School Guide

- Sacred Heart School –

2026-2027

SACRED HEART PRIMARY SCHOOL

SKOSABA

Foreword

Dear Parents/Guardians,

Welcome to the 2026–2027 school year and to our updated School Guide.

This School Guide provides you with important information about Sacred Heart School: who we are, what we stand for, how we organize our education, and what you as parents and guardians can expect from us. At the same time, it also describes what we expect from our students and from you as partners in their education.

The past school years have been an important period for Sacred Heart School. Together with our staff, students, parents, the School Board and our partners, we have worked hard to strengthen the quality of our education and the organization of our school.

We are proud that, for the first time in several years, our school once again meets the basic quality standards required by the Inspectorate of Education. This is an important milestone, but certainly not the end of our journey. The foundation is there, and our focus now is to build further, strengthen what we have achieved, and make sure that improvements become a lasting part of our daily practice.

For the coming school year, we will therefore continue to focus on the quality of teaching and learning, student development, a safe and positive school environment, and the professional development of our staff.

An important theme in this development is Positive Dialogue. Together with our educational partners on Saba, Saba Comprehensive School (SCS) and Expertise Center Education Care (EC2), we want to further strengthen the way we communicate and cooperate. This starts with something that sounds simple, but is extremely important: we communicate with each other, not about each other.

The same principle applies within our school community. Good communication between school and home is essential. We may not always agree, and sometimes there may be concerns or difficult conversations. That is part of working together. What matters is that we remain respectful, listen to each other, and keep the interests of the child at the center of the conversation.

Education is a shared responsibility. School, child and parents each have their own role, but we all work towards the same goal: helping every child to develop, learn and grow in a safe and supportive environment.

We therefore invite you to stay involved, ask questions, share concerns and celebrate successes with us. Open communication and mutual trust help us to continue building a strong school community.

On behalf of the entire team of Sacred Heart School, I wish all our students, parents and staff a wonderful, safe and inspiring 2026–2027 school year.

Kind regards,

Willem-Jan van Hest
Interim Executive Director

Sarah Johnson
Vice Executive Director

Inhoud

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About the School

1.1 General Information

Sacred Heart School (SHS) is the only primary school on Saba. Founded in 1905, it relocated in 1986 to St. John's under the Catholic Foundation for Education. From our Catholic foundation, all children are welcome at our school. We provide inclusive education, making no distinction based on denomination or level of ability. In this, we are supported by our partner EC2, with whom we work closely to ensure that every child receives the guidance and support they need.
Presently, there are 159 students enrolled at SHS, as of 2026.

Sacred Heart School

Address: Pasture Road 9
P.O. Box 33, St. John's, Saba Dutch Caribbean
Telephone: +599-416 3281
Email: info.shs@sabalearns.org
Website: http://www.shssaba.com

1.2 Governance of Sacred Heart School

Sacred Heart School is governed by the foundation of *Stichting Katholiek Onderwijs Saba* (SKOSaba). Since August 2025, our statutes have been updated. The main reason for this change is the introduction of a new governance structure: the two-tier model. By appointing an Executive Director alongside a Supervisory Board, we aim to better comply with the requirements as outlined in the Code of Good Governance.

Executive-Director:

Willem-Jan van Hest (interim)

Supervisory Board:

Chairman:	Marc Vermeulen (The Netherlands)
Vice Chairman:	Rosalyn Johnson (Saba)
Member:	Geertrude Hellema (Saba)
Member:	Werner van der Linden (The Netherlands)
Trainee member:	Dahlia Hassell (Saba)

Email: board.SHS@sabalearns.org

1.3 Mission and Vision

1.3.1 Mission:

At Sacred Heart School, our mission is to provide high-quality and inclusive primary education in a safe, supportive and challenging learning environment where every child feels valued and has the opportunity to reach their full potential.

We support our students in developing the knowledge, skills, confidence and values they need for a successful transition to secondary education and to become responsible, resilient, and compassionate members of society.

We believe that education is a shared responsibility. By building strong partnerships with parents, staff, educational partners and the wider Saban community, we help our children grow academically, personally and socially, preparing them for their future on Saba and beyond.

Building Together reflects our three core ambitions:

Educational Excellence

Providing ambitious, high-quality education that gives every child a strong foundation for secondary education and lifelong learning.

Personal Development

Helping children become confident, resilient, and socially responsible individuals who value their own identity and respect the diversity of others.

Community Partnership
Working together with parents and our community because children develop best when school, home and community share responsibility for their education and well-being.

1.3.2 Vision:

At Sacred Heart School, we believe that every child can learn, develop and succeed. We take responsibility for helping each child make progress and reach their full potential, both academically and personally.

Our school leadership, teachers and staff work together to provide:

- qualified and dedicated staff who recognise and support each individual child;
- engaging and meaningful learning experiences;
- a safe, clean and stimulating environment in which children can learn and play with confidence;
- teaching that responds to different learning needs and encourages independence;

- care, guidance and positive feedback that motivate children to take pride in their progress; and
- strong partnerships with parents and community partners.

