



**SIR  
MANASSEH  
MEYER**  
International School



**PARENT INFORMATION HANDBOOK**  
**PRIMARY SCHOOL**  
**2020 - 2021 ACADEMIC YEAR**

**3 Jalan Ulu Sembawang, Singapore 758932**  
**+65 6331 4633 [www.smmis.edu.sg](http://www.smmis.edu.sg)**  
**[frontdesk@smm.edu.sg](mailto:frontdesk@smm.edu.sg)**

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## Welcome to SMMIS

Dear Parents,

Welcome to the Sir Manasseh Meyer International School (SMMIS) family. We are delighted you have chosen to send your child to SMMIS.

SMMIS is a school where every child is known, valued and challenged to achieve their best. We look forward to working in partnership with you to ensure this.

Please take time to read through this booklet which has all the information you will need about joining our school. If there is additional information that you require, please look on the school website or contact the school at [frontdesk@smm.edu.sg](mailto:frontdesk@smm.edu.sg).

Please ensure that the Emergency Contact Form and the School Home Agreement have been completed. Please note your child will not be admitted to the school until these forms are complete.

The school Parent Teacher Association (PTA) was set up so that parents and the school can work together to create a partnership that promotes and supports the philosophy, goals and programmes at SMMIS for the benefit of our children and the community.

The PTA consists of one parent of a student of each class who serves as the class parent. PTA meetings are held monthly to plan events, support the school and discuss future plans. If you would like to get involved, please email frontdesk.

If you have joined SMMIS in the middle of the school year, your child will be assigned a buddy to ensure that they are fully taken care of and that they feel at home.

To see a full list of SMMIS policies, please visit our website at [www.smm.edu.sg](http://www.smm.edu.sg).

Please refer to the school calendar on our website for a more detailed outline of school events.

You will see the Home School Agreement at the end of this document. This has also been sent to you via Docusign, please ensure that you sign it. Students from Grade 1 and up will also be asked to sign this agreement at the beginning of the school year.

Wishing you very best wishes,



Ms. Robinson

**Principal**

## Vision, Mission and Values

### VISION

Bettering the world through a first-class education imbued with Jewish values.

### MISSION

To teach the love of learning, guide the heart towards truth, and build meaningful ties with all.

### VALUES

**Lifelong Learning** – To foster an on-going desire for the pursuit of knowledge

**Love** – To demonstrate dedication and devotion to everyone

**Kindness** – To be friendly, generous and considerate to everyone

**Resilience** – To overcome every obstacle and setback

**Peace** – To be able to work together in harmony

**Community** – To create a deep sense of belonging and build a vibrant community that celebrates its diversity and works together to make a difference in the world

**Honesty** – To be truthful, sincere and upright in our dealings

**Collaboration** – To cooperate with one another in order to accomplish a shared goal

**Reflection** – To be thoughtful and able to adapt in challenging situations

**Respect** – To accept somebody for who they are, even when they're different from you

**Justice** – To ensure fairness to everyone

**Creativity** – To think outside of the box

**Enquiry** – To seek constantly for answers when in doubt

### SMMIS Ethos

Sir Manasseh Meyer International School (SMMIS) is a Jewish school that offers a rigorous International education, imbued with the vibrancy of Jewish values, tradition and culture. We are a diverse community that welcomes students of all denominations and those of other faiths.

Our educational philosophy is one that teaches resilience, collaboration, independence and perseverance. We ensure that class sizes remain small, to enable each child to flourish and reach their full potential.

Skills acquisition, knowledge and understanding, is at the heart of our teaching, giving the children the best possible start in life.

At SMMIS we have a strong ethical foundation and engender a commitment to social action, healing the world. Our children are encouraged to see themselves as global citizens, with charity and volunteering a strong aspect of school life.

We are a small school, with a strong internationally trained staff body, who ignite a passion for lifelong learning, creative thinking and inspire a curiosity in the world around us.

SMMIS is a not-for-profit child centred school.

## Behaviour

We have high expectations of our children's behaviour at all times. Students will be rewarded for good behaviour and there will be consequences for poor behaviour. The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn in a safe environment it is not a system to enforce rules. SMMIS is committed to a system of Restorative Justice which is included in our Behaviour for Learning Policy.

We believe that a positive partnership with Parents is essential to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents have a vital role in promoting good behaviour in school and at home. Therefore, effective home school liaison is extremely important. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### We expect Parents:

- To work in partnership with SMMIS to develop strategies to improve behaviour
- To inform us of any trauma or change in circumstance which may affect their child's performance or behaviour at school. e.g. a death in the family or the birth of a child
- To keep us informed of behaviour difficulties that may be occurring at home
- To inform us about their child's ill health and any absences connected with it
- To inform us immediately of any absence
- To be responsible for their child's behaviour from the time they collect them from school. Even if children are still in school uniform, from the time the school day ends their behaviour is the responsibility of their parents
- To treat all SMMIS staff with respect in all communications

**For a full copy of the school Behaviour Policy, please visit our website.**

## Communication & the School Newsletter

You will receive the weekly school newsletter, which will update on you on issues of the week. Primary School Teachers will upload photographs and homework information onto a digital platform for each individual class. Please ensure that you check this regularly as this is the main form of communication between teacher and parents.

If you need to discuss any issues regarding your child at school, the first port of call is usually the Class Teacher. They can be contacted either by telephone via the school office or by email. Our email addresses follow a common pattern: [firstname@smm.edu.sg](mailto:firstname@smm.edu.sg).

