formal notifications and important updates are sent through email.

## **9. Positive Behavior Support (PBS) Approach**

The program is committed to fostering an inclusive and supportive environment through the implementation of a Positive Behavior Support (PBS) framework. This approach ensures that all children, regardless of their needs or abilities, can thrive and participate fully in program activities.

For children requiring additional support, Individual Support Plans are developed in collaboration with parents and staff to address their unique needs and promote their development. Challenging behaviors are managed constructively and positively, focusing on proactive strategies and reinforcement of desired behaviors.

Inclusivity is a core principle of the program, with activities designed to cater to the diverse interests, abilities, and backgrounds of all participants.

## **10. Insurance**

The program holds liability insurance for activities conducted during official hours. However, parents are advised to have personal insurance for their child to cover accidents or injuries beyond the program's scope.

## **11. Parental Responsibility**

Parents are required to promptly notify program staff of any changes in contact information, the child's health status, or pick-up arrangements to ensure accurate and up-to-date records are maintained.

At the start of each academic year, parents are required to complete the online registration form (via Google Forms) to re-enroll their child. This annual process ensures that all contact details, health information, authorized pick-up persons, and emergency contacts are current and accurate. Should any of this information change during the academic year, parents must notify the location coordinator in writing as soon as possible, without waiting for the next annual registration cycle.

Parents are responsible for paying the mandatory monthly fee on time.

## 12. Contact Information

### General Contact

**Office Address:** A.T. Illidge Road #60, Unit 1.1

**Mailing Address:** Simpson Bay Road #62

**Phone/WhatsApp:** +1(721) 585-6788

**Email:** [stichtingego@gmail.com](mailto:stichtingego@gmail.com)

### Sr. Borgia Location

**Location Coordinator:** Lucille James

**Address:** C.A. Cannegieter Street 58, Philipsburg

**Email:** [srborgiaafterschool@gmail.com](mailto:srborgiaafterschool@gmail.com)

### Sr. Magda Location

**Location Coordinator:** Charlene Williams

**Address:** Cupper Drive 1, St Peters

**Email:** [stichtingego@gmail.com](mailto:stichtingego@gmail.com)

### Sr. Marie Laurence/St. Dominic Location

**Location Coordinator:** Maureen Baker

**Address:** L.B. Scott Road #209, South Reward

**Phone/WhatsApp:** +1(721) 523-8219

**Email:** [smlcom.school@gmail.com](mailto:smlcom.school@gmail.com)

### Sr. Regina Location

**Location Coordinator:** Riane Kromowidjojo

**Address:** Simpson Bay Road #62, Simpson Bay

**Email:** [sisterreginaafterschool@gmail.com](mailto:sisterreginaafterschool@gmail.com)