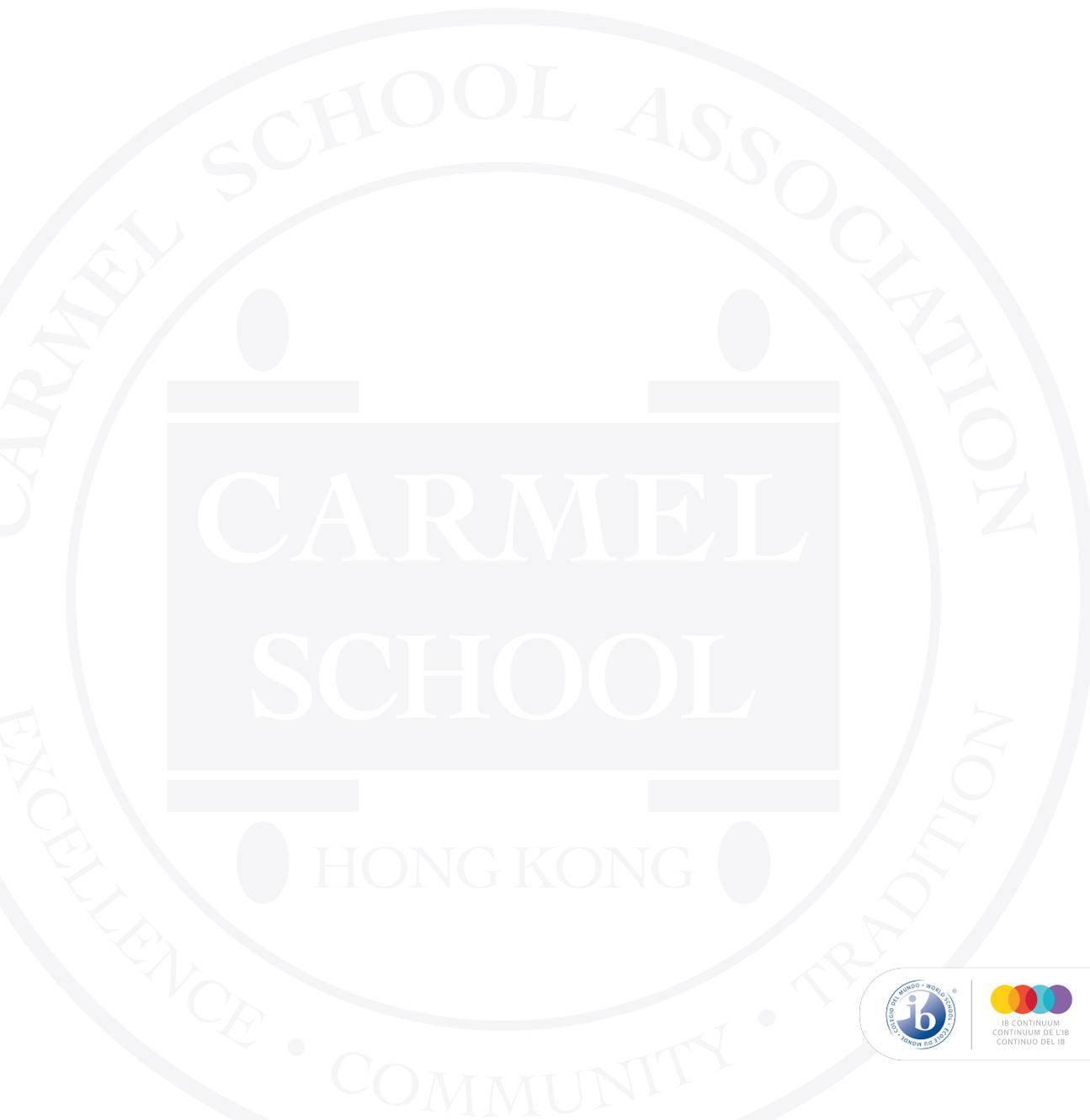




Carmel School Elementary Campus

# Parent Handbook

2019-20 (5780)





## OUR MISSION

Carmel School is a Jewish International School committed to academic excellence through fostering intellectual curiosity, self-directed learning and the individual development of each child.

Carmel is committed to teaching students about, and fostering a love for, Jewish values and traditions, and the Land and State of Israel, its language and culture.

Our personalised approach, with emphasis on growing caring, compassionate, global citizens, produces students who are independent thinkers and communicators and who will become leaders and contribute to the Jewish and wider world.

## OUR ETHOS

Carmel School is an independent Jewish Day School which follows Modern Orthodox principles and has a strong commitment to Zionism. Carmel places emphasis on adherence to traditional Judaism, as set out in the Shulchan Aruch (Code of Jewish Law).

In Jewish Studies, Carmel teaches Judaism as a way of life, encourages each child to take pride in his or her Jewish identity and seeks to develop individuals who are more knowledgeable and committed to the Jewish tradition.

In General Studies, Carmel is fully committed to achieving highest international educational standards measured against other leading international schools in Hong Kong and top private schools abroad, taught by experienced, qualified teachers in a manner which enables each student to realize his or her own potential.

Carmel is an independent organization, unaffiliated with any synagogue. The school was established to encourage the participation of all Jewish families in the Hong Kong Jewish Community. Each student is respected for his or her individuality and Jewish affiliation and Carmel strives to cultivate an atmosphere of mutual respect and cooperation, embracing all students.

The School's philosophy is only to employ experienced, qualified teachers who have demonstrated excellence in their previous schools, and to ensure that they are supervised by experienced administrators who assure that teachers provide a creative, caring and challenging environment. Through a generous teacher/student ratio and curriculum delivery that caters for a range of learning styles, the School offers a supportive environment that develops students' confidence, imagination and skills, in both academic and social spheres.

# CURRICULUM

## PRIMARY YEARS PROGRAMME (PYP)

The International Baccalaureate® (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12. It prepares students for the intellectual challenges of further education and their future careers, focusing on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The International Baccalaureate® (IB) Primary Years Programme (PYP) is underpinned by six trans-disciplinary themes around which learning is planned. These are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

These themes are selected for their relevance to the real world. They are described as trans-disciplinary because they focus on issues that go across subject areas. The trans-disciplinary themes help teachers to develop a programme of inquiry. Teachers work together to develop investigations into important ideas, which require a substantial and high level of involvement on the part of students.

At the centre of international education in the IB are students aged 3 to 19 with their own learning styles, strengths and challenges. Students of all ages come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate, lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the values and outcomes of internationally minded learning described in the IB learner profile.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk-takers, balanced and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

IB programmes aim to increase access to the curriculum and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents the IB learner profile in action.