We use email as the main communication tool to maintain school-home contact as it is the quickest, most expedient way to get information to our families. We therefore encourage that parents regularly check their e-mails.

Please ensure that the school office has an updated email address for you and your family. The chart below indicates the best person to contact for a whole range of queries; if you are in any doubt or do not know the correct email address, please address all correspondence to [frontdesk@smm.edu.sg](mailto:frontdesk@smm.edu.sg) and the office will ensure it reaches the correct members of staff.

Nature of query	Whom to contact
Progress or behaviour in an individual subject	Class teacher/Subject teacher
Progress or behaviour in several subjects	Class teacher
Student's wellbeing or family circumstances	Class teacher
Incidents and issues outside lessons	Class teacher
Payments including School Trip payments	Finance Office
Student absence	Front Desk & Class teacher, Bus company
SMMIS Buses	Nam Ho DMC Pte Ltd
All other enquiries (or where you are unsure)	Front Desk

The ease and immediacy of email can be very useful, but it does have drawbacks. We do ask parents to join us in respecting normal rules of courtesy in emails, and to maintain the professionalism of the contact.

Staff will do their best to respond quickly to any concerns, but you will understand that this may not be the same day. We are happy to arrange meetings in person where necessary, and often more complicated issues are better addressed this way.

At many Primary Schools, parents are able to have daily contact at the beginning or end of the day with class teachers, and sometimes with the Principal or other senior staff too. If the concern needs escalating higher, the class teacher may refer it to the Vice Principal, the Head of Phase or other senior staff as required.

Teachers are unable to talk or meet with parents while their class is in session.

Please do not communicate with teaching staff, other parents, students, or administrators in a disrespectful or threatening manner, or on their personal WhatsApp, or out of school hours in regard to school matters.

## Academic Information

### Our Learning Philosophy

Our approach to learning aims to build habits of mind that will enable students to become life long learners. We are a child centred school that follows the learning philosophy of Carol Dweck and Guy Claxton.

Lessons are planned not just to teach content but to develop the emotional, cognitive, social and strategic skills and characteristics that build learning power. We build students resilience, collaborative skills and analytical ability. We value enquiry based learning, and encourage students to question.

You will notice that some of our terminology reflects this. Small differences are part of a big picture which we strongly believe yields the best possible results in the “tests of life”, rather than just preparing students for a “life of tests”.

### IPC/IMYC

The International Primary Years Curriculum and the International Middle Years Curriculum (the IPC and the IMYC) are comprehensive, thematic, creative curricula, with a clear process of learning and specific learning goals for every subject. It also develops international mindedness and encourages personal learning. (These are followed in K2-G8).

We follow the Singapore Maths curriculum and the British National curriculum for English.

### iGCSE

We are an accredited Cambridge school. In the upper secondary years (G9-10), we teach the Cambridge iGCSE. As educators, we are thrilled to be able to facilitate the next stage of our students’ education within the SMMIS community.

Individualised learning is at the heart of the education that we provide at SMMIS. Our commitment to ensuring the holistic development of every student, to guarantee their well-being, creates a secure and healthy environment in which to tackle the academic rigour of the iGCSE exams. Our enthusiastic subject specialists create dynamic learning environments which inspire students’ curiosity about the world, allowing them to flourish academically. The iGCSE pathway will facilitate and enable the next steps of our students’ education, wherever life may lead them.

Cambridge IGCSE is the world’s most popular international qualification for 14 to 16 year olds. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. Developed over 30 years ago, it is tried, tested and trusted by schools worldwide.

### Jewish Education and World Religions

From Grade 1 parents have the option to choose between two tracks of Jewish Education: Tal Am curriculum, an indepth study of Judaism and Jewish texts taught in Hebrew, or our Jewish Education:Culture curriculum which includes an introductory course on each of the World Religions.

### Prayer/Mindfulness at SMMIS (K2-G8)

All children can choose between attending traditional morning prayers, or a mindfulness session before the start of the day.

Parents are asked to choose whether their children participate in a communal Grace After Meals following lunch. Children not participating in the prayer will sit quietly until the prayers are over.

### Special Occasions, Jewish Festivals and Shabbat

At SMMIS we enjoy celebrating the Jewish festivals as a community. Your children will participate in communal Rosh Hashana, Tu B'shevat and Pesach celebrations, as well as activities on Succot, Chanuka and Purim.

In Grade 1 the children will receive their first Chumash (Bible) and in K2 their first Siddur (prayer book). These are very special occasions at SMMIS, when parents will be invited in to join the celebrations.

Every Friday the children welcome Shabbat in their classrooms, and in turn lead assemblies where parents are welcome. Children are encouraged to wear white or Shabbat clothes on Fridays.

We will also celebrate other cultural days and National Holidays relevant to Singapore.

### Tikun Olam, Volunteering and School Trips

Social Action and Informal Jewish Education is at the heart of all that we do. Through festival celebrations, visits to Old Age Homes, toy drives, food collections and other charitable activities, we inculcate the value of giving to others in all our children.

All year groups enjoy at least 2 field trips per academic year.

### Data Tracking and Assessing Student's Learning

We track your child's progress from the day they start at SMMIS. Every 6-8 weeks teachers capture and analyse the data that shows the progress and attainment of your child. Interventions are put in place to support learning if they are not at their expected Grade Level.

### Reports and Parent Teacher Conferences

Formal reports are sent to parents twice a year: in December and June. Parent Teacher Conferences (PTC's) will be held twice a year: in October and March.

