



Early Learning Program



Message from the Principals: Sue Moench, Principal and Margaret DiGiacomo, Assistant Principal

Each year we look forward to welcoming our new students to MSA. Choosing to send your child to MSA is a positive move as you are placing them on a sound educational path to receiving an education for the mind, body and spirit. Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study. We hope you will look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community activities, and mentors all enrich young peoples' learning and build on the lessons they learn in school.

This handbook is a valuable resource that will answer many questions you may have about what your child is learning. As your child progresses through MSA, you will be provided with a handbook that is relevant to their grade level. We encourage you to take the time to read through this resource and ask questions. May this new year be an incredible learning experience for both you and your child. Please do not hesitate to contact us should you have any questions or concerns.

Message from the Teacher: Kristina Amaro

I would like to extend my warmest welcome to you and your child to Mount Saint Agnes Academy. I am looking forward to sharing the upcoming school year with you and your child, as each day will bring endless opportunities to learn through self-discovery, imagination and creativity. During this age, children are highly active and enthusiastic about learning new and exciting things. This program provides children with the motivation and intellectual tools needed for emotional, academic and lifelong success. Each child has their individual beliefs, ideas, and feelings. My teaching will foster each child's growth in social, physical, cognitive and emotional development. Our Early Learning Program embraces the Reggio Emilia philosophy of having the teacher and parent working together in an enriched environment with attention dedicated to the children's interests. My goal is for us to work as a team: parents, student, and teacher, to give each child the support needed to succeed. Working together, we can provide a wonderful experience for your child. I look forward to a very positive and exciting school year with each and every one of you.

Message from the Bishop: Bishop Wieslaw M. Spiewak C.R.

Welcome! It is my privilege as Bishop to take this opportunity to welcome you and your child to our Early Learning Program at Mount Saint Agnes Academy. MSA is dedicated to providing an environment that nourishes the religious, educational and social growth of your child.

I hope that your child's years at MSA will be blessed with many learning opportunities: educationally, socially, physically and emotionally.

Our Early Learning Program Philosophy

At Mount Saint Agnes Academy, we believe that learning should be an adventure. Our Early Learning Program curriculum is inspired by the Reggio Emilia approach to Early Childhood Education which encourages young children and their teachers to explore, question, and discover in a stimulating environment.

Our Early Learning Program is designed to provide learning experiences that will best meet the needs of each individual child. Development of the whole child -**emotionally, spiritually, socially, intellectually, and physically**- is our goal. PLAY is a fundamental part of our Program, as it is play that enables children to learn cooperation, problem solving, language and mathematics and to develop curiosity, self-esteem, strength and coordination, self-direction and values.

-Leading the children from wonder to discovery and from investigation to affirmation-

Our Early Learning Program Goals:

We strive to provide a variety of developmentally hands-on activities for children to achieve the following goals:

1. Foster a positive self-concept
2. Develop social skills
3. Encourage children to think, reason, question, experiment
4. Encourage language and love of literature
5. Enhance physical development
6. Encourage and demonstrate sound health, safety, and nutritional practices
7. Encourage creative expression and appreciation of the arts
8. Respect cultural diversity

Religious Education

At Mount St. Agnes, children are affirmed and encouraged as they make their own journey toward God and greater participation in the Church. Religious education crosses all the seven learning areas identified in our Early Learning Program.

The Diocese of Hamilton in Bermuda has adopted the *Stories of God's Love Religion Program for our Early Learning and Kindergarten Program*. This curriculum helps children take the first steps in building a foundation for future growth in faith. Readiness for learning about what it means to belong to the Catholic Church is a multi-faceted experience. It is a time to celebrate simple rituals with the children and to introduce youngsters to some of the traditions of the Catholic Church. It is an opportunity to help young children begin to build a religious vocabulary and to captivate the children's religious imagination.

Stories of God's Love Pre School Program helps children to make everyday connections between faith and life. Age appropriate activities including stories, songs and prayers help children to make these connections. Children have a natural spirituality, passing easily from the worlds of imagination into reality and back again. They have an innate sense of goodness and a great capacity for wonder and joy and spiritual expression as they experience their ever-expanding world.