For more information please refer to: [www.ibo.org/programmes/primary-years-programme/](http://www.ibo.org/programmes/primary-years-programme/)

# PYP LEARNER PROFILE

**Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

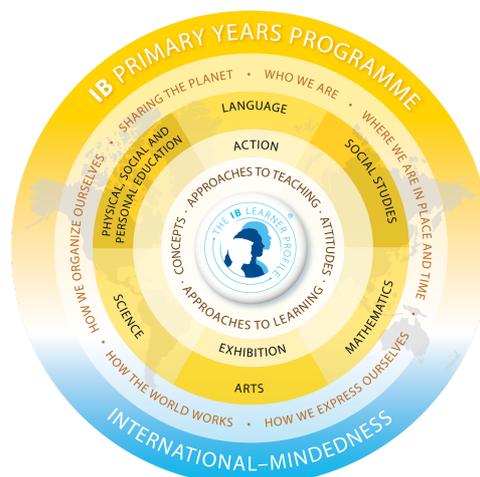
**Open-Minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



## HEBREW AND JEWISH STUDIES

Carmel Elementary's Jewish Studies curriculum is designed to maximize the Jewish identity of the School's diverse population. Of prime importance is the relevance of the material to the background and lives of the students. Carmel Elementary teaches and encourages students to become active participants in their Jewish learning by challenging them intellectually and encouraging them to offer opinions which are treated with respect and interest and to feel comfortable with Modern Hebrew Language and religious texts. The Jewish Studies curriculum includes Tefillah (prayer), Torah text studies from the Chumash through the Tanach with their commentaries, basic skills in the Mishnah and Talmud, Halacha, Minhagim (laws and customs), Jewish ethics and the Hebrew language. Also core to the curriculum is the teaching of a love for and appreciation of the State and Land of Israel and the role that it has played and continues to play in the history of the Jewish people.

All issues relating to Bar/Bat-Mitzvah will not be dealt with by the School, but must be referred to the appropriate religious authorities. The School should be informed of the dates of upcoming Bar/Bat Mitzvot in order to avoid scheduling conflicts.

## SPECIFIC JEWISH GOALS AND OBJECTIVES

- To impart to students the supreme value of Judaism which translates into an unconditional love and responsibility for each individual.
- To instill pride and joy in being Jewish and in the privilege of being an active participant in our sacred heritage.
- To impart to students Maimonides' Thirteen Basic Principles of the Jewish Faith.
- To impart to students a sound understanding of Torah, Halacha and Jewish Ethics so that later in life they will be capable of making informed choices based on mastery of skills of independence in sacred texts and comprehension of implications for the Jewish experience.
- To provide an enriched Jewish environment where Torah and Mitzvot, together with secular excellence, are taught and experienced.
- To embrace Zionism as the movement of modern Jewish survival and to foster identification with Israel.
- To inspire students with a sense of responsibility towards Jewish continuity.
- To develop Jewish leaders for the future.

## HOMEWORK

We view homework as an extension of class work. Teachers give homework to reinforce what the student has practiced in class. Homework should also encourage a student to become more responsible and help him/her to make effective use of his/her time.

Teachers use homework to assess what a child understands. Therefore, beyond some simple advice or a quick response to a child's question, parents should not assist their children with homework. However, parents are encouraged to look over their children's daily homework to have a better idea of what is happening in the classroom.

Here are the expected maximum times for homework and reading on a daily basis:

- Kindergarten – 10 minutes of reading
- Grade 1 – 10 minutes (excluding reading)
- Grade 2 – 20 minutes (excluding reading)
- Grade 3 – 30 minutes (excluding reading)
- Grade 4 – 40 minutes (excluding reading)
- Grade 5 – 50 minutes (excluding reading)

Learning to complete and hand in the homework assignment on time is part of the process of developing a sense of responsibility. Please encourage your child to complete tasks punctually and support the class teacher in his/her efforts to ensure compliance. Homework times do not include work not finished in class that the student should have completed.

This will allow them to fill in the appropriate assignments for each of their different subjects and will help both the teachers and parents monitor the homework that is coming home and ensure that it is being done punctually. This takes precedence over CCA's in school or outside school.

Homework should not be an unreasonable burden on either the student or the family. If you feel that your son or daughter is not coping, then please contact the homeroom teacher. Kindly remember our school is a trilingual rigorous academic program comparative with the finest Jewish day schools and local international schools.

# **EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLR)**

As a Jewish school, the purpose of ESLR is to provide benchmarks for Carmel School Association (CSA) students. This articulation of areas of personal development empowers our students to strive to their full potential academically, spiritually and as well-rounded individuals of character.

Students will be provided with opportunities to become independent, goal-oriented caring lifelong learners within the framework of a global world.

## **ACADEMIC EXCELLENCE**

Students will maximize their intellectual potential by striving for and attaining the highest standards of academic excellence. Students are required to acquire information, think critically and creatively, apply their knowledge and communicate through the written and spoken word.

## **EFFECTIVE COMMUNICATORS**

Students will demonstrate the ability to read, write, listen and speak accurately and analytically to a diverse audience, as well as utilize technology to enhance effective communication. Students will strive to communicate effectively both individually and within the framework of a team, adapting to a changing world.

## **SPIRITUALITY**

Students will appreciate and respect Jewish heritage, identity, tradition, learning and values (regardless of affiliation), the Land and State of Israel, its language and culture. Students will have respect for oneself and the dignity of others.

## **CHARACTER DEVELOPMENT**

Students will contribute time, energies and talents to improve the quality of life in our school, community and world, while promoting mutual respect, appreciation and acceptance among people of different backgrounds, cultures and abilities.

## **CRITICAL THINKING**

Students will apply a variety of learning and motivational strategies, including self-evaluation and reflection, to become critical thinkers and problem solvers.

# THE LEARNING CONNECTION (TLC)

The School has created the unique TLC Program to meet the needs of a variety of children.

Ability and Gender Differentiation Within the Classroom Boys and girls learn differently and good teaching practice will take this into account. Boys may prefer, for example, to complete a project using the resources that technology offers. Staff will endeavour to accommodate students' needs based on gender as much as ability.

## TLC ZENITH STUDENTS

Students who have received a diagnosis from an educational psychologist or medical doctor, as specified on an educational evaluation, will be the first students considered for TLC Services. Within professional conversation, these students shall be referred to as Zenith Students. Zenith Students shall be provided with an Individualized Education Plan (IEP). This plan will outline any academic or social/emotional goals, as well as the accommodations and modifications necessary to achieve these goals. These students' profiles will be presented by the learning support teacher, to their classroom teachers, at the beginning of each academic year. Zenith students may receive TLC support through push-in or pullout sessions. The classroom time that students miss during pullout time will be aligned to the support that they are receiving. For example, a student who needs literacy support, should only miss literacy time in the classroom.

## TLC STUDENTS

Students who are not a part of the Zenith program, but whose academic and social skills are below grade-level expectations, can also receive services from the learning support teacher at Carmel School. These students shall be referred to as TLC Students. These services may be received through push-in or pull-out sessions. The classroom teacher can refer students to the learning support teacher by filling-out two necessary forms entitled: Internal Behaviour Check-List and TLC Referral Form, as well as initiating conversation at monthly Team Meetings. Students who are a part of the TLC program may also be provided with an Accommodations and Modifications Checklist. This checklist will reflect any necessary classroom and curricular adjustments to be made by the classroom teacher.

## TLC SERVICE OVERVIEW

The nature of the TLC services will be to provide academic or social skills support in a 1:1 or 2:1 setting. These services can occur between one and three times per week during fixed 40-minute sessions. For billing purposes, they shall be referred to as tracks one, two, and three respectively. Each session is charged according to the prices outlined by Carmel School Association Ltd.

A student on track one receives services one time per week. A student on track two receives services two times per week. A student on track three receives services three times per week.

The learning support teacher and classroom teachers will liaise in order to determine the frequency of services necessary for each student. The frequency of services can change over the course of the school year and is dependent on the needs of the student.

## TLC PARENT COLLABORATION

Students who receive TLC services on tracks one, two and three will either have extended parent-teacher conferences with the learning support teacher present, or a separate meeting with the learning support teacher.