Teachers are available to schedule a conference with parents any time parents feel it is needed. Teachers will call and/or e-mail parents anytime they feel there is a need to discuss an issue. Teachers will return phone calls and emails within 24 hours, unless there are mitigating circumstances.

### Phonics Screening

We will screen your child at the end of K2 to ensure they are at Grade Level for Phonics reading. Interventions will be put in place if we feel it is necessary.

### Pira Testing

All year groups: K2 to Grade 5, will complete a comprehension activity, three times each year and for K1 twice a year, to ensure that their reading and comprehension is on par with expected age-related outcomes. Interventions will be put into place if we feel it is necessary.

### ESL, SEN and Able and Ambitious

We cater for all our student's needs, and achieve the best possible outcomes for all. At SMMIS we have a full time Special Education Needs Coordinator (SENCO) to support childrens' learning, and an 'English as Second Language' (ESL) teacher.

Able & Ambitious children are given accelerated work and additional opportunities to stretch them outside of the classroom environment.

We have a full time member of staff responsible for our Able and Ambitious children.

### Counselling

In line with SMMIS's holistic approach to a child's well-being, all students have access to the school counsellor for emotional support. SMMIS believes in working in partnership with parents, but also recognises the students right to confidentiality, therefore parents may be contacted if the child raises issues that puts themselves or others at risk. Difficulties that a student or parent may approach the counsellor with include but are not limited to: coping with social challenges, family problems, mental health issues and the stresses of transitioning school or country.

### STEM Education and World ORT

At SMMIS we promote ICT and STEM education. **STEAM** is a curriculum based on the idea of educating students in four specific disciplines - science, technology, engineering, art and mathematics - in an interdisciplinary and applied approach.

SMMIS is a World ORT school. World ORT is the world's largest Jewish education and vocational training non-governmental organisation. Specialising in technology, their mission is to educate children and train teachers in STEM education, through school twinning and teacher training programmes.

### Seesaw

Seesaw is a digital portfolio app that gives parents real-time glimpses into their child's school day. Both teachers and students can document, share and reflect on what is being learnt in the classroom. Seesaw helps parents stay in the loop and gives them an opportunity to support their child's learning at home.

### PE and Swimming lessons

All children have one PE and one swimming lesson each week. On the days they have PE, children should come to school wearing their PE kit.

### After School Activities

SMMIS offers a variety of After School Activities for children of all ages, these include: chess; swimming, soccer, dance and martial arts. Nam Ho (our Bus Company) offers a late bus after the lessons to take children home to a central location.

### ICT in the classroom

All classrooms are fully equipped with interactive whiteboards. At times students will have opportunities to work on devices, in line with guidelines of time advised for each age group.

### Homework Guidelines

At SMMIS homework is an integral part of the learning process, as a necessary reinforcement to classroom instruction. We recognise that time is needed for students to pursue social, physical, and recreational activities outside the school, and teachers attempt to strike a developmental, healthy balance of work for their students. It is critical for students and parents to understand the importance of homework in reinforcing skills taught in the classroom and ensure that students budget their time appropriately.

## SMMIS Homework Policy

### Rationale for homework

- Home learning is a very important part of a child's education and can add much to a child's development.
- Children benefit greatly from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed, we see home learning as an important way of establishing a successful dialogue between teachers and parents in helping our children to become independent learners.
- Home learning can play a positive role in raising a child's level of attainment and rate of progress. We believe that children develop their skills, interests and talents to the full only when parents and teachers encourage them to make maximum use of the experiences and opportunities that are available both in and outside of school.

### Aims and objectives

- To consolidate, reinforce and extend learning done in school and to allow children to practice skills taught in lessons
- To enable students to make maximum progress in their academic and social development
- To help students develop the skills of an independent learner
- To help students develop good learning dispositions for the future
- To provide educational experiences that exploit a range of learning opportunities beyond school
- To promote a partnership between home and school in supporting each child's learning
- Home learning is inclusive; support and challenge are provided for individuals and groups of children where appropriate

### The Role of Parents

- Parents have an important role in their child's education and home learning is a significant part of this partnership. We ask parents to encourage personal learning habits for life; this might involve discussing the work that their child is doing, encouraging high standards of presentation, enabling the child to use libraries and electronic media for research as well as providing their child with the sort of environment that supports them to benefit from learning beyond school
- Parents should give priority each day for their child to spend time reading, either together or independently, depending on their age
- If parents have any questions or concerns about home learning, they should contact the child's teacher who will be able to advise them further
- If a child spends the time indicated on the Literacy home learning, but hasn't finished the task the parent should sign the work as being complete

### Monitoring of home learning

- Home learning tasks, unless clearly specified, are not optional
- Teachers will ensure that all home learning that is set is followed up in class. Students will be given feedback, and when appropriate, home learning will be marked.
- Teachers will inform parents after the third time home learning is:
  - Not submitted 3 consecutive times
  - Not submitted on time
  - Not completed to an appropriate standard

In order to ensure the wellbeing of our children, and to keep the volume of home learning in line with the time indicated per day, when there are IPC research projects there will be no Literacy home learning tasks set.

### Monitoring of Home Learning Policy

It is the responsibility of the Senior Leadership Team to monitor the school home learning policy. Parent surveys and pupil response will inform regular review.