Young children imitate the behavior of the most important adults in their lives—their parents. They learn much from how you speak and act in their presence. The same is true as your child begins to take their first steps in faith. Everything they learn is filtered through the example you set. Your child will come to know God's love, care and forgiveness through the many ways you act in the daily life of your family. Online support resources for children, parents and teachers are also available.

Early childhood is a significant period in human development. It is the time when children begin to develop independence, initiative, decision-making ability, creativity, early literacy and numeracy skills, the ability to learn, the ability to relate to others, verbal communication skills, and feelings of self-worth! What young children learn at this stage will have a major impact on successful learning experiences in school, on personal development and on future participation in society.



*Play*Participation*Possibilities*

Young children learn through rich and varied play. An important time of the day is activity/free-play time, when each child chooses from areas such as blocks, dramatic play, art, books, manipulative materials, drawing/writing centre, water/sand play and group activities such as cooking and planting.

Opportunities to discover and learn are offered for children indoors as well as outdoors in our natural environment. Children have an active outdoor play time as well as several group times for story, snack, music, movement and discussions.

The Hundred Languages of Children

The child is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred always
A hundred ways of listening
Of marvelling
Of loving
A hundred joys
For singing and understanding
A hundred worlds to discover
A hundred worlds to invent
A hundred worlds to dream...

-Loris Malaguzzi

Child-Centered Learning through Play

From earliest infancy, play is the primary way children learn. Through play, children eagerly use all the “tools” they have at their disposal—their bodies, their relationships with their family and peers, and the world around them. Play, more than any other activity, fuels healthy development of young children. It is through play that much of children’s early learning is achieved.

Cognitive (or intellectual) development is enhanced and nurtured through the daily activities that are provided. Young children are active learners and learn best through play. The staff plans a variety of developmentally appropriate “hands on” learning opportunities that offer children the chance to discover and explore the world around them. All areas of the curriculum are integrated throughout the day from language and literature, dramatics, math and science, music, art, and fine and large motor skills.

Language development takes place throughout the day and in all areas of the program. It is promoted during music, art, math, science, snack and meal times, story times, finger plays, dramatics, indoor and outside play time, and the teacher’s use of names for all parts of the body and objects in the room. Vocabulary is extended as children explore the world of written and spoken language by sharing stories, sharing ideas, planning, evaluating, discussing, and problem solving. Children become aware that books are special items and need special handling. Tremendous emotional satisfaction occurs as children experience quality children’s literature.

Mathematics explores concepts through the direct manipulation of materials through matching, sorting, sequencing, and comparing. Spatial relationships, shapes, symbols, measuring, balance, and quantity are explored. Children develop a working math vocabulary and ask questions that build a strong foundation in a very concrete way.

Art develops creativity, individuality, and self-esteem. Children are provided opportunities to explore a variety of art media and create their own “works of art.” **The process of artistic creation is valued more than the finished product.** The use of crayons, markers, scissors, glue, and collage items, as well as painting with brushes, rollers, eye droppers, gadgets, sponges, etc. increase self-expression and develop artistic awareness. Art promotes the fine motor development and eye-hand coordination necessary for reading and writing. Fantasy and language development are encouraged as stories emerge and evolve. Art provides an opportunity to explore other cultures and to appreciate fine art.

Science is discovery as children watch and wonder, study and question, and experience science as a part of everyday living. Through discovery, children begin to understand the world around them and develop a method of thinking and finding answers to questions. Vocabulary building as well as uniting math and science is enhanced. Children have the opportunity to develop an understanding of and appreciation for life through the study of living things.



