



PARENT HANDBOOK

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PARENT HANDBOOK

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Any amendments or changes to this manual can be done by Vice President of MDN Edify Education Pvt. Ltd. Any suggestions / changes / additions to be forward to Vice President.

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MESSAGE FROM DIRECTOR

On behalf of the Organization, I extend a hearty welcome to you whom I see as an important link in creating leaders who will shape the destiny of human kind. I firmly believe as an owner of Edify school and franchisee of MDN Edify Education; you are ready to 'think beyond' one's imagination and strive to surpass all challenges to succeed at any cost.

To embark on a journey of success one needs the tools of preparedness, foresight and strategy. It is imperative to combine these three areas of focus in making a 'school' which meets the aspiration of each of the stakeholders i.e. student, parent, staff and community.

As a partner, I seek emphasis on efficiency in operation, quality for students and trust between us.

We as a company are committed to the vision of creating leaders not only of our students & staff but also in developing you as an entrepreneur, who will contribute to society and nation at large through Edify School.

Together we will strive to accomplish our common vision and goals to bring a positive change in education in your city.

Good wishes

AK Agarwal

Director, MDN Edify Education

OUR VISION

Our vision is to foster a society of individuals capable of **progressive** thinking, creating and initiating **positive** change in the social, economic and cultural fabric; to impact the global community through knowledge, understanding and attitude.

OUR MISSION

To nurture individual talents and abilities empowering all children and help them develop into creative, disciplined, dynamic leaders of the future. These children will be active global citizens contributing richly to our nation and the world. To raise them as independent, responsible, resourceful and successful individuals with high self esteem and confidence.

1. PURPOSE OF PARENT HANDBOOK

We all form a synergy for the holistic development of the child.

“There is a latent push in any man which is only a search for perfection. Rightly pursued, one finds this in one’s awakening experience to one’s real nature through the atmosphere between the real teacher and the taught. Education is only an attempt towards this “

2. INTRODUCTORY NOTE TO PARENTS

As a parent or primary care-giver, your cooperation in supporting the Edify School approach to children and providing a positive home environment is crucial in helping your child’s holistic development. You are the most important person in your child's life and your support to this school will make a difference. Parent Handbook is issued to parents in the sincere wish that parents and teachers can work together in cooperation for the benefit of each child in the school.

3. 3C EDUCATION AT EDIFY SCHOOL

The following principles are fundamental to the Approach:

“LEARNING IS THE PROCESS WHERE BY KNOWLEDGE IS CREATED THROUGH THE TRANSFORMATION OF EXPERIENCE”

In today’s world parents in increasing numbers are seeking alternatives to mainstream education. Parents realize that just learning academics is not enough, and they see young people in their communities suffering from a lack of needed learning, and society suffering as well. This pressure is expressed in:

- Increased competitiveness in many aspects of a child’s social life, such as sports, out-of-school activities, and of course school.
- Children need to begin to learn about themselves.
- The value of “knowing thyself” is fundamental to a healthy self-respect and self esteem.

Parents see the need for their children to learn these other things as well as academics, and they look for schools that give **“TIME, ATTENTION, ENERGY, AND RESOURCES”**, to such learning.

The Edify School along with some of the finest and most experienced teachers bring you an innovative approach to Education.

The 3C Concept, seeks to create a social place of learning and knowledge, where **“Why is encouraged and “What” is nurtured.**

Edify School is the ground where:

- **Self esteem and independence,**
- **Leadership and innovation,**
- **Problem solving and responsibility**

are emphasized.

All in a participative environment of academic inquiry. Where the inculcation of these and many more vital skills help the child step into tomorrow competently and confidently.

The purpose of this education is to prepare children look into the eyes of tomorrow with confidence. It is important that they understand the value of:

- Healthy relationships and pro-social behavior
- Social development
- Resilience which is fundamental to overcoming difficulties, facing challenges, and long term success in any field.

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- Two tools that Edify School uses to help children learn what they need to learn is meaningfulness and flexible pacing.

Not all children learn at the same speed, and no child learns at the same speed all the time. Learning is an inherently creative act, and it requires a system that can move with the individual meaning making of each child. When lessons are too slow, a child gets bored, and when it is too fast, the child gets lost and then loses interest in the subject. If children are seen and treated as individuals, there is no need to have groups move at some arbitrarily determined learning pace. Our teachers in Edify School treat children as individuals and not groups. They follow the learning cycle of, what I know, what more I want to know, how I learn and what I learnt. We at Edify School believe that learning is a process where knowledge is created through the transformation of experience.