SMMIS Primary School Home Learning Policy 2020-21

Grade	Content	Suggested time Per day	Parental Role
K1	<ul style="list-style-type: none"> <li>Parents to read to child every night</li> <li>Reading books sent home when ready or by Semester 2</li> <li>Practise reading high frequency words from Semester 2</li> </ul>	10 mins	To listen to or read to their child, sign and write a comment in the parent log.
K2	<ul style="list-style-type: none"> <li>Daily reading: books sent home from school</li> <li>Practise reading high frequency words</li> <li>Travelling Teddy Diary: on rotation Semester 2</li> </ul>	10 - 15 mins	To listen to their child, sign and write a comment in the parent log.
Grade 1	<p><b>General Studies:</b></p> <ul style="list-style-type: none"> <li>Daily reading: books sent home from school</li> <li>Maths: twice per week, Tuesday and Thursday</li> <li>Spelling: 5 words from High Frequency Word lists</li> <li>IPC Research projects: three times per year (once per topic)</li> <li>Literacy: Written work will be introduced in Semester 2</li> </ul> <p><b>Jewish Education:</b></p> <ul style="list-style-type: none"> <li>Parasha workbook through pictures: (Friday)</li> <li>Hebrew vocabulary/spelling: (5 words weekly)</li> <li>Hebrew daily reading: (5 min per day - 1 book per week)</li> </ul>	15 - 20 mins	<p>To listen to their child, sign and write a comment in the parent log.</p> <p>We would like the child to complete the home learning on their own. If possible for the parent to read through the home learning with their child once completed and help with mistakes. If the child doesn't understand the work, the parents should write a note in the Homework Diary.</p>
Grade 2	<p><b>General Studies:</b></p> <ul style="list-style-type: none"> <li>Daily reading: books sent home from school</li> <li>Maths: twice per week, Tuesday and Thursday</li> <li>Spelling: 5 words from High Frequency Word lists (only if needed)</li> <li>Literacy: Reading Response based on a book of choice, library or take-home reader, once per month. (This will replace spelling lists for that week)</li> <li>IPC Research projects: three times per year (once per topic)</li> </ul> <p><b>Jewish Education:</b></p> <ul style="list-style-type: none"> <li>Parasha workbook– (Friday)</li> <li>Hebrew vocabulary/ spelling: (5 words weekly)</li> <li>Hebrew daily reading ( 5 min daily - 1 book per week)</li> </ul>	15 - 20 mins	<p>To listen to their child, sign and write a comment in the parent log.</p> <p>We would like the child to complete the homework on their own. If possible for the parent to read through the homework with their child once completed and help with mistakes. If the child doesn't understand the work, the parents should write a note in the Homework Diary.</p>

<p><b>Grade 3</b></p>	<p><b>General Studies:</b></p> <ul style="list-style-type: none"> <li>• Daily reading: choice of books, from library or home</li> <li>• Maths: twice per week, Tuesday and Thursday</li> <li>• Spelling: 5 words from High Frequency Word lists (only if needed)</li> <li>• Literacy: Reading Response based on a book of choice; once per month. (This will replace any spelling lists for that week)</li> <li>• IPC Research projects: three times per year (once per topic)</li> </ul> <p><b>Jewish Education:</b></p> <ul style="list-style-type: none"> <li>• Parasha workbook: (Friday)</li> <li>• Hebrew vocabulary/spelling: (5 words weekly)</li> <li>• Hebrew daily reading: (5 min per day - 1 book per week)</li> <li>• 1 - 2 projects per year</li> </ul>	<p>20 – 30 mins</p>	<p>We would like the child to complete the homework on their own. If possible for the parent to read through the homework with their child once completed and help with mistakes. If the child doesn't understand the work, the parents should write a note in the Homework Diary.</p>
<p><b>Grade 4</b></p>	<p><b>General Studies:</b></p> <ul style="list-style-type: none"> <li>• Daily reading, choice of books from library or home</li> <li>• Maths: twice per week, Tuesday and Thursday</li> <li>• Spelling: 5 words from High Frequency Word lists (only if needed)</li> <li>• Literacy: Reading Response based on a book of choice; twice per month. (This will replace any spelling lists for that week)</li> <li>• IPC Research projects: three times per year (once per topic)</li> </ul> <p><b>Jewish Education:</b></p> <ul style="list-style-type: none"> <li>• Parasha workbook: (Friday)</li> <li>• Hebrew vocabulary/ spelling: (5 words weekly)</li> <li>• Hebrew daily reading (5 min per day - 1 book per week)</li> <li>• 1 – 2 Projects per year</li> </ul>	<p>20 – 30 mins</p>	<p>We would like the child to complete the homework on their own. If possible for the parent to read through the homework with their child once completed and help with mistakes. If the child doesn't understand the work, the parents should write a note in the Homework Diary.</p>
<p><b>Grade 5</b></p>	<p><b>General Studies:</b></p> <ul style="list-style-type: none"> <li>• Daily reading, choice of books from library or home</li> <li>• Maths: 2 times a week, Tuesday and Thursday.</li> <li>• Spelling: 5 words from High Frequency Word lists (only if needed)</li> <li>• Literacy: Reading Response based on a book of choice; twice per month. (This will replace any spelling lists for that week)</li> <li>• IPC Research projects: three times per year (once per topic)</li> </ul> <p><b>Jewish Education:</b></p> <ul style="list-style-type: none"> <li>• Parasha workbook – (Friday)</li> <li>• Hebrew vocabulary / spelling – (5 words weekly)</li> </ul>	<p>20 – 30 mins</p>	<p>We would like the child to complete the homework on their own. If possible for the parent to read through the homework with their child once completed and help with mistakes. If the child doesn't understand the work, the parents should write a note in the Homework Diary.</p>

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	<ul style="list-style-type: none"><li>• Hebrew daily reading (5 min per day - 1 book per week)</li><li>• 1 – 2 projects per year</li></ul>		
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We do not expect children to do home learning on Shabbat or Jewish holidays.