Parents will receive additional comments from the learning support teacher on their child's report cards outlining the nature of their TLC work, goals set, and progress made.

The learning support teacher will be available for meetings with all TLC families throughout the year in order to share observations and progress.

The learning support teacher and classroom teacher will work in close collaboration in order to carry-over goals for each child.

Carmel Elementary events and celebrations take precedent over TLC sessions. We will always do our best to offer a make-up session, but we regret that this may not always be possible given the schedule.

## **ADDITIONAL TLC SERVICES**

The learning support teacher may also pullout, or push-in to the classrooms in order to support small groups of children in each grade. The goal of this support is to help facilitate classroom activities. The students who receive support in this way shall not be billed for these services. For example, a Read, Write, Inc. group that works with the learning support teacher shall not be billed. This level of support is at the discretion of the school and does not require parental notification before commencement.

## **EXTERNAL PROVIDERS**

Speech and Language Small group and 1:1 sessions are available at Carmel Elementary with licensed Speech and Language Therapist Sam Pygall. These sessions are billed by the therapist and are scheduled by the classroom teacher and therapist.

Occupational Therapy Small group sessions run by a licensed Occupational Therapist are offered once a week as an After School Activity, 'Funky Fingers.' Students are grouped by age-level.

Social and Emotional Services Private sessions can be scheduled at Carmel Elementary with licensed child psychologist, Anu Mather. These sessions are billed by the therapist and are arranged by the classroom teacher and therapist. These sessions can occur regularly or on an 'as-need' basis.

# ASSESSMENT POLICY

Assessment is integral to all teaching and learning. It is central to the Primary Years Programme (PYP) goal for thoughtfully and effectively guiding students through the five essential elements of learning; the acquisition of knowledge, the understanding of concepts, the mastering of skills, development of attitudes and the decision to take action." IB- MTPYPH, 2009

## PURPOSE FOR ASSESSMENT

At Carmel Elementary, the primary purpose of assessment is to improve student learning. We aim to provide ongoing feedback to our stakeholders about what students know, understand, can do and feel at different stages of the learning process. Through assessment, we can clarify a student's conceptual understanding and promote deeper understanding. Importantly, we can inform curriculum review and contribute to the efficacy of learning programmes.

## PRINCIPLES OF ASSESSMENT

At Carmel Elementary, we believe effective assessment:

- Is an essential part of effective teaching,
- Provides information for reporting to students and parents and for school records and profiles,
- Provides evidence for evaluating teaching and learning strategies,
- Fosters self-directed learning through self and peer based assessments.

Assessment allows our learners to understand where they are in their learning and where they are going. At the same time, it guides teachers in reflecting on their own teaching, and allows them to consider their own assessment approaches and to assess the overall effectiveness of their classroom practices.

Everyone concerned with assessment, including students, teachers, parents and administrators, work towards having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. The entire school community is concerned with evaluating the efficacy of the programme.

At Carmel Elementary, we consider whether:

- The nature of students' inquiry develops over time—if they are asking questions of more depth, that are likely to enhance their learning substantially.
- Students are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects many areas.
- Students are demonstrating mastery of skills.
- Students are accumulating a comprehensive knowledge base and can apply their understanding to further their inquiries successfully.
- Students are demonstrating both independence and an ability to work collaboratively.

## ASSESSMENT

Assessment is the gathering and analysis of evidence of student learning and performance. Good assessment addresses student knowledge, understanding, performance and attitudes. Crucial to instructional planning and to the school's accountability for student learning, assessment is integral to both teaching and learning.

Standardized tests can be useful in answering questions of accountability and "big picture" curriculum development. They are most useful in whole-grade or whole-school curriculum review. Classroom teacher-made assessments provide evidence of learning that is particularly accurate in terms of understanding the individual

student's learning and performance in a given context. Both forms of assessment are important, and the relative merits and uses of the data derived from each are valued.

Assessment is geared toward improving, rather than simply documenting, student performance. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the program.

# BEHAVIOUR AND DISCIPLINE POLICIES

Discipline must be delivered with discretion. We believe that every case is different, and that, more importantly, every offender is different. Often when we know a child better, knowing his/her context and reaching an understanding of the various pressures in his/her life, then matters of discipline become far less black and white.

Indeed, a maxim might be stated that the better our pastoral care, the more nuanced must be our discipline procedures. A distinction can be made between acting 'fairly' and 'justly' in dealing with children in trouble. Fairly is when everyone is treated exactly the same way and this is the least that can be asked of any system of discipline. Acting justly is when you take other significant factors into consideration before acting, and this is a more exacting standard.

Our Social Offense Response Policy defines:

- A social mishap is when a child engages in behaviour towards another child that is inappropriate and may be frustrating to the other children.
- A social conflict is when two or more children get into a conflict or disagreement and both sides are guilty of actions or words that are unkind and hurtful.
- A social offense is when a child is exposed to negative actions by one or more people. 'Negative actions' occur when a person intentionally and directly inflicts injury or discomfort upon another person, through physical contact, words or in any other way.
- Bullying is when a person is exposed, repeatedly and over time, to negative actions on the part of one or more other people.

## RATIONALE

We approach every situation with empathy for both the offender and for the child who has been offended. We recognize that social-emotional skills are a developmental area and that some students may need more support and time to develop the inhibitions of their impulses, self-reflection, and selection of positive, healthy choices.

Our goals are twofold—Firstly, to put in place a system that protects students' bodies and emotions so that they all view school as a safe, positive place with adults who support and protect them. Secondly, to put in place a system where students who are bullying are given support to help guide their behavior and get to the heart of what is making them act out.

As much as possible, we use proactive strategies to prevent bullying from occurring, and to help students respond to and manage situations as independently as possible. The Six Kinds of Best are our guiding principles which are taught, modeled and referenced throughout the school culture. We do not wait for a pattern of negative behavior to occur. We intervene, at an appropriate scale, upon hearing the first concern.

**Grades K and 1** The classroom serves as a social emotional laboratory for students to make mistakes, reflect on their actions and problem solve with their peers. In sum, students at this level are still learning how to engage with a group appropriately. Teachers conscientiously weave social emotional learning throughout the day and inform parents of any behavioral challenges and social conflicts that may arise. Town-Meetings occur each week to provide students with explicit strategies that they can use in the classroom and during playtime to help them navigate social situations with their peers.

**Grades 2-5** In the Grades 2-5 classroom, students are also still learning and practicing how to function in a group. However, they have had many opportunities to be successful. Classroom teachers handle and respond to misbehavior using positive and respectful discipline methods that redirect negative behavior and reinforce positive behaviour. Children feel comfortable approaching their classroom teacher to report any problems that

they might be experiencing. However, some situations need additional support from school administrators. A child may independently feel that they should call a meeting to file a concern. Further, a classroom teacher may file a concern on behalf of a student, and engage an administrator for support. Please see the outline for the three stages of offense, chain of events, and consequences.