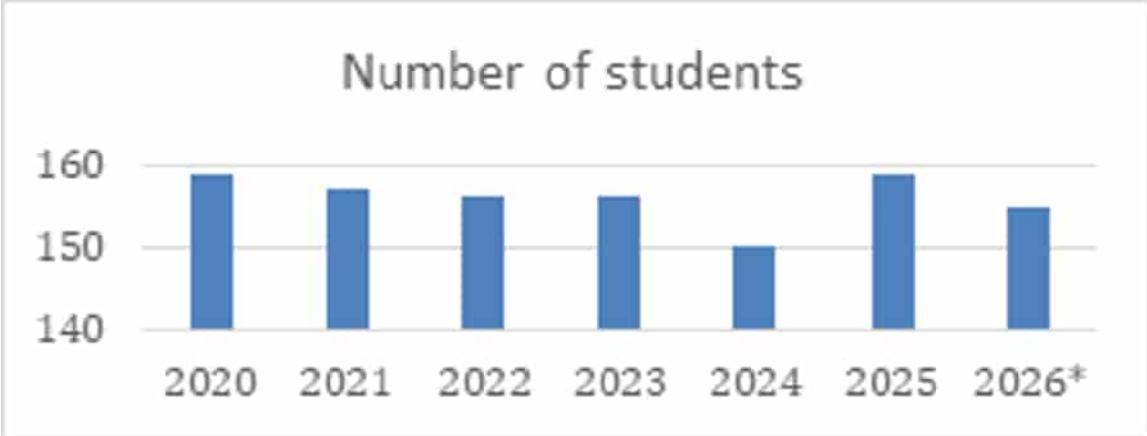
In our classrooms, we combine high expectations with appropriate support. Teachers adapt their instruction, encourage children to become increasingly independent and responsible, and create positive relationships based on care and respect.

Our ambition goes beyond academic achievement. We want our students to become curious and confident learners who communicate effectively, think critically, show respect, take responsibility and contribute positively to their community.

In this way, we prepare every child for a successful transition to secondary education and for their future on Saba and beyond.

1.4 Number of students

The student enrollment at SHS has averaged between 150 and 160 students over the past few years.



*Estimated number 2026

2. Education at SHS

2.1 Our Curriculum

At Sacred Heart School we offer a wide range of subjects to give every child a balanced education. Core subjects are English, Dutch, Math, Social Studies, Citizenship, and Science. Children also take part in Arts, Music, and Physical Education, and we encourage them to develop healthy habits every day. Although Saba is part of the Caribbean Netherlands, English is the primary language of instruction at SHS. Dutch is taught as a separate subject.

In Kindergarten (K1–K2) the focus is on learning through play. This helps children grow in their social and emotional skills, their motor skills, and their early language development. Play-based learning gives them a safe start and builds the foundation for later learning.

From Grades 1–6, the program becomes more structured. Children learn through themes and teachers adjust the lessons to meet each child's level. Sometimes this means extra help for those who need it, and sometimes it means extra challenges for children who are ready to move ahead. Differentiation happens through small group lessons, flexible grouping, and extra materials.

This year we are making even better use of our subject teachers. Not only for Arts, Music, and PE, but also for other main subjects. Because of careful planning, teachers can now split the class into smaller groups more often. This gives children the chance to learn in small instruction groups, which means more personal attention and support.

An important part of our program is Citizenship Education. Children learn about respect, responsibility, cooperation, and how to take part in their community. We link this to real experiences, the culture and history of Saba, and the wider Caribbean, so that children grow into active and caring citizens.

Our entire approach is guided by Conscious Discipline, a framework that supports both social-emotional learning and positive behavior. It helps children develop self-control, build healthy relationships, and create a safe and supportive classroom environment where everyone can learn and grow.

This school year we also started using new books and materials for Math, Language, Science, and Social Studies. These come from the Caribbean Primary Curriculum and are fully aligned with the CPEA and CXC standards. This means our students learn within a program that fits both international quality and the Caribbean context in which they live.

Kindergarten (K1–K2)

- Focus on learning through play, with theme-based education
- Development of social-emotional skills, motor skills, and early language
- A safe and playful start that builds the foundation for future learning

Grades 1–6

- Structured program (using new methods) with room for thematic learning
- Teachers adapt lessons to each child's needs (differentiation)
- Differentiation takes place through:
    - Small group lessons
    - Flexible grouping
    - Extra learning materials
- **Extra differentiation this year**:
    - Subject teachers not only teach Arts, Music, and PE, but also support core subjects in small groups
    - Careful scheduling makes it possible to split classes more often
    - More personal attention for students in small instruction groups

Citizenship Education

Children learn about respect, responsibility, cooperation, and active citizenship through a combination of daily school practices, structured lessons, and school-wide activities, including:

- **Conscious Discipline**, supporting social-emotional development, mutual respect, responsibility, and positive relationships.
- **Inspiration from the parish priest**, encouraging children to reflect on *being the best version of themselves* and showing care and respect for others.
- **Participation in school and community life**, through projects and lessons developed in cooperation with partners such as Sea & Learn, Public Health, and the Public Entity Saba. Examples include:
    - Healthy Week
    - Democracy and democratic values
    - Saba's Nature and Environment (Sea & Learn)
- **Culture, history, and heritage**, integrated into history lessons, arts and crafts, and other learning activities that highlight Saba's unique heritage and its connection to the wider Caribbean.