## Practical Information

### Transport Drop Off & Pick Up

#### Bus Transportation

There is a bus service both in the morning and afternoon. This service is provided by an independent bus company, Nam Ho DMC Pte Ltd. If you require this service, please contact Mr Ainsley directly at [smmis@namhodmc.com](mailto:smmis@namhodmc.com) or telephone 8489 3843.

If your child is using the bus service, it is the parent/guardian's responsibility to inform the bus company of any changes in pick up or drop off. The Bus Company will invoice parents directly.

There is also shuttle bus service to and from SMMIS at 8.00am (pick up at Yishun MRT station, Exit B) and 3.50pm from SMMIS (drop off at Yishun MRT Station).

#### Drop off **8.00am to 8.20am**

Students arriving by school bus will be dropped at the entrance of the school, where they will be welcomed by their teachers.

Parents who are dropping off their children should park in the basement car parks (B1 & B2), and bring their children to the class (K1) or to the playground for all other classes.

Only parent cars will be allowed inside the school, taxis should drop off at the main gate in front of the school building.

#### Pick Up

K1 – Grade 5: pick children up from the lift lobby on L1.

Please note that parents may not be in the school building during school hours, unless they have a scheduled appointment or are working on a planned activity.

#### Late Arrival

We set a high value on regular and punctual attendance. Absence and lateness affect not only an individual's learning and progress, but that of the whole group. Excellent attendance, like learning and behaviour, is given credit through our rewards system.

Classrooms will be open at the start of school at 8.20am. Students will not be allowed in the classrooms earlier than this. All students should be in their classroom on time. Students entering a class after 8.20am are considered late and must sign into school at Reception.

Excessive lateness will necessitate a meeting with parents to formulate a strategy for improvement.

Parents are requested to register the arrival of their children at Reception if they arrive after 8.45am.

### Attendance and Absence

At SMMIS, we see that good attendance is achieved through a successful partnership between parents, students and the school.

We rate attendance as outlined below:

#### Attendance Rating

99 – 100%	Outstanding
98%	Excellent
97%	Very Good
96%	Good
93 – 95%	Requires Improving
91 – 92%	Unsatisfactory
90% or less	Cause for Concern (Persistent Absentee)

SMMIS aims for 90% attendance from all students, if the student’s attendance rate falls below 90%, a first attendance warning letter will be issued to the parents.

After 6 weeks of monitoring and no improvement for the attendance, a second warning letter is issued and usually a face to face meeting will be set up to communicate with the Parents.

All students on a Student Pass should have a minimum attendance of 90% per month. Any absenteeism should be supported by medical certificates / approved student leave. Immigration and Checkpoints Authority of Singapore (ICA) will be notified by the school whenever a student on Student Pass has a monthly attendance of less than 90%. Student Pass Holders who miss 7 consecutive days of class will be liable to have their student pass be cancelled with effect from the 8th day and the letter of cancellation will be sent to student’s place of residence in Singapore as registered with the School.

Encouraging good attendance is the shared responsibility of the school, the parents and the student as well as partners in the Local Authority, the Police and Children’s Social Care. Parents have a responsibility to see that their children receive appropriate education.

There are two main categories of absences:

- **Authorised Absence:** is when the school has accepted the explanation offered as satisfactory justification for the absence, or given approval in advance for such an absence.
- **Unauthorised Absence:** is when the school has not received a reason for absence or has not approved a child's absence from school after a parent's request. When a parent telephones the school with information that their child is unable to attend due to illness, or other circumstances, decisions regarding authorisation will always be made with reference to this policy.

The school is obliged by law to differentiate between authorised and unauthorised absence. A letter or telephone message from a parent does not in itself authorise an absence. Only if the school is satisfied, in accordance with this policy, as to the validity of the explanation offered, can the absence be authorised. The Principal (or VP in his/her absence) makes the decision as to whether an absence should be authorised or unauthorised. Where necessary, it is the parents' responsibility to provide all evidence of absence and bear any costs that this may incur.

### **Expectations**

We expect that all students will:

- attend school every day
- attend school punctually
- attend appropriately prepared for the day

We expect that all parents/carers will:

- be aware of this policy and plan their family holidays accordingly
- ensure regular school attendance and be aware of their legal responsibilities
- ensure that their child arrives at school punctually & prepared for the school day
- ensure that they contact the school daily of absence or if known in advance, whenever their child is unable to attend school
- contact school promptly whenever any problem occurs that may keep their child away from school
- notify school immediately of any changes to their contact details or their nominated emergency contact details
- arrange holiday travel in accordance with the published school calendar
- arrange return flights such that their children can recover sufficiently before returning to school so as to avoid having to take an additional day off school
- arrange out of school appointments to minimise school absence

### **Principles of Monitoring Attendance and Punctuality**

The school starts at 8.20am and the playground is open from 8.00am.

We ask parents/carers to ensure their child is in school in plenty of time to hang up their coat, empty their school bag etc in order that they can be present in class for registration at 8.20am and avoid a late mark.

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The school doors are closed at 8.40am after which any child arriving must come to the school office via the office lobby and be reported late by the adult bringing them.

Parents are required to explain why they have arrived late and this explanation is recorded in the late book by the school office staff.