## BEHAVIOUR TRAFFIC LIGHT GUIDELINES (GRADES K- 5)

<b>Green Light Behaviour</b>	
Safe, kind and responsible choices and actions.	
<b>Yellow Light Behaviour</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>● Teasing, put-downs or unkind comments.</li> <li>● Talking back to teachers or peers.</li> <li>● Interrupting lessons.</li> <li>● Uncooperative behaviour during group work.</li> <li>● Defying a teacher's request.</li> <li>● Disrespecting school property.</li> <li>● Expressing emotions in an inappropriate way.</li> <li>● Making irresponsible or unsafe choices.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflect and review with child what went wrong.</li> <li>● Immediate 'time-away' as appropriate.</li> <li>● Classroom-based consequences as appropriate.</li> <li>● Parents notified at teachers' discretion.</li> </ul>
<b>Red Light Behaviour</b>	<b>Consequences</b>
<ul style="list-style-type: none"> <li>● Engaging in social conflicts or bullying of any level.</li> <li>● Engaging in any physical conflict with peers.</li> <li>● Using/writing curse words or derogatory remarks.</li> <li>● Expressing emotions in a threatening or dangerous way.</li> <li>● Repeated yellow light behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>● Immediate 'time-away'.</li> <li>● Parents notified.</li> <li>● Participation of School Principal or TLC coordinator as appropriate.</li> </ul>

## BULLYING - NO WAY!

Bullying will not be tolerated (see Anti-Bullying Policy). If your child is a victim of bullying, be it verbal or physical, or observes incidents involving others, do not hesitate to inform a member of staff. Students should not put up with bullies in their group of friends.

Every child has the right to feel safe: his/her body, feelings, things. Every child has the responsibility to help everyone feel safe.

# CHARACTER EDUCATION

As part of our ongoing commitment to and evaluation from the Western Association of Schools and Colleges (WASC), we continue to develop our character education program at Carmel Elementary and use the Six Kinds of Best values program.

## THE SIX KINDS OF BEST

This program guides students as to their appropriate behaviour. A student's behaviour can be changed and maintained by rewarding students frequently for displaying appropriate Six Kinds of Best behaviours.

The program revolves around the Six Kinds of Best concept which is a model that outlines six core values for becoming a person of good character and for leading a happy and successful life. It frames the core values in a way that students, teachers and parents can remember and apply in everyday situations. It also provides 'anchor points' upon which students can reflect when faced with making difficult decisions and helps them make good choices. The School's view is that it is a 'recipe for life'.

The Six Kinds of Best are:

1. Be kind to yourself (respect yourself)
2. Be kind to others (respect others)
3. Be kind to the environment (value the environment)
4. Be the learning kind (seek knowledge and be a lifelong learner)
5. Be the achieving kind (achieve your potential)
6. Be the community kind (be responsible and contribute positively to society)

The Six Kinds of Best concept uses a play on the word 'kind' to make it memorable and repeatable. The concept and terminology must be used in everyday language. It also reinforces the word 'kind', which is an attribute that is badly needed in today's society. Each 'Kind of Best' has a number of key pointers and examples to illustrate the values.

The Six Kinds of Best concept gives us a framework and a language for teaching and reinforcing values at school and in the home. Our students become familiar with the six core values and internalise them by using the Six Kinds of Best affirmation.

Teachers and parents can reinforce behaviours by using the language of the Six Kinds of Best. For example:

- A student puts themselves down – "Olivia, you're not being kind to yourself are you?"
- A student is bullying someone – "John, you're not being kind to others are you?"
- A student drops some rubbish – "Ava, you're not being kind to environment are you?"
- The class does well in a test - "Well done class, you really are the learning kind!"
- A student does a great assignment – "Excellent Matthew, you are the achieving kind!"
- A group of students help clean up – "Thanks guys, you really are the community kind."

# PARENT HANDBOOK

## ABSENCE

Anticipated absences should be communicated in writing to the classroom teachers, giving as much notice as possible. If it is an unanticipated absence, then the school should be informed as soon as possible.

Carmel Elementary Reception  
Phone: +852 2964 1600  
brcadmin@carmel.edu.hk

Bus families must also inform:  
Jack and Jill Service Ltd.  
Phone: +852 9557 6322  
jackandjilservice@gmail.com

Parents are strongly discouraged from removing children from school for extended holidays. This is detrimental to a child's academic and social well-being. Excessive absences may result in a re-evaluation of a student's promotion to the next grade. It is also inconsiderate of students in the class whose learning is unnecessarily disrupted.

If a child is absent from school due to a highly contagious illness (i.e. chicken pox, measles, mumps, conjunctivitis), he or she must have a doctor's note to be readmitted. The school reserves the right to remove any child from class if it is suspected that he or she has a contagious illness.

The school requests that parents schedule medical and dental appointments for children outside of school hours. However, if you must take your child out of school during the school day for any reasons, e.g. medical appointments, family commitments, please provide a note to the office in advance. There may also be occasions when the school must send your child home (e.g. sickness). In all cases, Parents must come to the office and sign your child out. We will bring him/her to you in the office. We will not release a child to an unknown person without identification and prior written permission from the Parent or Guardian. Parents are asked to comply with this important security measure. It is the school's duty to avoid putting any child in harm's way.

## ATTENDANCE

	<b>Kindergarten - Grade 3</b>	<b>Grade 4 - 5</b>
<b>Monday to Thursday</b>	7:50am – 3:20 pm	7:55am – 3:20pm
<b>Friday</b>	7:50am – 2:30 pm	7:55am – 2:30pm

These hours are throughout the school year, unless indicated otherwise in the School Calendar. After School Activity (ASA) times will be publicized separately. These will generally be from Monday–Thursday, 3:30–4:30pm. Grade 4-5 students must participate in CCA at SKW on Mondays and Wednesdays until 4:05pm.

## **PUNCTUALITY and TARDINESS**

Punctuality is an important part of self-discipline and is essential to good time management. Your child must arrive at school on time. Tefillah commences at 7:50am sharp and all students must be in school by 7:45am. Any child entering the building after 7:45am will be considered late.

If your child is late he/she will need a note explaining the reason for late arrival. Parents must give information to the bus company so that bus mothers have proper lists and information.

## **ACCIDENTS**

If a student becomes ill or is injured during school, he or she will be sent to the office and a parent will be contacted to arrange for the child to be taken home. In the event of serious injury, the school will notify the parents or guardian immediately. In the event they cannot be reached, the emergency telephone number listed on the student medical form will be used. In a dire emergency, the school will take the child to a physician or to the hospital, indicated on the child's emergency medical form. An accident report form will be filed by the teacher on duty at the time of the occurrence.

From time to time, outbreaks of communicable diseases, like chickenpox, hand, foot and mouth disease, measles, influenza, etc. may occur in school. Observance of good personal, food and environmental hygiene is important in preventing these types of diseases. The school has a list of the recommended sick leave periods for children with communicable diseases.

Children who come to school ill, and/or develop a fever during school hours, will be sent home immediately and will not be allowed to return until they are fever-free for 24 hours or have a doctor's note. A temperature of 99°F or 37.2°C and above is considered a fever and the child will be sent home.

It is extremely important that parents complete the emergency forms and notify the school of any changes in address, phone number, or emergency number listed that occur during the year.

# ADMINISTRATIVE PROCEDURES

## CHANGE OF ADDRESS

The school should be notified in writing immediately if there is any change of address or telephone number at home or at parental work.

Most letters and information will be posted on the School App (Flexibuzz) or via e-mail. Please be sure to give the school your updated e-mail address.

## BUS POLICY / GUIDELINES

Bus transportation is arranged by Jack and Jil Service Ltd. and billed and administered separately. Any daily changes to your child's bus number or drop off site need to be directed to the bus company. The school must also be notified in writing by a parent by 12:00pm on the day a change takes place.