Our basic learning style is based on David Kolb's learning styles model: **Act, Reflect, Conceptualize and Apply.**

Act: Do something – anything, in fact.

Reflect: Look back on your experience and assess the results. Determine what happened, what went well and what didn't.

Conceptualize: Make sense of your experience. Seek to understand why things turned out as they did. Draw some conclusions and make some hypotheses.

Apply: Put those hypotheses to the test. Don't simply re-act. Instead, have a conscious plan to do things differently to be more effective. Begin the cycle again.

Prime Focus of 3C Education is:

- **Character**
- **Competence**
- **Content**

CHARACTER

Character develops moral intellectual and emotional qualities and the Edify School go one step ahead to inculcate these qualities in children. Confidence, vivacity and cheerfulness are the most important traits within,

And are developed in Edify Schools,

- By teachers being generous with praise
- By making the child responsible towards animals and plants
- By playing active games, watch cartoons, listen to music and dance.

The rules of games force children to control their behavior and encourage the development of qualities such as patience purposefulness, observation, reasoning and logic.

Under the school's guidance the child learns to be independent patient and decisive where the child is taught to reach his or her goals by splitting difficult tasks into several smaller steps.

The Edify School inspires students to cultivate the following 12 profiles of character namely:

- Independent
- Responsible
- Confident
- Balanced
- Honest
- Tolerant
- Empathetic
- Courageous
- Respect for all
- Committed
- Enthusiastic
- Self Esteemed

COMPETENCE

Competence is developed through the skills of leadership, observation, reporting, collecting information, planning and assessments. Edify Schools develop these qualities by having a student centered learning environment i.e.by giving them responsibilities ,exploring the society, holding field trips, journaling, preparing group and independent projects and dramas. Sports and physical education enables the child to self regulate his/her emotions and de-stress to learn about personal rights and honoring their own perceptions and increasing positive self talk, goal setting and responsibilities.

The Edify School enhances the following 12 profiles of competence namely:

- Innovative
- Adaptable
- Planner
- Leader
- Diligent
- Communicative
- Assertive
- Passionate
- Object Oriented
- Perseverant
- Problem solver
- Risk-taker

CONTENT

“**Content** is *knowledge* “and this knowledge does not come only through books rather it is gained through research as well which plays a key role in the development of a child. Knowledge gained without implementation has no standing hence the knowledge gained by the child is practiced in his/her day to day activities. The rich inquiry based curriculum is a significant relevant subject matter acquired for the real life skills and taught through the following subjects, Languages, Mathematics, Science and technology, Social science, Visual Arts, music and drama, Environment education, Physical, social and personal education.

It is an integrated study of the above mentioned subjects where the child participates in real life experiences. The focus is on application of knowledge through Inquiry, experimentation, research and discovery. In this process he/she becomes knowledgeable and understands the significance of the gained knowledge. It is through constructive learning methodology we inculcate academic brilliance in every child. The goal of experience based learning involves something personally significant or meaningful to the students.

- Student should be personally engaged.
- Reflective thought and opportunities for students to write or discuss their experience should be ongoing throughout the process.
- The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities.
- Students should be recognized and appreciated for prior learning they bring into the process.
- Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students.

The Edify School enhances the following 6 profiles of content namely:

- Research Oriented
- Open minded
- Inquirer
- Knowledge seeker
- Updated
- Participative

A child by approaching his academics in the following style becomes:

Assimilators: who learn better when presented with sound logical theories to consider.

Convergers: who learn better when provided with practical applications of concepts and theories.

Accommodators: who learn better when provided with “hands-on” experiences.

Divergers: Who learn better when allowed observing and collecting a wide range of information.

General Observation is that:

- Children have a natural love of learning that needs nurturing.
- Children learn best when they are genuinely interested and self-motivated.
- Children need the right guidance from adults whom they trust.
- Every child has the right to grow up in an atmosphere of care, happiness, love and understanding.
- Children need to feel valued, encouraged and supported.
- Children need a strong foundation of self-worth and confidence to facilitate their integrated development.