Developing a School-Wide Approach to Citizenship Education

In addition to our existing teaching methods, particularly Social Studies and Science, Sacred Heart School is currently developing a more structured and coherent school-wide approach to citizenship education.

As part of this development, we are identifying common citizenship themes that can be addressed across different grade levels during the same period. Each grade will explore these themes at an age-appropriate level, linked to relevant SLO learning objectives and the existing curriculum.

This approach will create a clear progression throughout the school, strengthen connections between subjects, and provide opportunities for shared projects, activities, and community involvement. Our aim is to ensure that citizenship education is not limited to individual lessons or occasional activities, but becomes a recognizable, continuous, and meaningful part of school life. Through this approach, Sacred Heart School aims to help children grow into active, responsible, respectful, and caring citizens, who understand their role within the school, the Saba community, and the wider world.

New Methods and Materials (2025–2026)

- Introduced for Math, Language, Science, Social Studies and Handwriting
- Aligned with CXC CPEA standards
- Combines international quality with the Caribbean context

2.2 Our 'new' Kindergarten

Starting last school year, we now work with two mixed Kindergarten groups. Children from Kindergarten 1 and 2 are placed together in the same class, Kindergarten Star and Diamond.

This approach allows us to provide education more closely tailored to each child's level. It also gives us the flexibility to distribute students across the two groups based on their needs and what best fits the group as a whole.

2.3 Transition from Daycare (Absolute Childcare) to School

In cooperation with Absolute Childcare, we ensure a warm transition for new students. This means that we discuss each child's development and support needs before they officially start school, so that we can support them well right from the beginning.

Children are welcome to join us on Monday after their fourth birthday. In the two weeks prior to that, a few introductory mornings are scheduled to help them get used to their new class. Any transfer of personal or educational information takes place with the consent of parents.

3 Support and Safety

3.1 Support for Students

3.1.1 Regular Support

Regular support is provided within the classroom. This may be based on the results of assessments or tests.

Since last school year, the teacher has several opportunities each week to split the class into two smaller groups during subject lessons (such as Dutch, Physical Education, Music, etc.). By working in smaller groups and dividing students according to their level, we can offer even more effective and differentiated instruction. We also offer Catch-Up Plans to provide targeted support for students who may benefit from additional instruction. Each plan runs for six weeks, with five cycles offered throughout the school year. Catch-Up Plans are available for Reading, Mathematics, Dutch, and Physical Education (PE).

During the Small Care Team meetings, led by the Quality Care Coordinator, students' needs are discussed and analyzed to determine which children may require additional support. This is done in collaboration with the class teacher and a representative from EC2. Parents are always informed and involved when additional support is identified. When needed, external partners may also be involved to ensure appropriate support is provided.

3.1.2 Extra Support

If needed, your child can be referred to EC2, where they may receive additional support for special educational needs.

In cases where a child has been formally diagnosed, it is sometimes possible that he or she qualifies for a Personal Educational Assistant (PEA). This means that your child can follow the adapted lessons provided by the teacher together with the guidance of their PEA.

3.1.3 Extra Challenges

Extra support is not only given to students who need more help, but also to those who need extra challenges. For example, children who already master certain topics can be offered enrichment activities. Students who already have a strong command of the Dutch language may work at a higher level in Dutch lessons. In this way, the education they receive is better matched to their individual needs.

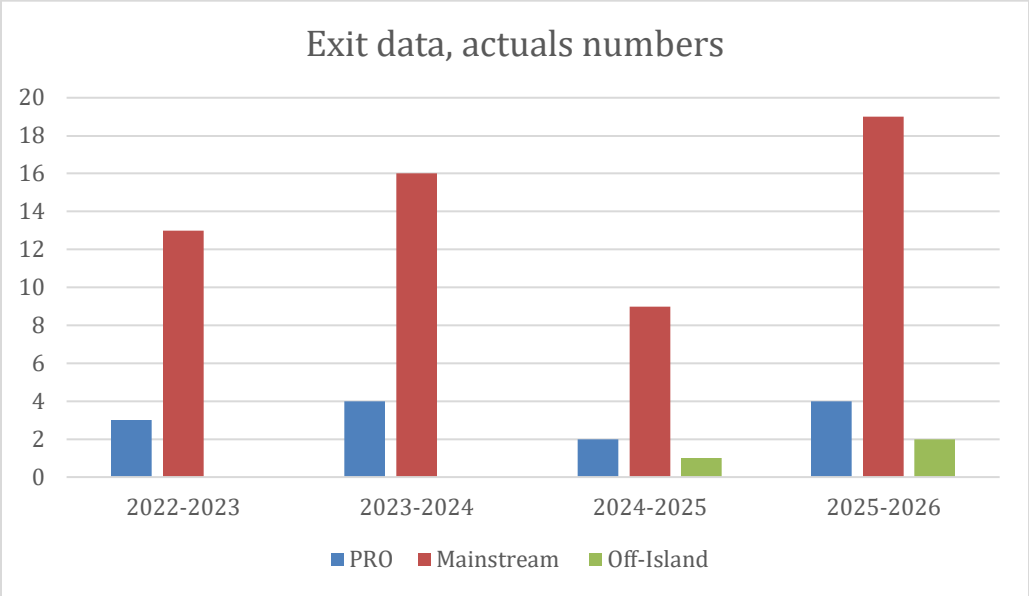
3.2 Our Student Transition Data to Secondary Education