Information and registration forms are available from:

Jack and Jil Service Ltd.

Phone: +852 9557 6322

jackandjilservice@gmail.com

ATTN: Ms. Belia Lui

The School expects students to behave appropriately while travelling on the bus. Students should:

- Be seated correctly - the bus will only depart once students are seated and wearing seat belts.
- Go directly to assigned seat and remain seated until they reach their drop-off point.
- Speak and behave appropriately.
- Refrain from eating and drinking.
- Alight and descend from the bus safely and with care.
- Respect bus mothers' and drivers' authority at all times (the bus driver and bus mother will report all matters of misconduct to the Head of Elementary).
- Help keep the bus clean and free from damage.
- A bus mother or adult (other than the driver) should accompany children on the journey to and from school.
- Students should arrive at designated pick-up points punctually - at least five minutes before scheduled pick-up time.
- The bus driver will wait for students for two minutes before proceeding to the next destination (if parking is allowed). If the pick-up point is road-side the bus driver will wait for one minute before proceeding to the next destination.
- Parents/guardians must ensure that their child is picked up at the drop-off point at the designated time. If parent/guardian is not there to pick up the child the driver may bring your child back to the BRC campus.
- Parents/guardians will then be notified to come pick up their child from the BRC campus.

## Parents/Guardians Guidelines

- Parents or guardians may not ride the bus with students
- Parents cannot choose which bus they take or choose which seats their child/children will sit on.
- Students may only travel on their designated bus. They may not travel on any other bus for any other reason.

- Drop-off time may fluctuate depending on the departure time, the number of students on board each day, traffic/weather conditions and unforeseen circumstances. Any major delays will be posted on the School App.
- The bus, route, pick-up timing/location and drop-off timing/location may change during the year.
- Parents will be informed of pick-up and drop-off times

## When to contact Bus Company & School

- If your child/children no longer requires bus service, please kindly notify the Bus Company at least two weeks in advance. Without such notification, we will assume that the service is required and fees will be charged accordingly.
- Changes to bus schedule i.e. extended holidays, or if your child is sick and will not ride the morning and/or afternoon bus.
- Payment queries and/or cancellation of service.
- Address change and/or change of phone number. It is crucial that the Bus Company and the School is informed of any changes to address or contact numbers of yourself or guardians/helpers meeting the students at pick-up and drop-off points.
- New bus application and inquiries and pick-up timings.
- Delay and/or failure of the bus in dropping child at the designated time.

## DROP-OFF AND PICK-UP PROCEDURES

**Drop-Off** All students who will not be riding the bus to school will need to be dropped off at the main entrance. Please drop-off your child as close as possible to 7:45am. There is no supervision of children before this time. Children who arrive at school after 7:45am. must report to the office and pick up a Late Slip. The children will then go directly to class and give the slip to the teacher. We keep careful records of attendance and lateness because it is in the interest of the children's safety and security for us to know which children are at school each day and where they are throughout the day.

**Pick-Up** Buses will leave between 3:25pm and 3:30pm. Children not on the buses must be picked up from the East Wing Main Entrance. At 3:30pm students will be taken to the West Wing. Staff will require identification of the adult picking up the child if it is someone other than the child's parent. This person must be on the permission form filed with the office.

It is very important that we strictly abide by these rules so as to ensure the safety of the children.

## MEDICATION

Students requiring medication at school must have a note from their doctor and written parental permission before any medication will be dispensed. Students needing to take medication must do so through the office. Please notify the school of any changes in medication or its administration.

## LICE

Lice appear as tiny white eggs or very small bugs that stick to the crown of the head or behind the ears and attach themselves to hair shafts. Any child found to have contracted lice will be sent home for treatment. Before returning, the child should have treatment and return either with a doctor's note or proof of this treatment such as the box top. In order to prevent a lice outbreak, the school will conduct a lice check on the return of students after every major school break.

## **BIRTHDAY CELEBRATIONS**

Carmel School encourages an inclusive attitude toward birthdays and other major celebrations, as with small class sizes, it is very distressing for any students to be excluded from group celebrations. We ask that parents invite all students in the class, that the parties are Kosher and that parties are not held on a Shabbat. The Jewish Studies staff will be delighted to offer any guidance to help make the above possible. The school will facilitate the distribution of invitations to such events provided that all students in the class are invited.

In Primary grades, parents may order school approved "pareve" cookies from the JCC kitchens. The item should be dropped off at the school, and the birthday will be celebrated at a time convenient for the class and teacher. Parents may also order the PTA Birthday cakes by sending a payment of \$320 to the School. Carmel strictly adheres to Kashrut Laws.

## **KASHRUT**

At BRC, other than raw fruit and vegetables, no food (including gum) or drinks (other than water) may be brought to school or on any school field trips. The children will receive a well-balanced and nutritious lunch daily.

## **CLASS PLACEMENT**

The administration of the school assigns students to their classes in the event of more than one class per grade. Placement recommendations are made by the teachers on the basis of an equal distribution and a balance of students by gender, a heterogeneous mix of academic abilities, learning styles, and language, and a balanced distribution of students with special needs (for remedial and/or enrichment), age, at least one friend from their class from the previous year, and social dynamics. Teachers are also asked to state which students they feel should or should not be placed together in the same class.

Children are not moved from one classroom to another at a parent's request. The Administration and teachers are very aware that some children may experience difficulty adjusting to their new class in the beginning of the year. However, in the event of a request for change of classroom for a child when there is more than one class per grade, there must be a waiting period, agreed by the teacher and administration, during which the child is observed by the teachers involved, and the issue is discussed with administration. Only then will there be consideration given.

However, it remains the administration's responsibility and prerogative to make the final decision as to which class a student is assigned and who the teacher of that class will be. When class lists are published, typically before the start of the new year, parents should refrain from making any requests to move students to a different class.

The age cut-off date for entrance into a school year is 31 October. For example students who are three years old by 31 October are eligible for the Nursery program, and those who are four years by October 31st are eligible for the Pre-Kindergarten program, etc. It is school policy to assign students to classes so that they will be with students of the same age group.

## **SCHOOL TRIPS**

Teachers plan field trips to enrich the school curriculum. Field trips may be required and the decision to participate will be at the discretion of the individual teacher and the parent. Children may be excluded from class trips for behavior reasons. In such cases, the school will make arrangements for the child on that day. Students in Grades 4 and 5 go on 'away trips'. For Grade 4, this is a trip to Hong Kong Outward Bound School in Sai Kung. Grade 5 students may travel within Hong Kong or overseas.

At times, teachers may request that a parent accompany their classes on a field trip. We encourage this participation and ask that parents assist the teacher with the entire class and not solely his or her own child. If a child has difficulty because of his/her parents being on the trip, the parent will be kindly asked, for the benefit of the child and/or the rest of the class, not to attend future trips. On field trips, boys must wear hats/caps, not kippot.

Carmel School assumes no liability for students' participation on school trips. Parents will be asked to sign a release of liability letter discharging Carmel Elementary from risks and liabilities other than those arising from willful or fraudulent conduct on the part of Carmel Elementary or its designated travel agencies. On all trips, student conduct will follow the Code of Behavior which will be enforced. Students will be sent home at their own expense and disciplinary action will be taken by teachers and/or administrators for those who have seriously compromised the safety and welfare of any participant on the class trips.