Music is introduced in a wide variety of ways by listening, singing, creating music with instruments, movement, and dancing. Children increase their immediate knowledge by expressing it through music. For example: staff members may ask, “How does a duck move or a rabbit? How does popcorn sound popping in a pan?” Children are observant of many things around them which may ordinarily go unnoticed. One way for children to share this knowledge and increase their vocabulary as well is through music and movement. Children learn about a variety of instruments and are given opportunities to explore and express themselves through the use of these instruments. Music contributes to physical development through use of instruments, rhythms, movement, and dance.

Sensory activities provide tremendous emotional satisfaction through tactile experiences as children explore wet and dry, volume, quantities, and comparisons. Children develop problem solving skills using sand, water, play dough, birdseed, cornmeal, rice, beans, “goop”, etc. Young children are very interested in what different materials are made of and what they do. There is growth in fine motor coordination through practice in scooping, sifting, balancing, pouring, and filling containers. Sensory activities provide excellent opportunities for social, emotional, cognitive, and physical growth.

Physical development provides opportunities for children to participate in activities that promote large and small muscle development. Children cope with the physical world through independence, repetition, and the development of body skills and coordination. Through play, children exercise and master large and small muscles which increases self-awareness and self-esteem. When children feel competent, they are willing to attempt new and different experiences. Play helps develop physical abilities through loco motor (running, climbing, throwing, sliding, digging, jumping, lifting, balancing, and other activities involving movement in space) and non loco motor (bending, twisting, turning, stretching, positioning and other stationary activities). A developmentally appropriate, safe environment enhances physical development as well as social skills when children take turns, share materials and equipment, and cooperate and assist each other.

Dramatic play helps children understand the adult world. It provides opportunities for children to express themselves and develop social skills. Children who engage in dramatic play often reenact what they see and hear at home and work through some of their perceptions of adult roles. A child can be a mother, father, baby, and firefighter, all in the space of one play time. With adequate time and space, children play out what is important to them. Emotional satisfaction occurs as children express creativity in fantasy, as

well as the big job of sorting through reality and distinguishing it from fantasy. Social development occurs as children negotiate turns, share, and solve problems.

Blocks and Transportation give children the opportunity to play out part of their world - the one they see outside and the one in which they travel. Math and science are worked through as a study of structures and balance. Sizes and spatial relationships are explored and small and large muscles are developed. Social skills and understanding are practiced as children share materials and space as well as explore roles in dramatic play. There is a great sense of emotional satisfaction as structures and designs are created.

Explore, Learn and Create!

A typical day in our Early Learning Program

7:45 a.m. – 8:30 a.m. Families arrive. Supervised morning play time

8:30 a.m. School day begins

Whole Group Circle Time

- Greet each other and sing together
- Morning Prayer
- Bible Stories
- Morning movement songs
- Announcing the day's events
- Group discussion
- Interactive Whiteboard Activities

Exploration and Play

- Indoor and outdoor learning experiences
- Learning centres are available for child-initiated, teacher-supported learning
- Learning centres include a library area, dramatic play area, science exploration, writing centre, art station, creation station for building and constructing, math materials, information technology (Learnpad)
- Small skill-focused groups dedicated to early numeracy and numeracy development

Healthy Snack Break

- Children gather to enjoy a morning snack. Parents are asked to provide healthy snacks, such as fruit or vegetables, yogurt, cheese

Small Group-Focused Learning Time

- Share personal news or ideas
- Sing songs, recite poems and rhymes
- Shared reading experiences
- Numeracy instruction – Pattern, Number, Shape and Space, Problem Solving
- Literacy instruction – Phonics, fine motor handwriting development, reading readiness skills, speaking and listening
- Information technology, which will incorporate the Learnpad

Small Group Project Time

- Plan activities
- Group discussions
- Child-initiated projects and exploration of topics suggested by students and based on their interests/questions/curiosities
- Children plan and conduct investigations/activities in small groups and/or individually

Lunch

- Children and teachers enjoy social conversation and the sense of community that comes from eating together
- We encourage healthy eating and drinking water only during the day
- We also encourage trash free lunches