The school aims at developing qualities and skills in each child

Academic development is generally considered to be the acquisition of knowledge. Unless a basis of emotional stability is there in the personal and social development, the child will not understand or relate to the acquisition of knowledge in a meaningful way. Please note that the aim of this school is not solely to memorize facts and score high marks on exams. The school has seen that high marks are possible without compulsion and fear. This does not mean that the children can do whatever they like. Teachers are careful to guide the children in positive directions. It also means that the children will know that their feelings and opinions are taken seriously, and that the teachers want the best for them. Because of this, and when the child feels the trust of the parents in the school, the child has a basis of deep self-confidence and learning becomes fun and automatic.

This begins in the Kindergarten when the child decides what activities to do each day. If a child comes to school each day in an angry mood and disrupts other children’s activities and refuses to become involved in any activities or games, the teachers try to find the cause for this attitude, whether it is simply because he or she is hungry or whether it is because he or she had an unhappy experience before coming to school. Then, when the teachers know the cause, they may be able to remedy it. Young children of this age do not separate their feelings from themselves. Blame or criticism can tell a child *he* is unwanted, not just that an activity or behaviour is unwanted. If a child is going in an unwanted direction with his activities or conversation, the teacher needs to be able to show him how to get to a positive outlook without blaming or

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criticizing him. Confronting a child of this, or any age, with “no,” meaning “don’t do that” or “you can’t have that,” will create the desire for the very thing denied him. When the child changes the disturbed behaviour, this is growth in the area of personal development.

Emotionally Stable Children are:

(Depending on their age)

- Confident
- Able to join with other children and adults
- Ready to admit their mistakes
- Ready to take responsibility
- Able to understand academic subjects
- Ready to take up challenges
- Able to solve peer problems

4. FEW WAYS TO MAKE A BIG DIFFERENCE TO YOUR CHILD

Kindergarten

1. Find time or schedule a time each day to be with your child. Read to them or play a game of their choice. Let your child be “in charge” of what you do at this time.
2. Give him/her your full attention and really listen to what they have to say, and how they are feeling.
3. Hold and hug your child. Children need kinesthetic touch.

Primary (I - V)

1. Spend time with your child every day and use the time to engage him in games, activities or reading.
2. Respect your child and hold back criticism.
3. Involve and observe in your child’s daily action and routine.
4. Be aware of what your child is viewing on the Internet or T.V.
5. Be friendly and open so the child feels relaxed and free to open out his/her thoughts and feelings to you.
6. Ask for your child’s opinions and consult them as an important member of the family.

Secondary & Senior Secondary (VI - XII)

1. Be available to your child when they want to talk.
2. Give genuine appreciation of your child’s good points in front of others.
3. Ask for your child’s opinions and consult them as an important member of the family.
4. Be aware of what your child is viewing on the Internet and T.V.
5. Be friendly and open so he/she feels free to confide in you.

The way an adult talks to a child, this will have a profound impact on their development of self-worth. The child should feel that the adult values his or her feelings and opinions, without judgment. Parents can be aware of both the content of what they say and the manner in which they say it.

5. THE FOUR BASIC AIMS OF TEACHERS

Relationship

A relationship in which the “child trusts the teacher and the teacher trusts the child” is the fundamental basis of learning.

Joining In

Wholeheartedly join in the child’s holistic development.

Awareness

Have an awareness of the skills, qualities and syllabus the children need, how the children are developing, and their interests.

Development

Introduce and develop the skills, qualities and syllabus the children need according to their liking and interests. Help older children understand the relevance of their education to their personal goals and lives.

Edify School teachers work to develop positive, close relationships with the children. They get to know the children through conversation, finding out their likes and dislikes, and sharing personal information, gradually joining in the child’s activities. Once a trusting relationship is formed, children feel cared for and feel safe to use the teacher as guide and role model, naturally imitating the teacher’s behaviour. This relationship of trust provides a basis for the child’s emotional security and self-esteem. Children will be readily open to the suggestions of the teacher and will love learning. As the teacher has an awareness of the skills, qualities and topics the child needs, it is then simple to introduce academic subjects within the framework of this safe relationship.