## **CO-CURRICULAR ACTIVITIES (CCA) AND EDUCATIONAL VISITS**

A variety of after school activities are offered Monday through Thursday at a cost of \$250 per lesson. Places are offered on a first come, first served basis. No refunds are given for lessons a student misses. Please refer to CCA booklet for more information.

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## **REPORT CARDS**

Report cards are sent home in January (at the end of Semester 1) and again in June (at the end of Semester 2). Parents are requested to look after these documents, which are sent via the Post. Any request of reprinting reports will incur a fee of HK\$100 per report card.

## **LIBRARY AND RESOURCE CENTER**

The library is open three days a week during school hours and during lunch time when the students may borrow and return books, study, use the computers or simply enjoy the resources. The library aims to:

- Provide relevant resources, services and technologies for staff and pupils which support and enrich the curriculum
- Collaborate with staff to cater for the unique needs of individual pupils
- Provide the pupils with information retrieval skills in order to create independent lifelong learners.
- Promote a culture of recreational reading which is enhanced by the implementation of literature based activities.

Each class has a designated library time once a week. The class teacher must accompany their students and if the teacher wishes for the students to have a lesson in the library it is the responsibility of the teacher to plan and run the lesson.

During library time is allocated for the students to borrow. The Librarian will teach children how to effectively locate a variety of materials by understanding the library's layout and by using the library's software.

An ongoing fundraiser in the library is the birthday book donation program. Around the time of their birthday each student receives an invitation to donate a book to the library in their name. A selection of books is kept in the library and the children can purchase a book of their choice. The book is suitably inscribed with the student's details and he/she is the first to borrow the book.

## LIBRARY POLICY

Students are issued with a library card. The account is carried forward for the full duration of the students' use and contains the full history of the students' borrowing activities.

**Borrowing Library Materials** Students are limited to borrowing a maximum of two items of library materials at a time. This does not include items issued as part of The Birthday Book Club. Library materials for lending may be borrowed for a period of 14 days. Items may be renewed five times, each renewal period is 14 days.

**Overdue Items** If a student has an overdue item, lending rights are revoked until the book is returned or the Missing Book Fine has been settled.

**Missing Book Fine** A fine of HK\$150 is issued for each lost or damaged item. This fine is refundable should the missing book be found before a replacement has been ordered.

## HOUSES

Students at Carmel Elementary are divided into three houses: David (Blue), Akiva (Yellow) and Hillel (Red). They are named after three historical figures in Jewish history, who represent the character of strength, intellect and kindness. The house system at Carmel Elementary is driven by three elements—values and ideals, interhouse competition and academic effort.

Values and Ideals guide our behaviour and decisions and help us distinguish between right or wrong. They outline what is important to us in terms of our conduct, our interaction with others and how we might live and behave in a meaningful way. Values are demonstrated by our actions—by 'what we do'.

Interhouse Competition is the competition between houses. Activities organized around interhouse competition at Carmel Elementary include track and field day, swimming carnival, cross country, spelling bees and charity drives.

Academic Effort and Excellence are important indicators of successful learning and achievement. Students excelling academically or making a big effort in their learning can be recognized through the house system.

Students can receive individual or team house points each for these elements. The house points are totaled up and reported to the students fortnightly. At the end of the school year, the house with the most points receives the house trophy. House trophies will also be awarded for swimming, track and field, cross country and charity drives.

Students can receive individual house points for:

- Outstanding behaviour, above and beyond school expectations
- Excellent behaviour for a continued period of time
- Acting with 'derech erez'
- Being a good sport
- Being kind to themselves (respect yourself)
- Being kind to others (respect others)
- Being kind to the environment (valuing the environment)
- Being the learning kind (seeking knowledge and being a lifelong learner)

- Being the achieving kind (achieving your potential)
- Being the community kind (contributing positively to society)
- Making healthy and balanced meal choices during lunch time

## NEWSLETTER

The Carmel Link keeps the parents informed about forthcoming school trips, events, important dates and procedures. It can also be accessed on the school website.

## PARENT SECURITY PATROL

The Board of Directors has mandated a policy where every parent will be required to serve on a rotary basis of either a morning or afternoon watch as part of the school security patrol. The Board will continue to monitor the efficiency and organization of the parent run security patrol consonant with current security concerns and global advisories. Details of exact times will be forwarded at the beginning of the school year.

At the BRC, all visitors, including parents, must, with no exceptions, sign in and obtain a visitor's pass from the Security Guard at the Main Entrance. They must be escorted up in the building and throughout their stay there. If a teacher, administrator, or staff member sees anyone on campus without a visitor's pass, they will ask that person to please return to the desk or guard, sign in and get a pass. For the safety of all children in the building, we greatly appreciate your cooperation and understanding.

## SKW CAMPUS SECURITY

Grade 4 and 5 students are strictly forbidden from being on the SKW School campus outside of school hours unless accompanied by a member of staff.

## CONTACTING THE SCHOOL

<p><b>Carmel Elementary</b>          10 Borrett Road, Mid Levels, Hong Kong          Phone +852 2964-1600          Fax +852 2813-4121</p>	<p><b>General Matters</b>          brcadmin@carmel.edu.hk</p>	<p><b>Administrative Matters</b>          brc@carmel.edu.hk</p>
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# HEAVY PERSISTENT RAINSTORMS AND TROPICAL CYCLONES

When tropical cyclones affect Hong Kong, the following arrangements apply and appropriate public announcements will be made:

<b>Signal</b>	<b>Action to be taken</b>
Hoisting No.1	All schools including pre-schools to operate as usual.
Hoisting No. 3	All pre-schools to close. Other schools to operate as usual unless advised otherwise.
Hoisting No. 8 or above	All schools to close.
Lowering to No.3	All pre-schools to remain closed. Other schools to resume with the next session unless road or other conditions remain adverse.
Lowering to No.1 or lowering all signals	All schools to resume with the next session.

Please review these procedures carefully. Carmel School will abide by the Education Department's official rain warning system should any of the eventualities described make it necessary to do so.

The rainstorm warning system uses AMBER-RED-BLACK color coded alert signals. It operates independently of other weather warnings, including tropical cyclone warning signals, and now incorporates a forecast element. Please refer to chart below.

<b>Rainstorm Warning Signal</b>	<b>Action to be taken</b>
Amber	All schools, including kindergartens, to operate as usual.
Red or Black <ul style="list-style-type: none"> <li>● Before school starts</li> </ul>	<ul style="list-style-type: none"> <li>● School to close all day.</li> <li>● School tests and examinations to be postponed.</li> </ul>
Red or Black <ul style="list-style-type: none"> <li>● When students may have already set out for school</li> </ul>	<ul style="list-style-type: none"> <li>● Classes to be suspended all day.</li> <li>● School tests and examinations to be postponed.</li> <li>● We will activate our contingency plan to ensure school premises will be open and staffed until proper arrangements are made for arriving students to return home at an appropriate time.</li> </ul>
Red or Black <ul style="list-style-type: none"> <li>● When classes are in session</li> </ul>	<ul style="list-style-type: none"> <li>● School to continue until the end of normal school hours and conditions are safe for students to return home.</li> </ul>

# FINANCIAL MATTERS

We would like to thank all parents who voluntarily choose to pay the fees by 5 June 2018. This is much appreciated as it helps our cash flow (Carmel is a not-for profit School) and reduces the onerous bookkeeping and administration costs.