On the first day of a child's absence, parents contact the school (telephone or email) by 9.00am to explain why their child is absent. We always ask telephone calls to be confirmed in writing with a follow-up email. A record of this communication, including date and time, is made in the register.

Pupils arriving late but before 9.00am are recorded as late but counted as present for that session.

The registers close at 9.00am after which a late arrival is recorded as an unauthorised absence unless there is an exceptional circumstance (eg traffic hold up due to a traffic accident; severe weather conditions; exceptional family circumstances on that day etc).

Students out of school but attending therapy /specialist education appointments are recorded in the register as present (this is classified as, attending education off-site).

Student attendance will be prioritised and reported at all meetings with parents, pupil progress meetings, IEP review meetings and Parents' Evening meetings etc.

### Changes in Pick Up

Parents, or other designated adults who wish to sign out any student leaving early should notify the front desk, student's teacher and the Bus company. Those picking up their children early are required to report to the front desk and the child will be brought to the office by a member of staff. Any adult picking up a student other than the student's parent must have authorisation from the custodial parent, either by phone or by email/writing.

### Parental Absence from Singapore

If parents are out of the country at the same time and guardianship of children is temporarily assigned to others, the school front desk and the student's teacher should be informed of the name and contact details of the guardian. This is to ensure that we are able to contact the appropriate guardian in case of emergency. It is strongly recommended that in such cases, a letter of guardianship be given to the temporary guardian.

### Family Vacations During Term Time

We recognise that sometimes families must take vacation time during the school year. Whenever a proposed absence-for-vacation is requested, parents should discuss it with the Principal. Students must catch up on any work missed.

### School Lunches and our Kashrut Policy

Morning snack, consisting of fruit and/or vegetables, is sent from home and is served to the children with a drink of water at during the morning break. All children must bring their own water bottles (clearly labeled) to school.

A hot, kosher lunch is provided at SMMIS. Nutritious and varied home cooked meals are prepared fresh in the building each morning. In addition, we provide a salad bar for our students to encourage healthy eating. It is important that your child has a full breakfast prior to his/her arrival at school. A copy of the menu is published in the weekly Newsletter.

An afternoon snack is given to the children, usually fruit, and is provided by the school.

As a community school serving the entire Singapore Jewish Community, we are sensitive to the needs of all our families. Therefore, it is a strict school policy that no food is to be brought into school from home (for meals, snacks, birthdays etc).

We have a number of students at SMMIS who have life threatening allergies to nuts and all nut products, even coming into physical contact with any of these products. These children can go into anaphylactic shock that can result in death. Therefore, no nut products, including peanut butter, will be allowed on campus.

### Birthdays

Since birthdays are a happy time, we would like to make your child feel special on that day. For a minimal charge, the school will provide a kosher birthday cake, please ensure you give the kitchen a minimum of 5 days notice. Please order your cake at [frontdesk@smm.edu.sg](mailto:frontdesk@smm.edu.sg).

Due to our kashrut requirements, no other sweets or snacks from outside should be brought in to the school. We encourage parents to celebrate their child's birthday with us at the classroom party.

### Party Invitations

If you wish to distribute your child's birthday party invitations at school, please ensure that all children are included. If more than half of the girls or half of the boys are invited to a party, all the girls or all the boys should be invited to the party.

Out of respect for those children who are Shomrei Shabbat, (Sabbath observant), parties should not be scheduled on Friday evenings, Saturday or Jewish festivals. Please ensure that food served at the parties is kosher.

### School Uniform

We expect all children to wear school uniform at all times. This includes daily uniform and PE kit. As part of the uniform please note that all children from K1 and up will be expected to wear black closed shoes or trainers each day. Children in the pre-school must wear closed shoes.

On Friday, for Kabbalat Shabbat, students of K1 & K2 are invited to dress in smart clothes in respect of welcoming the Shabbat. Denim jeans, shabby shoes and t-shirts of any kind are not permitted.

Jewish boys are encouraged to wear kippot during all Hebrew and Jewish Education classes, and during tefillah.

Pre-School TT-N	Primary and Secondary School K1-G9
<p>Please note all uniform items worn must have the new school logo.</p> <p><b>All Students</b> Closed shoes, no sandals, no shoes with lights Friday Shabbat clothes (white) If girls are wearing leggings they must be navy blue or black</p> <p><b>Tiny Tots</b> Uniform is optional If uniform is worn, students must wear the following items:</p> <p><b>Girls:</b> Blue School dress <b>Boys:</b> Blue school polo shirt and khaki school shorts</p> <p><b>Pre Nursery and Nursery</b> <b>Girls:</b> Blue school dress <b>Boys:</b> Blue school polo shirt and khaki school shorts</p>	<p>Please note all uniform items worn must have new the school logo.</p> <p><b>Compulsory</b> Blue school polo shirt Black, grey or white socks Black closed shoes or black trainers (e.g. Asics, Bata); no converse, vans or trainers with lights Hats for outdoor play Girls: Khaki school skort (no shorter than 2 inches above the knee) Boys: Khaki school shorts</p> <p><b>PE Kit</b> School PE shorts and school t-shirt, white socks, sports trainers</p> <p><b>Optional</b> New school zip up hoodie (Navy blue hoodies or cardigans without logos or slogans may be used until the new hoodies are delivered) School kippah</p> <p><b>Other</b> Make-up, nail varnish, gel or acrylics and piercings are not permitted except one pair of plain small studs worn in the earlobe. Rings, bracelets and necklaces should not be worn except a discreet religious symbol on a necklace worn under the shirt. Hair should be of a natural colour, no coloured extensions and no designs/ words shaved into the hair. Long hair must be tied back using a hair tie of discreet design and colour No Henna (except at festival time)</p>

## Fire Drill, Evacuation and Invacuation

Fire drills, evacuation and invacuation drills are conducted for everyone’s protection. During these drills it is imperative that students remain silent, follow instructions given by the teacher, and carry out all directions in an orderly fashion. Parents visiting the school during a fire drill are expected to participate and evacuate the building by following instructions.

