

Handbook Sr. Regina Primary School 2022-2023

Table of Contents

Page	Topics
1	Word of welcome and information about Sr. Regina
2	Mission statement and School song
3-4	Vacation schedule, Activities
4-7	Our Educational Concept
7-8	Report 2021-2022
9	Material / finances in our Action plan
9-10	Action plan 2022-2023
11-12	Code of conduct
12-14	Dress Code
15-16	Major School rules Catholic School Board
17-18	Disaster protocol, Mass, Assembly
18	Faculty
19-21	Organization, School guidelines, procedures
21	Report cards, monitoring developmental process
22	Parental involvement
22	Visits and discipline
23	Materials, Insurance, Parental contribution
24	PTA, Care for students

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

Information about the School

Sr. Regina Primary School, situated in Simpson Bay, is a Dutch Catholic school. The school works according to the principles of Experiential Education and the language of instruction is Dutch.

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.

The school was established in 1967 by Foundation Catholic Education St. Maarten and is named after Sister Regina, a nun of the Dominican order, who was a pioneer in Catholic education on St. Maarten.



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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.

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.

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

Religion

The Sr. Regina Primary School is a **Catholic** School.

We stress both academic and spiritual growth of all students. All students of the Sr. Regina Primary School must follow all Catholic religious programs and activities.

Masses

Holy Mass in the Mary Star of the sea Church will be held on a regular basis (every last Wednesday of each month). We walk to and from the school for the masses. There will also be other activities organized throughout the year. All students must participate in these events.

Sacrament of the Eucharist (First Holy Communion)

This sacrament is a two-year program in the schools and parish programs. The students start preparations for the sacrament in group 4 and continue in group 5. It is in this group 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.

Vacation schedule 2022-2023

Midterm break: October 3rd, 2022 – October 7th, 2022

Constitution Day: October 10th, 2022

St. Maarten's Day: November 11th, 2022

Christmas break: December 19th, 2022 – January 2nd, 2023

Midterm break: February 20th & February 21st, 2023

Easter Break: April 6th, 2023 - April 10th, 2023

Carnival Break, Kings Day & Labor Day: April 24th, 2023 - May 5th, 2023

Ascension Day: May 18th & May 19th, 2023

Emancipation Day: July 1st, 2023

Summer Vacation: July 3rd - August 6th, 2023

School year 2022/2023 starts on August 7th, 2023

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 Truancy Officer in the Brooks Towers for permission to do so.

Activities and important dates for the year: (tentative)

August 25th: Parent evening

September 30th: Blessing Animals

October 15th: Run- Walk and Bike-a-thon/ Family Fun Day

November 10th: Celebration St. Maarten's Day in school

December 13th & 14th: Report card (rapportfolio)

December 10th: Christmas Fair

December 16th: Christmas breakfast

February 6th – 10th: Catholic School's Week / Open House
March 29th & 30th: Report card (rapportfolio)
April 5th: Easter Breakfast
April 21st: Carnival parade
May: FBE - Exit Exam – group 8
May or June: Bingo fundraising
June 9th: Annual Science Fair group 8
June 21st: Report card (rapportfolio)
June 22nd: Promotion Day and Sr. Regina's got Talent

Our Educational concept



Experiential Education as part of Foundation Based Education

The objective of “Ervaringsgericht Onderwijs: E.G.O. or in English Experiential Learning EXE 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).

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

Report 2021/2022

During the school year 2021/2022 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 were tremendous. We continued to look for professionalization of our strategies/approaches/teaching styles with the assistance of experts and volunteers from here and the Netherlands. 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 soccer. 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. A student survey was conducted, the outcome will be used to update and improve our way of working.

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, profolio, 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 2022-2023. You are also invited to have an input and be involved as much as you can.

Positive Behavior Supports PBS

What is Positive Behavior Supports or PBS?

PBS. . .

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

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



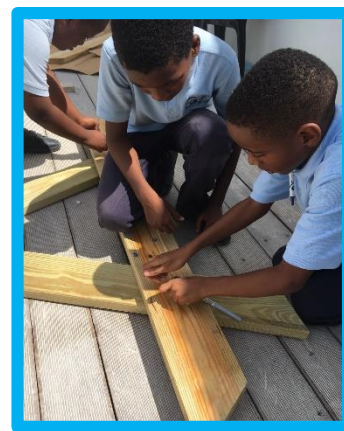
Our goal is to teach and learn proactive behaviors that promote optimal social and academic outcomes for everyone!