## PAYMENT OPTIONS

There are three options for paying fees:

1. Payment Full fees paid by either bank transfer into our HSBC account or by cheque payable to "Carmel School Association Limited", no later than 5 June.
2. Payments 50% of annual tuition plus all additional fees paid no later than 5 June and the remaining 50% of annual tuition paid on 1 December by bank transfer or by cheque.
3. Monthly Instalments The first instalment payment to be made by bank transfer to cover 1/10 of annual tuition plus all other fees and expenses paid on 5 June. The remaining 9 instalment payments will be made by AUTO-PAY. Fees are due on the first working day of each month from September to May. You are responsible to have sufficient funds in the account to settle the fees.

Note: Parents selecting the Monthly Payment option must complete the AutoPay – Direct Debit Authorization Form (DDA Form) and return it to Accounts Department. Please contact the Office should you require a form.

To streamline the administration process, reduce the amount of tracking and to minimise the risk of misplacement of checks via mail, the School strongly advises parents to pay the installments by AutoPay.

## Bank Transfer

Account Name : Carmel School Association Limited  
Bank Name : The Hong Kong & Shanghai Banking Corporation Ltd  
Bank Address : Walton Estate, Chai Wan, HKG  
Bank Code : 004  
Account No : 046-174850-001

In order to help the Accounts Department to identify your payment, it is important to send/email the remittance slip, deposit slip or transaction reference to [accounts@carmel.edu.hk](mailto:accounts@carmel.edu.hk) once the transaction is successfully completed.

## Cheque

Made payable to Carmel School Association Limited. Please write your child(ren)'s full name(s) and class(es) on the back of cheques. Return cheque(s) and forms in person to School Office or by mail to:

Accounts Department  
Carmel School Association  
460 Shau Kei Wan Road,  
Shau Kei Wan Road, Hong Kong

Payment by cash or credit/debit card is not accepted.

PROMPT PAYMENT IS REQUIRED. Carmel is a not-for-profit School. Non-payment or a delay in payment of fees has serious impact our cashflow and ability to provide the highest standard of education for your child(ren). All tuition fees and other amounts owed must be paid promptly.

In the event of non-payment of tuition fees/other amounts owed to Carmel or, in cases where tuition fees or other amounts owed to Carmel remain outstanding for more than 14 days (after Carmel has given parents/guardian written notice of non-payment), Carmel reserves the right to:

1. Withhold the issuing of reports/transcripts/assessments and other documents,
2. Refuse to permit students to attend classes or school events,
3. Place the collection of outstanding tuition fees or other amounts owed to Carmel into the hands of external agents, and in which case the parents/guardian will be responsible for any out-of-pocket handling fees incurred by Carmel relating to the collection of outstanding fees owed to Carmel.

Carmel reserves the right to terminate the student's enrolment from the current school year and release the student's place if fees are outstanding for more than THREE months.

## **WITHDRAWAL FROM THE SCHOOL**

**Early Withdrawal** If you are withdrawing your child(ren) at the end of this school year, please inform the Administration Office via email (admin@carmel.edu.hk), on or before 5 June. Otherwise, we assume that your child(ren) is/are returning after the summer and you will be liable for the tuition fees for August even if your child(ren) does/do not return to Carmel.

**Withdrawal after commencement of School Year** Should parents decide to withdraw their child(ren) from Carmel, written notice must be received by the Principal/Administration Department no later than three full calendar months prior to the student's last day of attendance, in order to avoid the payment of three months' tuition fee in lieu of such notice. Notice received after the first day of the month will be considered as notice for the following month with no pro-rata refund. If fees have been prepaid for the year/semester with the appropriate withdrawal notice, the balance will be refunded within 30 days of your child(ren)'s last date of school.

No other fees such as PTA Dues, IBDP Textbooks, Stay Away Trips or Co Curricular Activities will be refunded.

# SCHOOL UNIFORM

A high standard of personal appearance is expected of all students and students must arrive at school in full school uniform. We will call attention to dress code violations by sending home a uniform notice. On the second occasion, we will ask that parents bring the appropriate dress to School. The correct school uniform must be worn by all students at all times except on official no uniform days.

All items of clothing should be labeled with the child's name. Uniforms may only be purchased from our supplier 'Aston Wilson Ltd'.

## BOYS UNIFORM

Pre-K to Grade 5 Dress Code:

- Regulation school shorts or trousers Regulation polo shirt
- Black shoes
- Plain white ankle length socks
- Regulation PE kit: polo shirt with school badge, navy track suit or shorts School cap for play and excursions.
- Kippot: Kippot are mandatory for boys at all times during the school day. Boys may purchase a kippah (\$35) available on the Orientation Day or they may bring their own kippah from home. Parents should ensure that their sons bring in their kippah each day.

Field Trips: All boys must wear hats/caps rather than kippot.

## GIRLS UNIFORM

- Jewellery is not permitted in school. Girls may wear one plain stud earring only in each lower lobe.
- Regulation navy skirt or dress / Regulation polo shirt
- Black shoes
- Plain white ankle length socks Navy blue or white hair ribbons
- Regulation PE kit: polo shirt with school badge, navy track suit or shorts School cap for play or excursions

School shoes should be worn over white ankle length socks. School shoes must be plain black. These shoes should be sturdy and safe, with no sling backs or platform soles. Students may not wear 'ballet flats'. We require either lace-up shoes or ones with a buckle.

## ACCEPTABLE FOOTWEAR

Athletic shoes may be worn only on PE days. Athletic shoes with light or sound mechanisms must not be worn in the school at any time. Shoes which do not mark the floor should be worn for both regular school and P.E. lessons. Sandals/flip flops/open-toed shoes are never allowed.

Socks must be white ankle length. Girls may wear navy blue tights in cooler weather.

Non uniform days: On non- uniform days, students are still required to dress appropriately. The following items of clothing should not be worn: crop tops, torn clothes, elastic or spandex clothing, tank tops, muscle shirts, tight, low-cut or revealing clothes. No sandals are allowed.

# CODE OF CONDUCT

As a student at Carmel Elementary, I understand and agree to the following statements:

1. I am an important person in my school. School is a place where I am valued.
2. I am going to school to learn, play and make friends. I will try my best at recess and at all times to include others in my play.
3. In order for everyone to have a good day at school, each student has to cooperate, and follow the rules.
4. My teacher will explain the rules to me and will give me a chance to learn them and to remember them.
5. I must not hurt, tease or disturb any other child in the school.
6. I must behave respectfully to my teachers, my classmates, and all other people in the school.
7. I must behave respectfully toward school property. The building, books, furniture, toys, games and equipment are part of my school. I will take care of them. I will not touch any school equipment that I have not been given permission to touch.
8. I am to follow the rules told to me by teachers and administrators the first time I am asked.
9. I know that it is dangerous to run in the halls.
10. When I walk in the halls, I must walk quietly on the right side. I do not want to disturb other people who may be working as I pass.
11. When I eat lunch in the lunchroom I will clean up after myself and be responsible for my table. I will talk and eat quietly in my seat.
12. When I come to assemblies or special events, I will walk in and find my seat quietly. I will listen attentively and quietly, participate when I am supposed to do so, and be responsive to school guests and presentations. When it is time to leave, I will leave quietly.
13. I will wear my proper uniform to school everyday, and I will bring my proper P.E. uniform with me on P.E. days.
14. I will not use the telephone at school without the permission of a teacher.
15. I know that loud voices can disturb others. When I am inside I will use my inside voice.
16. I will try to treat others the way I would like to be treated, and I will try to do my best.