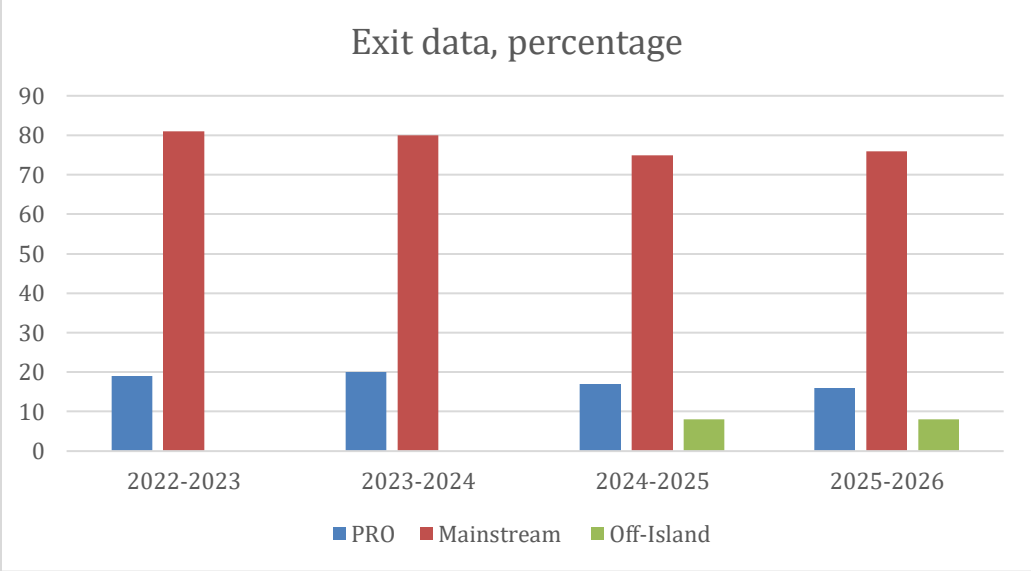
Decisions about students' transition to secondary education are based on a combination of method tests, standardized assessments (LVS-BES), and the results of the K-BIT and, when indicated, the WISC. In Grade 6, students also complete the CXC CPEA examinations in Mathematics, Language, Science, and Social Studies. These results are taken into consideration as part of the transition and placement process.

- Throughout the primary school years, students complete method-based tests.
- LVS testing:
    - The LVS-BES is an independent student tracking/monitoring system specifically developed for the BES islands. It assesses students in Mathematics, English and Dutch (NVT) and helps the school monitor students' progress and development over time.
    - Mathematics – A standardized assessment is administered at different levels from Grade 1 through Grade 6. The aim is for students to leave Grade 6 having achieved at least 1F level. Mathematics is assessed digitally twice a year, in September and April.
    - English – Students are assessed in four areas: Reading, Listening, Writing and Speaking. Reading and Listening are assessed digitally twice a year, in September and April. Writing and Speaking are assessed once a year, in January.
    - Dutch – Students are assessed in four areas: Reading, Listening, Writing and Speaking. Dutch assessments are administered once a year, in January.
    - The results help teachers identify students' strengths and areas for further development and are used to adjust teaching and support where needed.
- In Grade 5, EC2 administers the K-BIT test. For students who score *below average*, a WISC test is carried out before the end of Grade 5.
- At the end of Kindergarten, the K-Seals test is carried out before the students go to Grade 1.
- Together with the teacher's recommendation, these results determine whether a student will transition to Practical Education (PRO) or to Academic Secondary Education.

At the Saba Comprehensive School, students are placed within the appropriate secondary education pathway based on their academic performance, development, and individual learning needs, such as PRO or Mainstream.

3.3 Exit Data





3.4 Educational Partners

Our most important partner is The Expertise Center Education Care (EC2).
They support us in providing educational care for all our students, and especially for children with additional needs in the areas of speech therapy, autism, and behavioral challenges.

In addition, we work closely with Public Health, Mental Health, ZJCN, the Police Department, and the Voogdijraad.

3.5 Safety at School

Since February 2025, SHS has appointed a Social Safety Officer (SSO). With this appointment, SHS underlines its commitment to investing in safety and the overall sense of security at school.

During breaks, supervision on the playgrounds is provided by both staff and the SSO. In addition, the SSO monitors incident reporting, gives advice on preventative measures, and promotes a safe environment for everyone.

Furthermore, Conscious Discipline is implemented as our behavioral approach, focusing on strengthening students' social and emotional development. Our team has been trained in this method, and we are committed to applying it consistently throughout the entire school.

Each year in September and April, we administer the school survey in Grades 4, 5, and 6. The purpose of this survey is to monitor how students experience safety within their groups.

The results also allow us to identify at an early stage how students in these grades are doing in terms of well-being. If the outcomes give reason to do so, the school can take additional intervention measures. The results of these questionnaires are shared with the parents.

3.6 Safety Plan

The school has developed a comprehensive Safety Plan, which is reviewed each year to evaluate how we are doing in terms of safety. An important part of this plan is our anti-bullying approach. This Safety plan is placed on our website.