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

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

- Upgrade computers and digital boards
- Order additional material; copy books, pencils, arts material, science material, tools for the wood workshop, material for the students kitchen €19.000 euro.
- Order internet based tracking system true learning (Looqin) €539.
- External expert (Marcel van Herpen) will be training the team for Pedagogical Tact
- Horizon Training for Personal Mastery Course
- professional exchange trip with Holland or United States

Action plan (2022-2023):



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

- Workshop gardening for the staff provided by Mr. Adjid Persaud
- Teachers will be teaching more hands on and project based.
- Project hour will continue this school year as part of the Portfolio approach.
- Exchange information with a school in USA with Portfolio approach.
- We will end various themes with a showcase moment for the students.

- We will continue to heighten project work including fieldtrips with the objective to give the opportunity to students to explore (snorkeling, research opportunities outside the school premises, Cultural performances etc.)
- 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, a kitchen.
- Our policy with regards to the care of students with learning disabilities and social emotional/ behavior problems has improved tremendously. We will continue with our IE (individual education).
- We paid attention to the social emotional development of students and are involving the parents at all times. We believe that students are most happy when the pedagogic climate is good. Therefore, we constantly reflect on our climate.
- 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.
- Our Dutch language policy is in full gear. The methods and strategies used by teachers are showing great progress in the development of the language skills.
- Homework will not be given from groups 1-6 (no 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, Dym and D'oga.
- Organize a Camp for group 8
- Continue to seek volunteer parents/guests for Ateliers/workshops/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 Faithfull"***

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

Other activities of our team:

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

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 established a schedule of monthly 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. This year our staff is joined by an expert in Experiential Education (EGO), to better embed the principals of EGO.

Reading will be promoted this year again with the assistance of our reading parents and volunteers.

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.

Code of conduct:

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

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

- Form of address: We use “Juf, meester, first name: nobody will be addressed with terms related to appearance or qualities of character.
- We don't use indecent or dubious remarks to hurt others, neither discriminating or sexual remarks nor abusive language. This also relates to publications, pictures and video recordings in or on behalf of the schools.
- Respect towards each other is always our starting point. We ensure that all members of our school community are treated with respect and dignity.
- When we console or reward a student, he/she should experience the consolation and reward as positive (PBS).
- We use a positive approach when correcting students (PBS).
- And hold everyone responsible to the highest standard of respectful and responsible behavior and model such behavior (PBS).
- We will always demonstrate care and commitment to academic excellence within a safe environment.
- We will help students work to their full potential and develop self-worth
- **Personal contact between teachers and students:**
 1. Is based on mutual respect
 2. Teachers should inform Parents if students have to remain in school after normal school hours.
 3. Social contact with students beyond school hours should be with permission of Parents.

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

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

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

1. We do not share personal information through internet without the permission of teachers.
2. Pupils have to inform teachers or parents immediately if confronted with information that makes them feel uncomfortable and is not acceptable. Pupils should stick to agreements with regards to the use of computers.
3. Sending e-mails with regards to Educational purposes through internet is in accordance with the teachers.
4. Discuss with the teacher what you are doing on the internet.

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

Dress Code

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

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

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



Dress Code

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

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



Ankle socks are not allowed,

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

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

Hair & Body Ornamentation Girls:

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

Hair & Body Ornamentation Boys:

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

Major School Agreements and Regulations

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

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

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

Negative consequences for inappropriate behavior may include:

- Loss of privileges
- Assignments or cleaning duties
- Contact with home/parents or guardians
- Behavior plan
- Reminder or warning
- Confiscation of property that is not allowed in the school
- Time away in another class

- Suspension from school
- Expulsion from school according to the law

Positive Reinforcement for appropriate behavior may include:

- Thumbs up Smile
- Verbal praise Notes
- Sticker and coins
- Phone calls home
- Note to principal
- Student of the hour/day/week
- High five
- Computer Special privileges
- A visit to the Student Care Coordinator

Admittance, Suspension and Expulsion.

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

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

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

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

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

Disaster protocol (Calamiteiten- en ontruimingsplan)

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

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

Be informed on:

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

Be responsible for:

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

How to proceed in case of disaster:

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

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

Mass, Assembly and week opening

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

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

Every Monday morning students of Cycle 1 and the higher grades gather in different locations to pray and learn about "The word of the week". Social skills are taught in order to encourage positive behavior and to prevent bullying.

Every last Friday of the month there is an assembly in which the ecclesiastical year is discussed, we pray together, and matters as birthdays, school rules, and upcoming events are dealt with and presentations on monthly themes are given.