6. ROLE OF THE PARENT

The role of the parent in the Edify School approach to children is very important. Since there are certain fundamental principles that can help all parents, these points were developed with the suggestions and comments of our parents and teachers. Parent–teacher collaboration is essential to the Edify School approach to learning. You are participating in this process when you:

Let the child know that the parents fully support the school and the *Edify School approach* to children:

If you have doubts about the Edify School approach to children or the school it is better not to express them in front of your child. If your child feels that you are doubtful about the school or the Approach, the child will not trust the teachers in school. This will make it very difficult for your child to progress since learning is founded on a strong relationship of trust between teacher and child.

For this, your cooperation and support as a parent is absolutely necessary. If you have doubts or concerns about the school or the Edify School approach to children, please contact the school and clear your concerns with the teachers and management at an early stage without involving your child. This guideline applies to both parents, since if one of the parents does not follow it, the child will not trust the school.

A supportive home environment:

Children need a supportive home environment so that he can grow up in an environment of care, love, happiness and understanding. The following points will be helpful to achieve this:

Your child is a unique individual who needs to be regarded as such. Paying attention to your child's point of view will help to develop his individuality. Your child need not be compared with other children. Be patient with your child's way of thinking. It will not be exactly like yours. Praise and encourage your child's efforts. Do not beat, hit or scold your child. If relatives or friends feel that the child has not memorized sufficient syllabus topics, explain that many life skills and qualities, as well as topics, are introduced to children in the Edify School.

Appreciate child's works at school:

A parent needs to appreciate what the child does in school so that the child feels that the parent supports the activities he is doing in school. If the parent criticises the child, the child will feel that the activity he is doing in school is not valued. If your child comes home from school and says all he did was play, you need to appreciate this and ask him whether he enjoyed it!

You do not need to ask him why he didn't study. You could ask him what he played and who he played with, so that your child knows that you are interested in what he is doing at school. If you have any concerns, contact the teachers.

Communication with the school regularly:

The education of a child in an Edify School is a partnership between the parents and the school. Opportunities for parent-teacher interaction include parent-school conferences, school tours and telephone calls with the teachers and management, HPTM, PTM, coffee mornings. After the meeting/discussion, the teachers will inform you what is confidential between parent and teacher, and what can be disclosed to the child. As apparent, it is important that you follow these guidelines, since if you tell your child confidential matters, your child may lose trust in the teachers in the school.

It is particularly important for parents to attend annual parent school conferences and HPTM, since all the teachers on the campus attend them. Every parent nurtures a dream of a versatile development of his/her child.

PTM:

- Parent Teachers meeting play a very crucial role in the achievement of this goal. Regular interaction and discussions between parents and teachers strengthens the bond and provides congenial atmosphere for the progress of the child's personality, by acknowledging his/her aptitude and achievements. Such positive interaction can be highly instrumental in yielding rich dividends.
- These meetings are organised for better interaction between parents and teachers and must be attended regularly for a better and close rapport with the school and the teachers and to thoroughly scrutinize the academic performance of the child.
- Parents should ensure regularity, punctuality and active participation of the child in school activities.
- In order to establish an effective rapport with the parents and also to ensure that all aspects of child's personality are positively discussed, the school conducts the PTM on a periodical basis giving specific time – slots to the parents, so as to provide an atmosphere where parents and teachers can freely discuss the performance of the students and be a positive support for them. The date wise schedule for the PTM shall be intimated every month by the class teacher.
- Parents shall be informed about the same in advance.
- It is requested that parents must abide to the time slot allotted. In case any parent is unable to abide to the time slot allotted for the PTM, due to any reason, they must inform the class teacher well in advance to procure another date.
- In case any parent is late in reaching as per the time- slot, they can meet the teacher only after the message with the other parents is over. We request the parents to adhere to the time – schedule for better and effective interactive sessions. Parents and teachers need to work closely together for the best interests of the child. For this, parents need to regularly

contact the school and make use of parent-school interaction opportunities. Parents are also welcome to tour the school by contacting the Campus Head to make an appointment.

Home Parent Teacher Meeting:

- Parents and children are often more relaxed in their own home, and it helps to develop a relationship and build trust in a relaxed environment.
- After home visit, parents often feel more confident in approaching a facilitator with comments and questions.
- HPTM enhances the facilitator–child relationship.
- Seeing a child in his home environment can also help to explain certain behavioral patterns and various interests of the child.
- Parents are requested to stay at home at the appointed time.
- Academics should not to be discussed during HPTM.
- Parents should not give any gifts to facilitators.
- Parents should introduce the facilitator to other members of the family.