As part of our commitment to safety, SHS has appointed the following staff members:

- **Social Safety Officer:** Mr. Jose Gomes
- **Anti-Bullying Coordinator:** Mr. Johan Nothnagel
- **Confidential Contact Person:** Pending

3.6.1 Incident registration

Of course, incidents can sometimes happen at school. These incidents may vary in type and seriousness.

- Minor issues are resolved immediately, after which we continue with the day as usual.
- Serious incidents that require registration include accidents with significant injury or situations that need external assistance, such as a hospital visit or calling an ambulance.
- There can also be incidents related to internal safety, such as bullying or situations in which someone feels unsafe.

Under the leadership of Mr. José Gomes, the school aims to carefully record all such incidents. This helps us to monitor how often incidents occur and during which activities they are most likely to take place, so we can improve safety and prevention. The form and our Incident Report 2026 is located on our website.

3.6.2 Anti-Bullying Coordinator

In accordance with Article 6a of the WPO BES, Sacred Heart School has appointed an Anti-Bullying Coordinator. The coordinator is responsible for coordinating the school's anti-bullying policy and serves as the point of contact for students and parents in matters concerning bullying.

For the 2026–2027 school year, this role is assigned to Mr. Johan Nothnagel.

The Anti-Bullying Coordinator works closely with the Social Safety Officer, teachers and school management to prevent bullying, respond to concerns and promote a safe school environment.

Twice a year, SHS conducts a student survey to monitor students' well-being, their sense of safety at school and their experiences with bullying. The results provide important input for the Anti-Bullying Coordinator and school management and help the school identify concerns at an early stage and determine whether additional actions or interventions are needed.

3.7 Quality Assurance and School Improvement

At Sacred Heart School, maintaining and continuously improving the quality of education is one of our main responsibilities. We believe that every child deserves high-quality education in a safe, supportive, and stimulating learning environment. Over the past two school years, SHS has made significant progress in strengthening the quality of teaching, student support, school organization, and educational leadership.

These improvements have been guided by internal evaluations, classroom observations, student assessment results, feedback from parents and staff, and the findings and recommendations of the Inspectorate of Education.

From Improvement to Sustainable Quality

Following a period of intensive school improvement, Sacred Heart School has once again reached the basic quality standards required by the Inspectorate of Education. This is an important achievement for our students, staff and school community. At the same time, we recognize that achieving basic quality is not the same as securing it for the future.

Our focus for 2026–2027 is therefore on strengthening, consistently implementing, and evaluating the improvements that have been introduced.

Overview of School Improvement Priorities

Findings / Areas for Improvement	Measures Taken	Results / Progress	Next Steps 2026–2027
1. Monitoring Student Development (OP2) – Student progress was not monitored and analysed consistently enough to guide teaching and support.	Strengthened the use of LVS-BES assessments, introduced more systematic analysis of assessment results, and further developed Catch-Up Plans, Individual Development Plans and structured student support meetings.	More structured information about student progress is available. Teachers and school leadership have improved opportunities to identify learning needs and plan targeted support.	Further strengthen school-wide data analysis, evaluate the effectiveness of interventions and ensure that assessment outcomes consistently inform classroom instruction.
2. Quality of Teaching and Instruction – Lesson observations, feedback and evaluation of teaching strategies were not yet sufficiently systematic across the school.	Increased attention to classroom observations, professional feedback, instructional improvement and staff development, including Explicit Direct Instruction (EDI).	A clearer approach to classroom observation and professional development has been established. Greater attention is being given to consistent instructional quality.	Implement a school-wide observation and feedback cycle, including follow-up meetings, improvement agreements and evaluation of progress.
3. Citizenship Education – Citizenship activities were present, but a coherent school-wide curriculum and clear learning progression needed further development.	Developed a more structured citizenship policy, including six learning pillars, grade-level learning objectives and connections with Social Studies, Science and Art.	A proposed school-wide curriculum framework and learning progression from Kindergarten through Grade 6 are available.	Implement the curriculum across all grades, monitor the learning objectives and evaluate students' development in citizenship knowledge, skills and attitudes.
4. Social Safety and Student Well-being – Greater consistency was needed in monitoring safety, preventing bullying and following up on incidents.	Strengthened the School Safety Plan, introduced structured incident reporting, clarified responsibilities and established twice-yearly student well-being and safety surveys for Grades 4–6.	Responsibilities and monitoring arrangements are more clearly defined, providing a stronger basis for identifying concerns and taking appropriate action.	Continue the safety surveys, analyse outcomes, evaluate interventions and strengthen prevention and follow-up procedures.

Findings / Areas for Improvement	Measures Taken	Results / Progress	Next Steps 2026–2027
5. School Policies and Quality Assurance – Policies and procedures needed to be implemented more consistently and evaluated systematically.	Updated school policies and procedures, strengthened management responsibilities and introduced a more structured approach to quality monitoring and school improvement.	Clearer responsibilities, procedures and monitoring arrangements have been established.	Further embed policies in daily practice, carry out periodic evaluations and document improvement actions through the school's quality assurance cycle.
6. Professional Development and Team Collaboration – Continued attention was needed to teaching quality, professional collaboration and consistent implementation of agreements.	Organised professional development, strengthened collaboration with educational partners and continued the Positive Dialogue approach within the school team.	Shared expectations and professional dialogue have received greater attention, supported by joint learning and development activities.	Continue professional development, evaluate its impact on classroom practice and strengthen professional accountability and cooperation.