We also attend Mass every last Wednesday of the month at 8.00 a.m. at Mary Star of the Sea Church. You are cordially invited to join us.

Students of group 4 & 5 are being prepared for First Holy Communion. We will no longer offer Confirmation classes. The policy is changed by the Parish. The children are required to be well behaved, to attend Mass and these special classes. There are also sessions for parents of these candidates. Failure to comply with the above mentioned will result in not being allowed to receive the Sacrament that particular year.

All students are expected to participate in all religious exercises and refrain from speech that is critical to the Catholic Church.

Faculty

Group:

Group 1/2A: Ms. Samanta Nitiredjo
Group 1/2B: Ms. Kimberley Mahadewsing
Group 3: Mrs. Colette Cooper
Group 4: Ms. Kelly Roxs
Group 5: Mr. Viresh Kowlesar
Group 6: Mrs. Manisha Nanhoe-Achaibersing
Group 7: Ms. Joanne Arrundell
Group 8: Ms. Candace Huijgen
Group IE Individual Education: Ms. Joyce Louis

English teacher: Ms. Natasha Ambrose
Gym teacher: Astrid Fieremans
Holy Communion teacher: Kim Jeffrey
Classroom Assistant (Cycle one and two): Helen Arnaud
Classroom Assistant (Cycle two and IE): Milou Heida
Classroom Assistant (Cycle one): Crystal Blacket
Classroom Assistant (Cycle two and IE): Stephanie Deekman
Cycle assistant: Riane Kromowidjojo

Management team:

School manager: Mrs. Samantha Beaton-Elson
Adjunct School manager: Ms. Joanne Arrundell
Coordinator Cycle one: Ms. Joanne Arrundell
Coordinator Cycle two: Ms. Kimberley Mahadewsing
Student Care Coordinator: Ms. Audrey Wilson

Care team:

Student Care Coordinator: Ms. Audrey Wilson
Social Worker: Ms. Desiree Greene and Ms. Monica Hunt
Psychologist/ Orthopedagoog: Ms. Marjolein Smit and Ms. Alexandrine Peterson

Trainees

In our school we give students from St. Maarten, Holland and Belgium the opportunity to work on their development. This year we will be joined by trainees from teachers colleges from Holland.

Non-teaching staff:

Secretary: Ms. Somer Diaz
PTA members
Reading- and "Atelier" parents
You are welcome to join the group!

Organization, School guidelines, procedures and attendance

School hours are Mon, Tue, Thu, Fri: from 7.25 a.m. to 14.00 p.m. and Wednesdays from 7.25 a.m. to 12.45 a.m. The school gate opens at 7.00 a.m. Before the bell rings the students are expected to sit in their class and read. Group 1, 2, 3 and 3/4 can enter at the former “Butterfly entrance” and immediately go to their classes.

Attendance

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 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.*

Late policy

It is the parents’ responsibility to make sure that their child is on time.

We ask you to help us teach children the importance of punctuality and responsibility.

Students are late, when they are not in the class at 7.25. Persistent lateness will result in disciplinary action. 3 x late will result in Director/Parent conference.

Truancy Officers

Students that are frequently absent (or late) with or without a valid excuse will be reported to the truancy office. The truancy officers will then contact you, the parent, about this matter. The Truancy office is located Suite A1 Brooks Tower
Falcon Drive #7 Harbor View Philipsburg
Tel# 5423479

Physical activity

Gym, D’ym, D’oga and swimming classes are part of the school program and are therefore compulsory. Physical activity is good for your child’s health. If your child has a health problem a letter from a doctor is required. Should your child not be able to participate due to illness then kindly write a letter stating the reason.

Reading is fundamental; therefore students should visit the Library to borrow books. Students from group 5 to 8 are expected to complete book reports and essays or projects.

Volunteers (reading parents) help children improve their reading skills by practicing with them 40 minutes a week.

Home-school connection (homework)

Group 1-6 will not be receiving homework. Group 7 and 8 will receive homework. Within the school hours we will make time available for the students to practice extra in the school (extended hour and contract work). As you know the communication between school and home is very important. Instead of homework, we call it home-

school connection. This means that your child's teacher will keep you informed about the curriculum, topics and themes. In this way you will have a clear view on what is being discussed in the class. If your child still wants to practice extra at home, we advise you to do this in a fun way. Children will retain more if learning is more self-directed. In this way children will learn how to obtain information in different ways, besides teacher directed learning. We advise you to read daily with your child.