# RESPONSIBLE USE OF TECHNOLOGY TOOLS

In any classroom, the teacher's duty is to prepare students for the world they will enter as adults. As 21st century learners, it is important that each and every student is equipped with the skills required to succeed in a world that is increasingly more infused with technology. In doing so, it is equally crucial for us to understand the impact this technology has on us and those around us; and ensure we use technology in safe, healthy and responsible ways.

At Carmel School, all staff share an equal part in ensuring our students receive their education through the use of cutting edge tools, whilst ensuring a healthy balance and safe approach to the power this grants us.

## WHY WE USE TECHNOLOGY

The educational technology we use at Carmel School aims to empower our students in the following ways:

- To give access to a robust collection of high-quality, safe resources for expanding knowledge;
- To provide access to innovative ways to explore the units of inquiry and themes in and around the School;
- To teach technical skills that will continue to serve learners through their education and on into their professional and personal life;
- To grant students the ability and independence to take their learning outside of the classroom; and
- To create a more fluid and dynamic channel between parents, students and their teachers; in terms of both communication and the sharing of school work.

## DIGITAL CITIZENSHIP

To understand 'Digital Citizenship', it can help to remove the tag of 'Digital' entirely. Being a good citizen requires careful attention to a variety of concerns: treating other people with respect, positively contributing to your community and keeping yourself and others safe and healthy. Digital citizenship differs from this only in that it concerns our actions in a digital space.

At Carmel School, our digital citizenship programme aims to address the issues relevant to the life of a digital native; that is a person born into a world already saturated with technology. These issues include:

- Internet Safety
- Privacy & Security
- Relationships & Communication
- Cyberbullying & Digital Drama
- Online Reputation
- Self-image & Identity
- Information Literacy
- Creative Copyright & Credit

Throughout the year, students will take part in lessons and activities relevant to their age band in some or all of these topics. Parent interaction with these activities is crucial. After all, citizenship is not something we only concern ourselves with at school. To reinforce the messages being given at school, your child's teacher may send occasional (optional) home activities to complete. Additionally, we will run a series of informal coffee mornings which will allow parents to discuss these topics and share concerns with our specialists and classroom teachers.

Carmel School is a verified Common Sense school and uses the Common Sense Digital Citizenship curriculum as part of our instruction. For more information on the Common Sense Digital Citizenship programmes, please visit the website: <https://www.commonsense.org/education/digital-citizenship>

## GOOGLE SUITE FOR EDUCATION

Students from Grade 3 and above are provided with Google Suite for Education school accounts and learn how to access and use the tools in the Suite including Google Email, Google Classroom and Google Drive. Students are required to login to their accounts for accessing learning resources, class assignments and home assignments as hosted by a teacher. Students should use these tools only for school work and learning purpose as instructed by a teacher.

## ESSENTIAL AGREEMENT FOR iPADS AND COMPUTERS

1. Only use iPad or computer as instructed by a teacher and under the supervision of a teacher.
2. Stick with class activity. Stop when you are told to.
3. Take care of iPads, computers and headphones:
4. Hold it with both hands when walking around
5. No running with iPad or computer
6. Touch iPad or computer only with clean hands. No drinking or eating when you are using an iPad or computer.
7. Always return iPad or computer to the correct place and recharge it.
8. Always return your headphone to your personal drawer
9. Do not change settings, wall paper or password of any iPad or computer.
10. Use iPad or computer in a kind, sensible and appropriate way
11. Always adhere to our principles of IB Learner Profiles.
12. Do not take photos or videos of others without their agreement.
13. Do not say, write, draw or create any media that is unkind or silly.
14. Respect the files of others. Never edit or delete files of others without their agreement.

## APPS, SOFTWARE AND ONLINE WEB SERVICES ESSENTIAL AGREEMENT

1. Only use the Apps, software and online web services for school work and learning purpose as instructed by a teacher
2. Do not share your account passwords with anyone except your parents
3. Always logout of your user account after you use it in a shared iPad or computer
4. Do not access others' user accounts
5. Use Apps, software and online web services in a kind, sensible and appropriate way. Do not say, write, draw or create any media that is unkind or silly.
6. Use Google Suite for Education School Account for school work and learning purpose as instructed by a teacher

Follow the screen-time guideline for online home learning activities:

<b>Grade Level</b>	<b>Recommended Screen-time at home for home learning</b>	<b>Home Learning Apps</b>
<b>Grade 1</b>	<u>Optional</u> 10 minutes per day	<u>Optional</u> : LiteracyPlanet, Splash Math and Raz-Kids online reading
<b>Grade 2</b>	<u>Optional</u> 15 minutes per day	<u>Optional</u> : LiteracyPlanet and Raz-Kids online reading
<b>Grade 3</b>	15 minutes per day	Assigned activities in Google Classroom, Mathletics and

		LiteracyPlanet
<b>Grade 4</b>	20 minutes per day	Assigned activities in Google Classroom, Khan Academy and LiteracyPlanet
<b>Grade 5</b>	20 minutes per day	Assigned activities in Google Classroom, Khan Academy and LiteracyPlanet

\*\* When a teacher finds that the rules are not observed or feels that a student is not using a technology tool (iPad, computer, app or software) for school work and learning purpose, the student will be suspended from using the tool. The teacher will send home warning message if a student breaks the rules. If a student causes any damage to school-owned technology tools (iPad, computer, head-phone, app or software) due to the student's misuse, the student's family will be responsible to cover the cost of damage.

## **TECHNOLOGY MEDIA USE AT HOME**

For social and leisure use of media at home, students should place consistent limits on the time spent using media, and the types of media; and ensure media does not take the place of adequate sleep, physical activity and other behaviors essential to health. (See recommendation by American Academy of Pediatrics: [www.aap.org/en-us/about-the-aap/aap-press-room/pages/american-academy-of-pediatrics-announces-new-recommendations-for-childrens-media-use.aspx](http://www.aap.org/en-us/about-the-aap/aap-press-room/pages/american-academy-of-pediatrics-announces-new-recommendations-for-childrens-media-use.aspx))

Parents are advised to formulate a family media use plan and supervise children on healthy and balanced media use at home. We will be learning about screen time, among other important topics, as part of our digital citizenship curriculum and will periodically provide materials to aid these challenging discussions. Parents may refer to the Common Sense Media website [www.commonsensemedia.org/screen-time](http://www.commonsensemedia.org/screen-time) for more information and advice to parents.

[www.carmel.edu.hk](http://www.carmel.edu.hk)

**Holly Rofé Early Learning Centre**

70 Robinson Rd.,  
Mid-Levels, Hong Kong  
T: +852 2249 7600  
F: +852 2249 7690  
[jccadmin@carmel.edu.hk](mailto:jccadmin@carmel.edu.hk)

**Carmel Elementary Campus**

10 Borrett Rd.,  
Mid-Levels, Hong Kong  
T: +852 2964 1600  
F: +852 2813 4121  
[brcadmin@carmel.edu.hk](mailto:brcadmin@carmel.edu.hk)

**Elsa High School Campus**

460 Shau Kei Wan Rd.,  
Shau Kei Wan, Hong Kong  
T: +852 3665 5388  
F: +852 3665 5399  
[elsahighschool@carmel.edu.hk](mailto:elsahighschool@carmel.edu.hk)