How We Monitor and Evaluate Our Progress

School improvement at SHS is an ongoing process. Throughout the school year, school management and staff collect and review information from student assessments, classroom observations, student well-being surveys, staff evaluations and other relevant sources.

Based on these findings, improvement priorities are identified, responsibilities are assigned, and actions are evaluated.

The Executive Director and Management Team monitor the implementation of these priorities and report relevant findings to the Supervisory Board. Where appropriate, outcomes are also discussed with the School Participation Council (MR).

Our aim is not only to maintain the basic quality standards required by the Inspectorate of Education, but to build a sustainable school culture in which continuous improvement, professional responsibility and the development and well-being of every child are central.

4 School Organization

4.1 School Hours

Our school day starts at **7:30 AM**. Children arrive by bus and go directly to their classrooms.

- Kindergarten (K1–K2): school ends at **12:30 PM**
- Grades 1–6: school ends at **1:30 PM**

4.2 Vacation and Study Days

Please see the School Calendar for detailed information. At the start of each School Year this is given to each Child and available on the website

4.2.1 Instructional Hours – Planning and Accountability

SCHOOLHOURS 2026-2027	Grade 1-6	Daily	5.5	weekly	27.5
	Kinder garten	Daily	5	weekly	25

Schedule	Classes	Start	End	Sub. total	lunch	total gr 1-6	hrs	K1 +K2 *
Monday	Gr 1-6	07:30	01:30	6	-0.5	5.5	hrs	5
Tuesday	Gr 1-6	07:30	01:30	6	-0.5	5.5	hrs	5
Wednesday	Gr 1-6	07:30	01:30	6	-0.5	5.5	hrs	5
Thursday	Gr 1-6	07:30	01:30	6	-0.5	5.5	hrs	5
Friday	Gr 1-6	07:30	01:30	6	-0.5	5.5	hrs	5

* Kindergarten is leaving school at 12:30 each day, so 1 hour lesson time, lunchtime is booked as one of the social skills, each day 0,5 less in comparence to grade 1-6.

Berekening				grade 1-6	KG 1-2
Amount hrs a week				27.5	25
Amount hrs a year (x 52)				1430	1300
Add September, 30th	September 30, 2026 (Wednesday)			5.5	5
Add September (Leap Year), 29th				0	0
Total HRS this year				1435.5	1305
Minus: minimal lesson hours				940	880
Hours for holidays/studydays - free				495.5	425
Midterm Break	October 12, 2026	up to and including	October 16, 2026	27.5	25
Saba Day	December 4, 2026			5.5	5
Saba Day Monday	December 7, 2026			5.5	5
Kingdom Day	December 15, 2026			5.5	5
Christmas Vacation	December 14, 2026	up to and including	January 4, 2027	82.5	75
Midterm Break	February 15, 2027	up to and including	February 19, 2027	27.5	25
Easter Break	March 26, 2027	up to and including	April 2, 2027	33	30
King's Day	April 27, 2026			5.5	5
Labor Day	May 3, 2027			5.5	5
Ascension	May 6, 2027	up to and including	May 7, 2027	11	10
Emancipation Day	July 1, 2026			5.5	5
Summer Vacation	July 10, 2027	up to and including	August 23, 2027	165	150
Total hours vacantion and free				379.5	345
Hours that can be used for studiedays or are scheduled als extra education time				116	80
Study Day 1				5.5	5
Study Day 2				5.5	5
Study Day 3				5.5	5
Study Day 4				5.5	5
Study Day 5				5.5	5
Study Day 6				5.5	5
Study Day 7				5.5	5
Study Day 8				5.5	5
Total hours Studydays				44	40
EXTRA invested education time				72	40
Total amount hours education 2026-2027				1012	920

Leerlingen moeten in de acht schooljaren van het basisonderwijs ten minste 7.520 uren onderwijs krijgen. Verder moeten leerlingen in de eerste vier schooljaren (onderbouw) ten minste 3.520 uur onderwijs krijgen. In de laatste vier schooljaren (bovenbouw) is dit 3.760 uur. Scholen mogen naar eigen inzicht 240 uur verdelen over de onder- en bovenbouw zodat het totaal uitkomt op 7.520 uur. Er is regelgeving in voorbereiding waardoor scholen meer ruimte krijgen om eigen invulling te geven aan de verplichte onderwijstijd.

During the eight years of primary education, students must receive at least 7,520 hours of education. In addition, students must receive at least 3,520 hours of education during the first four school years (lower primary) and at least 3,760 hours during the final four school years (upper primary). Schools have the flexibility to allocate the remaining 240 hours between lower and upper primary education at their own discretion, ensuring that the total reaches 7,520 hours. New regulations are currently being developed to provide schools with greater flexibility in how they organize and fulfil the mandatory instructional hours.