Resource Parent:

The focus of education is to provide holistic development to the child and this can happen only if the school and parents are partners. To strengthen this partnership the school involves the parents in all activities of the child outside and also inside the class room. This is achieved by inviting parents as resource parents for enhancing the learning process. It helps :

- In building the rapport and two way communications between parents and school as this prevent problems that may effect the scholastic development of the student.
- Parents to support the school in its mission to provide Education.
- Parents to ensure that their child fulfills his/her obligation to attend school, is suitably equipped for the lessons and treats the school property with care.
- Parents to share their DVD, CD or any other material which provided knowledge.

Student Led Conference:

The main aim of SLC is to :

- Encourage students, parents and teachers to openly communicate as equal partners about student achievement and also to enhance students’ oral communication skills
- Build students’ self-confidence
- Increase parent participation in student school life.

Some Do’s and Don’ts:-

- All parents must attend the SLC.
- Parents must encourage their children by their presence.
- Parents must not ridicule the child in front of the teachers.

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- On student Led Conference Day students guide their parents through examples of what and how they have learned throughout the year, students spend up to an hour in the Homeroom and approximately one hour in other subject areas(e.g. Physical Education, Music, Information Technology & Arts)demonstrating their achievements and allowing parents to see a slice of the everyday program.
- Student Led Conferences are recognized as a powerful learning event for students, parents and teachers.
- On student Led Conference day students arrive at and leave school with their parents.
- Everything that children do, both in and out of school, contributes to their learning, and we encourage our parents to talk to their children as much as possible and support them to ask questions and wonder about the world.

Coffee Morning:

- It helps parents take active part in their child's learning.
- It provides parents with an opportunity to meet the principal, coordinators, facilitators and other parents and share their academic concerns.
- This interaction is focused to address only the academic concerns and any other concerns/grievances should be handled by the Principal/HOD separately
- Parents should attend the coffee morning arranged by the school.
- The interaction is focused to address only the academic concerns.
- Parents come to know about class room happenings.
- Parents should clarify their doubts regarding the academic process.
- They should interact with HOD's and facilitators.
- They should take active part in the interaction.

Encourage English and Hindi:

Using English and reading in front of your child will also help him see that it is something everybody does. You can ask your child to teach you words in English that h/she are learning. Always encourage your child's English-speaking efforts. Encourage your child to watch appropriate English television programmes, such as Discovery Channel, National Geographic and children's channels. You can check the TV guide in the newspaper with your child each day to find a good programme and plan to watch it together. Consider subscribing to an English magazine on a topic of interest to your child (e.g. *Sportstar* if your child likes sports). This is important for all the children, none more so than the High School and Plus-2 students for whom spoken English is compulsory in school. Parental support of this initiative, which the children are encouraged to take on as a challenge, is essential to make it a success. However, students are also encouraged for usage of regional language.

Try to follow the *parent guidelines for the Internet, Television, computers and other media*:

Save some time every day or as many times a week as possible to spend with your child. Your child should know this time is meant for him or her only. If you have more than one child, you

need to do this for each one. This can take the place of spending too much time in front of the TV. Have conversations with your child that are purely interesting to him/her, with no expectations and no cross-questioning. Read, without any pressure, something he or she loves (e.g., appropriate stories, sport news). Then your child will consider books and reading books a valuable part of life. Remember, you have chosen an English-medium school. Your child needs to get support from you that English is important. Parents should avoid sending the child to tuitions at early stage and make sure to maintain an open communication with the child. This is a good way to get involved with the learning process of their child. Verbalize your concerns, participate and update with the child and try to know what they are doing with their studies.

7. GENERAL POLICIES

Admissions:

The main criterion for admission is that the parents understand and support the aim of the school, and are willing to take up the special role of parents in Edify School. It is preferred that children ought to join the school in Kindergarten itself. Admissions to later standards are considered on a case-by-case basis. Admission to KG is restricted to children who have completed four years and six months of age on May 1st of the year admission is sought. Please refer prospective parents to the School Office, which will issue an application form with details of the procedures for admission in the month of February.