Recess

Monday, Tuesday, Thursday and Friday

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

Wednesday

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

Recess groups 1/2

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

Tips for a healthy lifestyle and healthy school lunch

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

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:

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

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

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



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

Report cards (rapportfolio)

Report cards are issued 3 times a year.

Report cards will not be given before the scheduled date.

December 13th and 14th

March 29th and 30th

June 22nd: final report

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. Since last school year, FBE-Exit (Cito Entrée toets) exams are being given in group 8 to indicate the level of the child.

Repeating and promotion

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

Parental involvement

Parental involvement in school is important for the development of your child. Therefore, we would like to encourage you to sign up for extra assistance during workshops/project work and reading in our school. Parents can open doors for us for project work or introduce and bring expertise to us for project work, they can assist with the preparation and creation of learning material, cover books etc.

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

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

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

Occasionally there are field trips. They are educational and require assistance from parents. All children are expected to participate. Parents are required to sign the answer forms and return them promptly the following day. Only children with a signed answer form may participate. Usually a contribution of \$ 2.50 is necessary for the bus fee.

Free choice

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

Visits before, during and after school hours/Discipline

You are welcome at our school; however, you are requested to conduct yourself in a respectful manner.

In our Catholic belief we discipline our children by way of dialogue and not with any type of physical action.

And we encourage you to use the same strategy, dialogue, to discipline your child. Nurture them so that they can become good citizens with a loving character.

Contact your child’s teacher regularly. Your child will benefit from this. Do not wait until there are problems. Complaints, problems, etc. must first be brought to the attention of the teacher involved before going to the principal or teachers assigned.

Do not visit the classrooms during school hours as the teachers’ attention must be with the children.

Always report at the office first on entering the premises and always dress appropriately when entering the premises.

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

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

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

For safety reasons children are not allowed to wait at the main entrance.

For the same reason the school should be informed of any change in arrangement of transportation.

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

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

Children should be picked up on time as there is no supervision and the school cannot be held responsible for any problems due to no compliance. If you are late your child is expected to sit quietly on the bench in front of group 8 until no later than 2.15 p.m.

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.

It is important to sign notes, letters, and copybooks, answer forms, etc. when requested to do so, and to return them promptly the following day.

This assures us that you have received our message. You may always contact us if there are any questions.

Reminding their parents to return requests is part of their responsibility.

Registration/Material/Insurance/Parental contribution

Currently the FCES is registering students in February for August that turns four before October 1st, of that school year. Students that turn 4 between October and December of that school year can register in January of the same school year. All other students will have to register in February for the next school year.

Students of group 4 to 8 are required to have a binder of 23 rings and dividers.

Group 7 and 8 need a Dutch dictionary, which is essential for working in class and homework.

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 Naf. 2000 to Naf. 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.

The parental contribution per year is:

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!**

At registration parents sign a statement for possible psychological testing. If necessary, a child will be referred to the school for special education.

PTA

The P.T.A. (Parents- Teachers Association) of the Sr. Regina Primary School is an active one. Funds are raised in order to purchase educational materials and to organize activities for the children.

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

CARE for students

If necessary students of group 1 to 8 will be referred to the Student Care Coordinator. The parents will be advised and required to cooperate in order to help their child. The care for individual children with special developmental needs - or behavior problems is not a task for the class teacher alone. The Student care coordinator is supporting the class teachers with the responsibilities and tasks with regards to the guidance needed by students with special needs.

The Student Care coordinator can be present during a discussion with the parent. She can also invite the parent(s) to discuss the child. Together with management she monitors the process of development of individual children.

Placement and referral of students in Special education

When the school, in consultation with the parents, concludes that further guidance of a child becomes impossible within the school, a request for referral or placement in Special Education can be made. This will be done in close consultation and on the advice of the school psychologist.

Student Care Coordinator: Ms. Audrey Wilson:

As this book is "At Hand" of the parents, I will take this opportunity to share the following with you.

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.

Disciplining the child is a very positive process, it's part of your job as a parent.



*Parenting for a
Better World*

The goals of good discipline are:

- To encourage appropriate behavior.
- to help prevent problems from arising as the child grows older
- To instill a lifelong sense of self-discipline.

Discipline by:

- Giving love. All children need to know that they are loved.

Parents please show that you are willing to be informed.

We have different ways to inform you:

- by meetingsplease attend
- by newsletters..... please read
- by email.....check your email
- on internet check the net
- on bulletin boardsread the information
- personal letters.....please respond

Whenever you want to have a topic to be discussed at school or in a class, let us know and we will try our utmost to deal with it.

Let us keep the positive communication momentum going all year long.