4.3 Our Staff

Management			
Executive-Director	Willem-Jan	Monday – Friday	
Vice Executive-Director	Sarah	Monday – Friday	
Management Team	Johan	Tuesday – Thursday – Friday	2 days
Quality & Care	Marc	Monday – Friday	
Teachers			
Kindergarten Star	Madri	Monday – Friday	
Kindergarten Diamond	Kerese	Monday – Friday	
Grade 1	Tevonille	Monday – Friday	
Grade 2	Leanna	Monday – Friday	
Grade 3	Camille	Monday – Friday	
Grade 4	Antoinette	Monday – Friday	
Grade 5	Jyonelle	Monday – Friday	
Grade 6	Tishaan	Monday – Friday	
Subject Teachers			
Physical Education	Shanell	Monday – Friday	
Music	Johan	Monday – Friday	
Dutch	Terri	Monday – Friday	
Art-Culture	Miranda	Monday – Friday	
Teachers-Assistants			
Kindergarten Star	Jessica	Monday – Friday	
Kindergarten Diamond	Alison/ Rechiel	Monday – Friday	
Grade 1	Erica	Monday – Friday	
Grade 2	Shiranie/ Rechiel	Monday – Friday	
Grade 3	Natasha/Jennifer	Monday – Friday	
Grade 4	Marcia	Monday – Friday	
Grade 5	Camille J	Monday – Friday	
Grade 6	Andre	Monday – Friday	
Non teaching Staff			
Administration	Cassandra	Monday – Friday	50%
Social Safety Officer	Jose	Monday – Friday	
All-Rounder	Myriam	Monday – Friday	
Custodian	Patricia	Monday – Friday	

4.4 After School Care

After School Care is provided by the BSO and the After School Care Program.
Child Focus offers various after school activities.

4.5 Contact Information

The Principal, MT, and Admin email addresses are available below and on the School website.

Executive Director	**- Willem-Jan van Hest**	director.shs@sabalearns.org
Vice Executive Director	**- Sarah Johnson**	sarah.johnson@sabalearns.org
SHS MT	**- Johan Nothnagel**	johan.nothnagel@sabalearns.org
Quality&Care Coordinator	**- Marc Nelissen**	qualitycare.shs@sabalearns.org
Administration	**- Cassandra Holm**	info.shs@sabalearns.org
Invoices		invoices.shs@sabalearns.org

5 Parent Involvement

Communication is a two-way process. The school will keep parents informed about matters concerning their child, their class, and the school, while encouraging parents to share questions or concerns with us early.

We value open and direct communication. Parents are welcome to bring someone with them to meetings if this makes them feel more comfortable, especially when discussing personal matters.

5.1 Communication with Parents

Parents are important partners in their child's education, and we value working closely with them. Good communication is an important part of this partnership. Below are some of the ways we communicate with parents:

There is something concerning your child…

The class teacher is always your first point of contact when it comes to your child. Through Class Dojo, you can directly communicate with your child's teacher. You can: Report that your child is sick, ask a practical question or indicate that you would like clarification about a specific situation and make an appointment. Please note: Class Dojo is not suitable for long or in-depth conversations. For this, it is better to make an appointment or call the teacher.

Teachers may also use Class Dojo to ask for help or clarification or to inform you about something that happened and was already resolved, but that we still want you to know about. For example: *Your child fell, we reassured them and took care of the wound, but please keep an eye on them at home.*

Information about the group

Through Class Dojo, you will also be informed about group activities, class trips where we may need parent volunteers, homework reminders, and upcoming report or information evenings. Sometimes we also share fun photos of group activities that we prefer to share with you privately rather than on social media.

Information about the school

Class Dojo is also used for reminders about school-wide activities such as assemblies or information evenings. In addition, every six weeks we publish a school newsletter, both on paper and via social media, with general information. We also try to share a weekly update about our school on Facebook.

School Calendar

At the beginning of each new school year, every child receives a copy of the school calendar to take home. The calendar includes all school holidays and teacher professional development days study days), and it is also part of the School Guide.

You can always reach us at our general email address **info.shs@sabalearns.org** or by phone at **416-3281**.

5.2 School Participation Council (MR)

The School Participation Council (MR) consists of four members. Its main role is to think along with and decide on matters that involve the participation of parents and staff in the organization of the school. The MR also offers a listening ear for anyone who feels not (fully) heard. The MR meets six times per year.

Current members

- **Mr. Sundiata Lake** – President, *staff representative*
- **Ms. Tishaan Abbott** – Member, *staff representative*
- **Mr. Randall Johnson** – Vice President, *parent representative*
- **Ms. Akilah Levenstone** – Member, *parent representative*

5.3 Reporting Sick Leave

Absences must be reported to the school via phone call, what's app, e-mail, Class Dojo, or by a medical note. Attendance is registered, and in cases of frequent absenteeism this will be referred to the Truancy Officer.

Please make sure to report your child's absence on time, before 7:30 AM.

5.4 Enrollment Policy

Children can enroll at SHS from the age of 4. Parents are encouraged to register their child when they turn 3 rather than waiting until they are 4. All registrations and admissions follow the established procedures and local regulations to ensure a smooth enrollment process.

5.5 Requesting Leave - Truancy

Requesting Leave of Absence

All requests for leave of absence must be submitted to Sacred Heart School for approval. This includes leave for family visits, vacations, medical reasons or other exceptional circumstances.