## Policies and Procedures

### Settling in Procedures

For many children starting a new school is a daunting experience. At SMMIS we make this process as easy as possible. All parents and students are invited to school for an Orientation Day the day before the new Academic Year begins, to meet their teachers, see their classroom, and buy new school uniform.

K1 parents are welcome to drop children off the first and second day of school and wait in the lobby area in case the children are unsettled. All other year groups are expected to arrive to school as normal.

### Mid -Year Starters

All mid-year starters will be assigned a buddy from their class on their first day. This buddy will show the new starter around the school and ensure they have company at break times and lunchtimes. There will also be welcome activities during Circle Time.

The Buddy will also contact the new student in advance of their starting at SMMIS. They will write them a letter, have a class Skype call or meet with them during the new students' half day orientation.

### Illness, Injury and Medication

The School Nurse will take care of your child's emergency medical needs as well as being the central point for storing medicines. Medicine must be in its original box, clearly labelled and in date. Parents must inform the School Nurse, in writing, if there is any change in dosage or frequency, or if the medicine is stopped.

Parents are responsible for replacing out-of-date medication; the school will not send out a reminder. If your child carries their inhaler or EpiPen with them, we also require a spare one to be held by the School Nurse. Please note: we are only able to administer prescribed medication.

If a child becomes ill or is injured during the school day, they will be seen by the school nurse.

Students can receive Paracetamol, Tylenol, Ibuprofen and cough drops from the school nurse if the appropriate permission form has been signed by parents/guardians.

Medication should not be brought to school unless it is essential to the health of the student. If a student must take medication at school, the following procedures must be followed:

1. The medication is to be administered by the school nurse or the designated school personnel in the school office.
2. The medication must be brought to the school office by the student's parent or guardian or sent directly from the pharmacy or doctor's office.

The school must receive a Medication Administration Form signed by the student's doctor or parent/guardian. On the medication container must be clearly printed the following information:

- Student's Name
- Name of the medication
- Dosage
- Time the medication must be taken.
- In the case of prolonged need, send in the amount for a clearly specified period such as one week or one month. Parents must pick up extra medication; extra medication will not be sent home with a student.
- All medication will be kept in a secure location in the office.
- Students are not allowed to carry any medication with them to school without prior consent.

Students may carry and administer their medication if these two conditions are met:

1. It is warranted by a potentially life-threatening condition and advised by their Doctor
2. Medication Self-Administration consent is on file in the office signed by the student’s parent, doctor, and an administrator.

### Illness

If your child is sick, please keep him/her at home. It is unfair to the child, staff and other children if a sick child is brought in to the school.

Children with the following illnesses should not attend school:

- Rash or eye inflammation – until the condition is diagnosed by a doctor.
- Fever – child to be kept at home until the temperature is normal for 24 hours and all symptoms have disappeared.
- Cold – children with runny noses (particularly green mucus) or with a bad cough should stay at home to protect classmates and teachers from exposure to infection - although please note that clear mucus can be contagious as well. If you feel that a clear runny nose is due to allergies, please bring in a doctor’s note to attest to this.
- Gastric pains – any child that has diarrhea, nausea or who has vomited during the night should be kept at home for observation.

When a child is not attending school, parents are asked to:

- Inform the bus company in a timely manner if the child will not be taking the bus that day.
- Inform the school Front Office that the child is unable to come to school.
- Keep the child at home until well enough to return to school.

If a child becomes unwell at school or hurts him/herself the School Nurse will contact the parents if they feel the child should be taken home.

The school has the right to refuse admittance of a student if the Principal believes that such entry may cause further infection to others.

### Infectious or Contagious Diseases

The isolation periods for children suffering from such illnesses are given below and should be followed in all cases:

<b>Illness</b>	<b>Incubation Period</b>	<b>Isolation of Student</b>
Chickenpox	14-21 days	Until all scabs are dry
Fifth Disease (slapped cheek)	4-21 days	Not infectious after appearance of rash
German Measles	14-21 days	4 days from the appearance of rash
Hand, Foot & Mouth Disease	4-6 days	Until all sores have healed
Measles	10-14 days	4 days from the appearance of rash
Mumps	14-21 days	Several days after appearance of swelling

### Other childhood conditions

Illness	Isolation of Student
Conjunctivitis	Exclusion from school until eyes are back to normal
Head Lice	Exclusion from school until treatment has started
Impetigo	Exclusion from school until treatment has started
Verucca	Sores must be covered before participation in any aquatic activity

### Haze Action Plan

Singapore is subject to haze during the dry seasons in Sumatra and Borneo when the prevailing winds spread the smoke from ongoing forest fires across the region. SMMIS staff and families are advised to check on the PSI (Pollutants Standard Index) reading on <https://www.haze.gov.sg/#2>.

If the reading is at 300, school will not open that day. The buses will also check the reading and will not dispatch buses for pick up if the reading is 300 or above.