Quiet Time/Rest Period

- Children nap or rest quietly – depending on the child's personal needs

Outdoor Play

- Explore and discover our natural world in our garden
- Multi-Sensory play experiences outdoors
- Large motor skills development – hopping, skipping, climbing
- Creative expression – outdoor chalk and painting area
- Socialization and Imaginative role play

Closing Circle/Transitioning to Home

- Read stories
- Reflect on day
- Share daily photos
- Afternoon Prayer
- Gather belongings
- Good-byes

2:30 p.m. School day ends

Children are collected by their families or attend the MSA Afterschool Program

2:30 p.m. Afterschool Program commences

2:30 p.m. – 5:30 p.m. Our Afterschool Program will offer a circle and story time, creative project times, group activities, a snack time and outdoor playtime.

How and why is children's learning assessed?

Assessment is a natural, ongoing and important part of daily learning. By questioning and talking to children, listening to the language they use and observing their behavior, adults gain information about children's levels of skill and understanding.

Throughout the year, the teacher will observe and record children's learning and progress in relation to the expectations for the seven learning areas.

The teacher keeps notes and uses checklists to record observations. The teacher looks not only at the children's work but also at the skills and strategies that children use. By observing children many times in different situations the teacher is better able to build a more complete assessment of their learning.

Portfolios of children's work selected by children and the teacher may be compiled over the year. A portfolio, containing such items as artwork, journals, samples of work, or photographs, provides a meaningful picture of the child's progress throughout the year.

Children demonstrate their learning in appropriate and practical ways in an encouraging and supportive environment. They show their disposition for learning through their curiosity and persistence in learning activities, their ability to adapt to new situations, and their contribution to group activities.

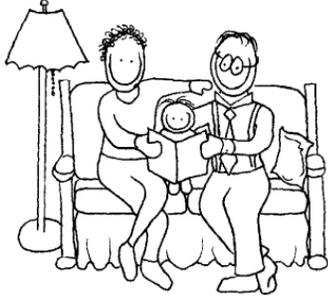
Information that the teacher gathers about each child is used in several ways. This information helps the teacher plan the learning environment and match learning activities to learning needs. The teacher is able to provide ongoing feedback to children to help them recognize what they know and are able to do, and to focus their efforts on more challenging activities.

Through oral or written reports, parent evenings, classroom visits and conferences, teachers and parents can exchange ideas and information, and parents can learn more about their children's progress and achievements.

How can parents be involved in their children's learning?

Parents are their children's first teachers, and family influences last a lifetime.

When children begin our Early Learning Program, parents and teachers enter into a partnership to support children's learning. For the well-being of their children, parents are encouraged to become involved in their child's school experience, to the degree that both teacher and parent feel is appropriate. Parents can share expertise and skills with the class, help organize activities or school/family functions, assist on field trips, prepare materials at home, and give ideas or input to the program.



Communication is critical during this first year. The teacher may use email, notes and telephone calls to share information with parents. Parents can also share their children's concerns and let the teacher know of any changes at home that might affect a child's behavior and progress.

Informal discussions between the parent and the teacher will keep both informed of the child's progress and development. Parents and teachers working together will help to ensure a successful experience for children.

It is often a good idea for parents to get to know each other and build a social network. Parents who meet in our Early Learning Program will end up sitting together at the Grade 12 graduation!

In a Catholic school, it is recognized that parents are the primary educators of the child in their faith. Parents are encouraged to participate actively as part of the home-school-parish team. The example parents show their children through such activities as prayer, scripture reading and discussion about their religious experiences at school, will be critically important to supporting the spiritual growth of the children.