Discipline:

The School gives prime importance to discipline and reserves the right to suspend/expel any student on account of discipline. In case of irregularity, absence from school without proper leave application duly signed by parents/guardians, frequent late coming, disobedience objectionable behaviour of any kind, indulging in willful damage of school property, suitable disciplinary action will be initiated and can also result in the expulsion of a student from the school. Children are responsible to the school authority for their conduct both inside and outside the school premises. Misbehavior in public places and buses will be dealt with strictness.

Attendance:

Children are expected to attend the school regularly, and should be present on the re-opening day. Attendance is very important for the continuity of the child's education. If a child has to be absent from school, written application must be made by the parent/guardian in advance and sent to the school office stating the reason and period of leave required. If a child cannot attend school for a day or more, owing to an emergency, a written explanation must be given by the parent/guardian when the child rejoins the school.

Children can absent themselves from school up to a maximum of one month during the school year, for visiting family abroad and so forth, with the prior written confirmation of the parents.

Leave Rules:

The application for leave, written by the parents/guardians addressed to the Incharge /Principal should be sent to the class teacher in advance.

In case of illness when the application cannot be sent in advance, the application should be submitted on the day of joining after the long absence. In case of medical leave the application should be supported by Medical Certificate from qualified doctor. Medical certificate must be furnished within 48 hours. The doctor must specify the name of the disease. Fitness certificate from the doctor must be submitted on the first day of the joining of the school in case of long and contagious disease.

Half day leave will not be sanctioned except in case of emergency. Parents will be required to collect their ward personally in order to avail half day leave. The leave application should be written by the parents mentioning class/section and admission number of the child.

85% attendance is compulsory for the students of all the classes to appear in the final examination and to get promotion to the next class. A special prize will be given for 100% attendance.

Illness and Medication:

If a child falls ill at school, the school will contact the parents or caretakers so that the child can be taken home. If a child needs to be given medication at school, a letter should be sent to the relevant campus School Office with the medicine, mentioning the name of the medicine, what the medicine is for, the exact dosage, and the hour of the day it is to be given. In case the medicine is to be given for more days, the exact number of doses to be given should be sent in writing each day. If a child has a contagious disease (e.g., jaundice, chicken pox, etc.), it is the responsibility of the parents to submit a medical certificate to the relevant campus School Office stating that the child is fit to return to school.

To the maximum extent permitted by applicable laws, the school excludes its liability for any relevant medical condition, sickness, illness, injury or disease of the student.

Morning Assembly:

Morning assembly is the most sanctious and serious feature of the school curriculum where students can learn the value of collective prayer and are exposed to the need to inculcate moral and ethical values. Meditation and introspection form an integral feature of the morning assembly.

Students must reach the school premises before the commencement of the morning assembly. The parents should accompany their wards and clarify the reason in person, if the student is delayed due to an unforeseen contingency. The morning assembly helps each child to showcase

his or her talents and ensures robust start of the day. These assemblies are conducted class wise/ house wise where events such as talks on General Knowledge, Current affairs, new scientific facts are delivered and songs, skits and poems are presented. The assembly is a creative channelization of the innate talents of the students and is an integral part of the school activities.

The House System:

The entire school is divided into four houses.

Each house has a House Master/Mistress, House Captain, and Vice Captain, Prefects nominated or elected by the school. It is compulsory for every student of the school to be a member of a house. The main aim is to inculcate the qualities of leadership, cooperation, mutual understanding and self reliance. Various activities and competitions are organized in different fields like Literacy, Cultural, Fine Arts, Sports, Science, Community Services and Computers under the supervision of the House Master/Mistress. The Interactive programmes organised as a part of the house activities helps to inculcate values of Team Spirit and oneness.

Art & Craft:

Art and culture reveals man's wealth of life, which seeks its freedom in the form of perfection, which is an end in itself. To satisfy this creative urge, Art education and Music have been made compulsory subjects from class Nursery onwards.

Sports & Fitness:

Learning becomes monotonous and rigorous without games, physical exercise and drill. Hence, games are a regular feature in our curriculum. In addition to this, aerobics and swimming have assumed a prominent place in our activities, which children really enjoy. Keeping in view the interest of children, a variety of interesting sports have been added in our co-curricular activities as Table Tennis, Basket Ball, Skating, Badminton etc. Equal importance is given to indoor games like Carom, Chess etc.