When school is in session, the Principal and Administrators will access the PSI reading issued by the Ministry of Environment on a regular basis. The parents will be notified of any pertinent changes/updates/news.

PSI Reading	Air Quality	Action to be Taken
less than 50	Good	Operation will be as normal
50 -99	Moderate	Students with respiratory disorders or haze related symptoms (skin or eye irritations, sneezing, coughing) will be excused from outdoor activities and will remain indoors.
100 – 199	Unhealthy	Playground time will take place indoors in the gym.
200 – 299	Very unhealthy	All outdoor activities will be suspended. Indoor activities will not include physical exertion.
300 or above	Hazardous	If the first reading of the day is in this range, school will not open that day. Communication will be sent home to all parents and an announcement will be put on the school website.

### Visitors to the School

For the safety of our students, all visitors must sign in at the Main Gate and wear a visitor’s badge before entering the campus during class hours.

Please do not walk onto campus because you think everyone knows you – not everyone does, especially the students, and they are looking for a visitor badge on anyone they do not know.

Classroom time is precious and therefore cannot be compromised. To ensure the confidentiality of our students and to prevent unnecessary distractions, visits during class instruction time are not allowed.

The only student visitors allowed are those considering possible enrollment.

### Electronic Devices

Student use or possession of electronic devices such as cell phones, laptops, MP3 players, electronic games, or other similar devices are not permitted at school, during regular school hours, regardless of their intended use. They will be confiscated and returned only to a parent/ guardian.

Cell phones must be turned off throughout the school day and remain in the student's school bags; or handed in at Reception.

We strongly discourage students from bringing iPads to school for use on the school bus. SMMIS is not responsible for loss or damage of student's personal property.



**SMMIS Home-School Agreement for \_\_\_\_\_ (student's name)**

The values of SMMIS, shine through all that we do. We promote excellence in all of our students: teachers, children and parents work in partnership so that every child can realise their unique potential. Students will leave SMMIS as responsible and communally active young adults, numerate and literate, with a love of learning and proud of their identity as International and Jewish citizens. Our curriculum and Jewish Education programme, inside the classroom and beyond, encourages all students to make informed choices about their lives.

	<b>As a Student, I will</b>	<b>As a Parent, I/we will</b>	<b>As a School, we will</b>
<b>Ethos</b>	Be kind and speak politely to everyone in school. Respect other children and all school staff. Respect and care for the School and the local community. Respect the Jewish beliefs and practices of the whole SMMIS community. Follow all requests at the first time of asking. Keep hands and hurtful comments to myself. Respect the rights and property of others. Respect the school's kashrut policy. Accept responsibility for the things that I do.	Support and celebrate the school's ethos and respect the Jewish beliefs and practices of others. Support the school's Behaviour Policy and avoid criticising the school in front of students. Encourage a positive attitude towards my child's education and our school. If I have any concerns I will come and discuss them with you. Support the school's kashrut policy.	Ensure that the Jewish beliefs and practices of the community are taught in an inclusive and respectful way. Provide a safe and positive learning environment. Set clear expectations for behaviour, punctuality and attendance. Teach your child to develop a positive attitude to those around them regardless of gender, race, culture, belief, values, age and need.
<b>Learning</b>	Be actively involved in all aspects of school life. Try my best in all that I do.	Attend meetings, events and parents' evenings where relevant. Help my child to learn.	Provide an outstanding, inclusive, broad and balanced education. Ensure that our learning environment is stimulating and challenging. Celebrate your child's academic and personal achievements.
<b>Beyond the Classroom</b>	Respect and represent the school with pride, decency and integrity at all times, including on the journey to and from school. Take care of the building, equipment and resources.	Encourage my child to be a thoughtful, moral and proud member of the SMMIS and wider community.	Provide a range of activities which enrich and develop learning beyond the classroom. Provide guidance to students. Care for your child's safety and well being by observation and listening.
<b>Homework and equipment</b>	Be responsible for my school and homework. Work hard and be organised in completing home learning to meet deadlines reliably. Wear the correct uniform and have the correct kit and equipment.	Support children with their homework. Ensure that my child's homework is completed on time. Ensure that my child has the correct uniform and kit/equipment.	Set and mark homework regularly and effectively ensuring that it is differentiated and achievable. Ensure the learning environment is equipped and resourced. Clear information will be provided to enable you to assist your child.
<b>Attendance and Punctuality</b>	Be punctual to school and to lessons. Attend school to the best of my ability.	Ensure that my child attends school punctually and regularly. Inform the school of any absences and request 'known absences' in advance.	Inform parents of any unexplained absences and provide attendance figures on request and in reports.

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<p><b>Communication</b></p>	<p>Speak to my teacher or another member of staff if I have a difficulty. Ask for help if I need it. Tell a member of staff if I am worried or unhappy. Ensure that all communications are taken home.</p>	<p>Inform the school via their teacher about all relevant matters of concern at the earliest opportunity. Read all communication sent by the school and respond promptly where relevant. Communicate with school staff in a respectful and courteous manner.</p>	<p>Ensure that parents and carers receive regular reports on student progress via formal reports, letters, newsletters, ICT, meetings. Provide clear information and encouragement to students regarding progress and attainment through written reports, shared targets and coaching and other opportunities. We will celebrate your child's success and explain how we can support them in their areas for development. Respond to parental concerns promptly and effectively.</p>
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Signed:

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Parent)



\_\_\_\_\_  
Elaine Robinson  
(Principal)

REVISION TABLE

Version	Description	Effective Date