At school

We invite parents to get involved in ways that are appropriate for individual parents, the community, and the interests and needs of the class. Please consider helping our class by:

- reading to children
- supervising simple games
- obtaining, preparing or cleaning materials
- sharing personal expertise with the children
- baking goods for class parties
- assisting with school events

At home

These are just a few of the ways in which parents may support their child's pre-school experience through at-home activities including:

- reading stories aloud at bedtime (in English or your language)
- being a reader and a writer, in order to provide a role model for the children
- using good speech, as a model for children's language skills
- listening to children and encouraging them to talk in complete sentences about everyday activities
- encouraging children to make decisions by offering choices
- encouraging children to take responsibility for some tasks
- encouraging children to solve everyday problems
- ensuring plenty of rest, with early bedtimes
- ensuring that children eat a variety of nutritious foods from all the food groups
- providing opportunities for children to practice buttoning, doing zippers, drawing, cutting, tying shoelaces and doing puzzles
- providing opportunities for children to walk, stretch, hop, jump, run, dance or skip, both indoors and outdoors
- encouraging children to listen to a variety of music
- displaying the children's schoolwork at home



Parents can also include their children in everyday activities:

- baking—have the child help to measure ingredients
- walking—encourage the child to observe the world and to develop an active lifestyle
- shopping—point out the names of stores, gas stations, businesses, restaurants and schools; notice traffic signs
- gardening—give the child a small section to plant and care for
- writing—encourage the child to draw ideas and to write a shopping list
- cleaning and tidying up—help the child sort toys into categories: cars, blocks, dishes, puzzles

Young children need lots of practice and patient encouragement in their learning. Working together is just as important as completing the task.

Sharing about the day

Each new experience adds to a child's knowledge, and when the child shares an experience with an adult, there is great potential for reinforcing the learning. Parents are in the best position to help children make connections between past experiences and current ones.

Talking with children about their experiences in school sounds easier than it is! The question, "What did you learn in school today?" often receives the response, "Nothing. All we did was play!"

These are some alternative questions that might help your child share more specific information with you.

- How did you make that?
- What are you learning about now?
- What learning centers did you go to today?
- Can you tell me about the story you heard today?
- What do you notice or what do you wonder about?
- Where did you play today?
- Who did you play with today?

Need to Know...

School Hours: The Early Learning Program school day is from 7:45 a.m. until 2:30 p.m.

Arrival: From 7:45 a.m. onwards children and parents arrive and walk into class. The morning bell will ring at 8:25 a.m.

Dismissal: Please collect your child from the classroom at 2:30 p.m. unless your child attends the After School Program.

Lunch and snacks: We encourage parents to pack a "trash-free lunch" for their children and ask that, where possible, reusable containers be used to pack lunch instead of disposable materials. Each child should have a lunch box and enclosed food containers which are clearly labeled with their name. Please include a fruit or vegetable snack for your child to eat at recess time and water only to drink. Sometimes parents/guardians express concern about their child not eating all of his/her lunch. While we always encourage children to eat their lunch, it would not be correct for us to insist that an unwilling child eat all of his/her food. We will instruct children not to throw away uneaten lunch items and to take them home so that you can see what has not been eaten and make adjustments to the amount and variety if necessary.

Illness: Children are taught and encouraged to practice healthy habits in order to prevent illnesses. Children are expected to wash their hands after playing and before eating. Children are also encouraged to independently wipe themselves after using the bathroom and to practice correct hand washing. The following guidelines are to be followed should your child become ill:

Fever: Children will be sent home if their temperature is 100.0 or higher and must stay home the next day for observation. Children must be free of fever (any temperature above 98.6 degrees) for at least 24 hours without the use of fever reducing medication. The same policy applies if your child develops a fever at home. They must be fever free (any temperature above 98.6 degrees) for at least 24 hours without the use of fever reducing medication.

Thick White, Green or Yellow Discharge: Children will be sent home if they appear to have any thick white, green or yellow discharge. This is often indicative of an infection and they must stay home the next day for observation. Before returning to school they will need an evaluation and diagnosis from their doctor in writing and at least 24 hours of treatment. If in fact they do not have an infection, we need a doctor's note with a diagnosis of exactly what it is with a clearance that it is nothing contagious. The Department of Health and most doctors are of the opinion that once on antibiotics for 24 hours, the discharge is no longer contagious even though it may persist for up to two weeks.