Computer Education:

Computer Education is gathering momentum with the ever increasing urge of the child to explore a world beyond the texts. Computer education has been introduced as a compulsory subject to prepare the children to meet the challenges of the modern competitive world. The students shall be awarded grades instead of marks in this subject.

Maths Lab:

Math Laboratory is introduced with active learning and for making mathematical learning joyful and interesting. The lab is equipped with a number of models like Number meter, Number apparatus, Cuisenaire strios, Pocket Chart, Dominoes, Fraction disc, Watch Model, Spike Abacus, Geoboard and many other such models to facilitate the students to develop the concept of numbers in an easier way.

Mathematics laboratory is equipped with materials needed to help the students form concepts through meaningful and relevant activities. It helps to develop and strengthen an awareness, appreciation and enjoyment of mathematics. Care is taken to promote patience, persistence and creativity in completing a task by each student along with exercising team working skills which includes listening and cooperation. Instead of plain figures, tool gives colorful images that can also be put in motion, which really appeals to the students.

Language Lab:

Language Lab is designed to enhance communication skills among students focusing on pronunciation, accent, phonetics, etc, and to improve their vocabulary and language so that they can face the competitive world with ease. Edify School recognizes the importance of each individual and appreciate the independent individuality, thus, we follow customized approach to learning. We believe that by improving their oral communication and spoken skills, we build on their comfort level in day to day usage of English language. This in turn also enhances their writing skill and inculcates the habit of reading as well.

Using the School / Class Library:

The school libraries are well-equipped with children's books, periodicals, reference books and other library materials, and we actively encourage the children to use them. The library materials are carefully chosen to promote the child's personal, social and academic development. Up to five (5) library materials at any given time are issued to children for a period of seven (7) days. The due dates are noted inside the cover and the library materials should be returned promptly. All books and other library materials taken must be returned in any case before the end of each term. If a library material is lost, damaged or not returned, a charge will be levied according to the cost of the library material so that the school can replace each library material and maintain the quality of the libraries for the children. (On return of the library material in good condition, the school shall refund any charge paid by the parents.) The school has made elaborate arrangements for an updated and well equipped library. The library has on its shelves a variety of CD's Audio and Video Cassettes. Library cards shall be issued to the students, which must be maintained for the session. It shall be mandatory for the students to return the library books within the stipulated time. All library books must be returned before the last working day of the session. Students will have to pay double the cost of the books, if not returned or damaged. We also encourage the concept of class Library. It not only develops the reading habits but also keeps them involved during free periods. The advantage of having class library is:

- By providing access to a rich classroom library, teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among students, thus helping them to attain greater levels of reading achievement.
- Students have access to all kinds of books in the classroom itself.
- Students learn to share their belongings with their classmates.

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- Parents contribute atleast one book for the classroom library.
- Make sure the book sent is in a good condition.
- Only children's books to be sent by the parents.
- Parents must encourage the skill of sharing in children.
- Daily reading is crucial for the development of language skills for all age groups. Parents should ensure that their child completes at least the recommended amount of reading each day.
- It is also important to read with children regularly, and we suggest that parents should spend time sharing a book with their children at least once a week for 15 minutes.

Lunch and Snacks:

The school provides a hot vegetarian lunch for all students from 1st to 12th standard prepared. Snacks are also served mid-morning and mid-afternoon.

Balanced and Healthy Food Habits:

Balanced and nutritious diet is an essential ingredient for the healthy and harmonious growth of the child. The school believes in imbibing healthy food habits among the students for a healthy mind can reside only in a healthy body. Keeping this in mind menu chart is designed for the entire week in such a way that it not only makes a healthy diet but also exposes the child to the different cuisine.

Excursions:

The school arranges frequent visits to places of Historical and educational interest in and around the city. These excursions and trips help to promote team spirit, leadership potential and a spirit of sharing. The students are also taken to different places like zoo, museum, movie shows, overnight stay, one day camps and outstation picnics by train and by air.

Transport:

The School is having its own buses for transporting the students from different localities to the school and vice versa. Students can avail the facility of conveyance by putting up an application for the same. Bus charges can be revised, whenever necessary, due to hike in the petrol and diesel price hike or hike in Government taxes. In case of sudden breakdown of any bus, parent will be requested to make their own arrangements whenever required. We expect full co-operation from the parents.

1. Bus routes are fixed and are normally not changed.
2. The bus facility is extended as a privilege and cannot be claimed as a right. The decision to ply buses on any route and the number of stops shall vest with the management.