We strongly advise parents and guardians to submit their requests well in advance and before purchasing travel tickets, as approval cannot be guaranteed. Purchasing tickets before receiving approval is at your own financial risk.

Leave request forms are available on our school website in both English and Spanish. Additional information about the applicable regulations and procedures can be found here.

Attendance Monitoring and Unauthorized Absence

Sacred Heart School carefully monitors and records student attendance, including absences and late arrivals. When a student is absent or arrives late without a known reason, we may contact parents or guardians to clarify the circumstances. Sometimes, the explanation is simply a forgotten notification or misunderstanding.

Attendance records, including absences and late arrivals, are also included in each student's school report, keeping parents informed about their child's attendance. Particular attention is given to leave requests that have been denied. In these cases, we monitor whether the student attends school on the dates for which leave was not approved.

We maintain regular contact with the **Truancy Officer** to discuss attendance concerns and ensure appropriate follow-up when necessary.

Consequences of Unauthorized Absence

Since the previous school year, the relevant authorities have strengthened the enforcement of school attendance regulations.

Parents and guardians should be aware that unauthorized absence may result in a fine of **up to USD 100 per child, per day**, depending on the circumstances and applicable regulations.

Our primary goal is not to impose penalties, but to work together with parents and guardians to ensure that every child attend school regularly and benefits fully from the education provided.

5.6 Complaints Procedure – Raising Concerns and Formal Complaints

At Sacred Heart School, we value open communication, mutual respect, and positive dialogue. We believe that concerns and disagreements should be addressed fairly, respectfully, and as early as possible.

If parents or guardians have a concern or complaint, we encourage them to follow these steps:

1. **Contact the class teacher.** Most everyday concerns can be resolved through direct communication.
2. **Contact school management.** If the concern remains unresolved, parents may contact the Vice Executive Director or Executive Director.
3. **Submit a formal complaint.** If the matter cannot be resolved through the usual channels, a written complaint may be submitted in accordance with the SHS Complaints Procedure.

If a complaint concerns the Executive Director, parents may contact the Chair of the Supervisory Board directly. For sensitive matters involving bullying, discrimination, inappropriate behavior or personal safety, parents and students may seek confidential guidance. Such concerns may be raised directly with school management or through the designated confidential contact arrangements, without first approaching the person involved.

All complaints are handled carefully, confidentially, and with respect for everyone involved. The school ensures that both parties have an opportunity to explain their views.

The complete SHS Complaints Procedure explains the formal complaint process, the role of the complaints committee, applicable timelines, and available options for further review.

The full procedure and relevant contact information is available through the school website.

EMANCIPATION DAY

6 Additional Information

6.1 Our 7 School Promises (school rules)

At school, we want our students to learn and grow in many areas, including Mathematics, Language, Social Studies, Science, and much more. We also support students in developing positive behaviors through Conscious Discipline. Learning and growing is not always easy, and there will be times when students struggle or do not succeed. We are here to support them, encourage them, and help them learn from these experiences.

To ensure a shared understanding, we expect everyone who comes to our school to keep the following 7 Promises. Promises that help make our school a safe, welcoming, and positive place for everyone.

1. **We show respect to our teachers and each other.**
2. **We take care of school materials and each other's belongings.**
3. **We walk calmly in the classroom and on the playground during school hours.**
4. **We are kind, friendly, and helpful.**
5. **We listen carefully to our teachers and to one another.**
6. **We keep hands, feet, and words safe.**
7. **We leave the bathroom clean and ready for the next person.**

6.2 Uniforms

Uniforms are required. Please see the School Calendar for detailed information.

6.3 Field Trips

We inform parents when a field trip or excursion is planned. In some cases, we will first ask for your permission, for example if your child will be going swimming. During all field trips and excursions, there will always be at least two to three adults present to accompany the group and to provide support and ensure safety.

6.4 School Bus transportation

Most students use the bus to travel to and from school. Transportation is provided by nine drivers. For a safe ride, it is important that students follow the rules and agreements.
All bus rules can be found in the School Calendar.

Your contact person for bus transportation is **Kevin Hassell** at **416-6344**.

6.5 Personal belongings

We kindly ask you not to send personal items (including mobile phones) with your child to school. Any items that are damaged at school remain the responsibility of the owner. This also applies to clothing, glasses, or other belongings.

If your child's belongings are deliberately damaged by another student, we will refer you to the parents of that student. We trust that together you will find a suitable solution.

6.6 Mobile Phones

Mobile phones must stay at home. If they are brought to school, they must remain in the school bag during the entire school day. The school can always be reached by telephone, whatsApp, or ClassDojo. If necessary, and with permission, a child may also use the school phone.

7 Finances

The school does not request any financial contributions from parents.
However, students are expected to wear a school uniform and to have a sturdy school bag to carry books to and from school.
In exceptional circumstances, of which the school is often already aware, we can refer parents to the Red Cross, where they can obtain a school uniform free of charge.

Furthermore, since the 2026–2027 school year, Sacred Heart School has been affiliated with the Youth Education Fund (*Jeugdeducatiefonds*). This partnership enables us to support families in such situations, either by providing financial assistance or by directly purchasing the necessary items on their behalf.