Diarrhea: Children will be sent home if they have three or more loose bowel movements in one day and must stay home the next day for observation. Before returning to school (after the day of observation) children must be free from diarrhea for 24 hours with at least one regular bowel movement. If your child has one or more loose bowel movements on their first day back they will again be sent home.

Vomiting: Children will be sent home if they vomit and must stay home the next day for observation. Before returning to school (after the day of observation) children must be symptom free with no vomiting for at least 24 hours.

Medication: During registration you were asked to complete the medical information section which would ensure that teachers have up-to-date medical information on each student. Students are occasionally required to take medication during the school day. Please fill out the form so that the office knows the proper procedures for dispensing the medication. At no time is the school able to supply any form of medication.

Spare clothes/accidents: Children are required to have a set of spare school clothes including socks and underwear stored at school in case of bathroom emergency. Please refresh and update the extra set of clothing on a regular basis.

Sharing items from Home: The teachers encourage children to leave their toys at home, but educational sharing is appreciated. If an item has great sentimental or monetary value or will disturb the child if broken or lost, please discuss with the teacher before bringing that item to school. Blankets or a special stuffed animal that will help a child with separation are welcome. Parents are encouraged to send pictures of their family for the classroom.

Progress Report: Teacher-parent conferences are held in November, February and June. A teacher-parent conference can be requested by the parent/guardian or the teacher at any time. A written report will be given in June.

School/Parent Communication: To keep our MSA Family connected, every Friday an email called "Comings & Goings" goes out to all parents keeping them informed of what is happening at the school in the upcoming weeks. Please make sure that we have your correct email address on file. We do accept multiple email addresses. If you wish to add an email address to the list contact the school office at msaoffice@msa.bm. The Comings & Goings can also be accessed via the school website www.msa.bm.

After School Program: The MSA After-School Program is a quality, on-site childcare program that operates during the school term on Monday through Friday from 2:30 p.m. until 5:30 p.m. Each day is begins with snack time followed by supervised outdoor free play (weather permitting) until 4:00 p.m. From 4:00 p.m. until 5:00 p.m. there is indoor story time, organized craft activities and free play. You may register for the program on the MSA website, www.msa.bm or by completing and returning the enclosed form to the MSA Office. In addition, camps are offered during most school holidays. For more information please phone Mrs. Joanne Chisnall, After School Director at 504-8304.

UNIFORM

Uniform Shop: The MSA Uniform Shop is a fully equipped on-site store which offers parents the added convenience of obtaining most of the items required for their child's uniform under one roof. In the Uniform Shop you will find everything from the Mount Saint Agnes Academy school shirt, socks, and school sweaters. For more information regarding the MSA Uniform Shop, including the times and dates of operation, please visit the MSA website www.msa.bm or email Jackie Rodill at uniformshop@msa.bm.

Boy's uniform:

- Early Learning Program BLUE polo shirt with school crest – purchased from the Uniform Shop
- Navy blue pull on/elastic waist shorts or trousers
- Navy blue or white socks
- Sneakers with Velcro
- MSA Gym Shirt
- MSA wide-brimmed sun hat-provided at time of uniform purchase
- The MSA long sleeved pullover (with crest).**
- Earrings are not permitted for boys

** Please note that every student is expected to own a pullover sweater, which is to be worn for all formal occasions.

Girl's Uniform:

- Early Learning Program BLUE polo shirt with school crest- purchased at the Uniform Shop
- Navy Blue pull on/elastic waist skort (NO zipper) shorts or pants (in the winter months)
- Navy blue or white socks
- Sneakers with Velcro
- MSA Gym Shirt
- MSA wide-brimmed sun hat- provided at time of uniform purchase
- The MSA long sleeved pullover (with crest).**
- Plain small stud earrings if ears are pierced

** Please note that every student is expected to own a pullover sweater, which is to be worn for all formal occasions.

***Please note, an extra set of spare clothes are to be kept at school in case of an accident.
Please label all clothing, including shoes.***

FIRST DAY: Tuesday, September 5th, 2017

SUPPLY LIST

Please bring in all of the following **labeled** items on the first day of school:

- MSA hat (provided at time of uniform purchase)
- Lunch box and a cloth napkin
- Water Bottle
- MSA School Zippy Pouch
- A box of tissues
- A box of Huggies Natural wipes
- A tube of Clorox Wipes
- Extra set of school clothing including underwear and socks, stored in a labeled zip lock bag
- A towel for rest time
- Bicycle helmet to remain at school
- A family photo no bigger than 5x7 inch
- A photo of a favorite summer adventure
- MSA Tote Bag
- MSA Gym Shirt

Please do not send anything to school with your child that is not on this list. Make sure that everything is marked clearly with your child's name. Bags and lunch boxes should be marked on the outside.

If you have any questions, contact:

Office

Phone: 292-4134 Fax: 295-7265 E-mail: msaoffice@msa.bm
Physical Address: 19 Dundonald Street West, Hamilton HM 09, Bermuda
Mailing Address: P.O. Box HM 1004, Hamilton HM DX, Bermuda

Administration

Mrs. Sue Moench	ext. 1900	smoench@msa.bm	Principal
Mrs. Margaret DiGiacomo	ext. 1901	mdigiacomo@msa.bm	Assistant Principal
Mr. Kevin Tonak	ext. 1907	ktonak@msa.bm	Curriculum Coordinator

Support Staff

Mrs. Kellie Barbosa	ext. 1903	kbarbosa@msa.bm	Main Office
Mrs. Theresa Fletcher	ext. 1902	tfletcher@msa.bm	Main Office
Mrs. Gloria Araujo	ext. 1904	garaujo@msa.bm	Business Manager
Ms. Jackie Rodill	ext. 1905	jrodill@msa.bm uniformshop@msa.bm	Bursar/Uniform Shop

Early Learning Teachers

Mrs. Kristina Amaro	ext. 1958	kamaro@msa.bm	Teacher
Miss. Sophia Sontag	ext. 1920	ssontag@msa.bm	Music
Miss Erika Bove	ext. 1940	ebove@msa.bm	World Languages
Mrs. Alexandria Rego	ext. 1917	arego@msa.bm	Discovery and Movement

Thank you for choosing the Mount St. Agnes Academy Early Learning Program. We understand that choosing a school is one of the most important decisions you will ever make. Our program promotes the acceptance and respect of each child and family we serve. Our commitment is to serve children who can benefit from our child centered, active environment, which is designed to enhance all areas of a child's development.

MSA SCHOOL CALENDAR

2017-18

Semester 1

Tuesday, September 5 – Tuesday, January 30, 2018

Labour Day	Monday, September 4, 2017
First day of school	Tuesday, September 5, 2017
Bazaar Dates	Friday, October 13 and Saturday, October 14, 2017
1 st Semester Break	Monday, October 23 – Friday, October 27, 2017 Return to school – Monday, October 30, 2017
Remembrance Day (observed)	Monday, November 13, 2017
Christmas Break	Friday, December 15, 2017 – Half Day Monday December 18 – Monday, January 1, 2018 Tuesday, January 2, 2018 – Professional Development for Teachers Wednesday, January 3, 2018 – Students return to school
End Semester 1	Tuesday, January 30, 2018
Begin Semester 2	Wednesday, January 31, 2018

Semester 2

Wednesday, January 31 – Friday, June 29, 2018 (Half Day)

2 nd Semester Break	Monday, February 12 – Friday, February 16, 2018 Return to school – Monday, February 19, 2018
Easter Break begins	Thursday, March 29, 2018 – Half Day
Easter Break	Friday, March 30 – Friday, April 13, 2018 Return to school – Monday, April 16, 2018
	Good Friday – March 30 Easter Sunday – April 1
Annual Exhibition	Friday, April 20, 2018

Bermuda Day Holiday	Thursday, May 24, 2018
Hero's Day	Monday, June 18, 2018
Graduation	Thursday, June 28, 2018
Last day of school	Friday, June 29, 2018 (Half Day)