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3. Although all precautions are taken to ensure the safety of the children, the school cannot be held responsible for any injury or mishap or death in case of an accident. The guardians hold no claim on the school under such circumstances.

The student cannot withdraw from the bus facility in between the session except in case of change of residence and shifting to the locality where the school bus is not plying.

4. Bus points will be allotted subject to availability. Students wishing to avail the school transport facility from midsession will have to pay bus charges for the entire session.

The school bus service (provided at the school's discretion) has fixed bus stops and scheduled arrival timings for each stop. Children should be brought to the bus stop at least five minutes before the arrival of the school bus and should be met promptly at the bus stop on their return from school by the parent/guardian or an authorized person. If a child has to leave the school by an earlier school bus than usual, the parent/guardian should send a written request in advance for the attention of the relevant Campus Head. Parents who do not wish to send their children by the school bus may make their own arrangements for the to and fro journey.

Student Withdrawal:

If the parents wish, the child can be withdrawn on the eve of the summer vacation by giving notice by January 31st, without penalty. During any other time of the school year, if the child is withdrawn, the caution deposit will be forfeited and the entire year's fees will have to be paid. If the child is withdrawn after fourth standard, the caution deposit will be forfeited (even if notice is given by January 31st).

For new admissions, withdrawal of a student is generally allowed only after completion of one year's study in the school.

Taking Things Home:

In the secondary and senior secondary, all textbooks and notebooks can be brought back and forth to school. In the Kindergarten and Primary, the children keep certain work in school rather than taking it home, since we have found this best for the children's progress. We encourage parents to come and talk to the school directly about the child's progress and work, so that any doubts are cleared directly between the parent and child without involving the LP and UP children. If you would like to see the child's work in school, parents are welcome to arrange a visit to the school to do so.

Annual Day:

At Edify School we celebrate Annual Day and Sports Day alternatively.

This is a Grand event celebrated between anytime in December –February every year.

We believe in 100% participation & equal opportunities and hence all our students can display their talent through various medium. Your family presence on this special day will boost your child’s confidence. We may also seek your support and participation towards the same.

Announcement and curriculum will be sent well in advance for this programme.

Interaction with School Staff:

There are four essential ingredients to building open and positive communication between schools and families. They are:

Positive:-

Many times students and parents are cautious about a note or call from a teacher. Sending home words of praise and encouragement can change the perception and improve communication with the family.

Personalized:-

Parents may be overwhelmed by Xeroxed notes. These notes may seem impersonal and less relevant to their child. Try to jot personal touch on the duplicated note sent home.

Pro active:-

It is very important to keep parents informed of class rules, expectations and current activities. Provide plenty of notice for special events, so that parents will have time to plan to attend. Always inform parents immediately if you have a concern and work together to solve the problem and to prevent problems from developing.

Partnership:-

When parents are well-informed, they can work as partners in their children’s education. Encourage parents to respond to your notes by leaving space for comments or including a few quick questions.

8. ASSESSMENT AND EVALUATION SCHEME

The aim of education should be to convert the mind into a living fountain and not a reservoir. Edify School is committed to its prime aim of developing the overall personality of the student in a healthy congenial atmosphere. With our mind set on this goal the evaluation system has been designed in a very systematic way to reduce the resultant awe in the mind of the students and to uphold the spirit of competition.

Kindergarten:

In Edify School, the academic year is divided into four units, each unit having a different Line of Inquiry theme. To assess a child in these units we follow three forms of assessment.

We start with the Pre assessment where a child is assessed on his previous knowledge, i.e., the knowledge he/she has on the topic being taught in that unit. It may be the knowledge gained in the previous class or the knowledge the child already has in that subject. This is mainly done with checklists.

Classes (I – V):

“Soaring high is the verity of the primary wing”. The Primary wing strives to achieve the best in every means for the wholesome educational and emotional development of the child’s personality. The wing is guided by a well groomed, talented and experienced faculty. The curriculum tends to make a balance between a wide range of co curricular activities and academics. The teachers continuously try to motivate the students to be enthusiastic participants in all the activities and strive for excellence to perform consistently well and not merely for rewards and acclaim. Academics are given special attention so that the students develop a zeal for acquiring knowledge. Special attention is also given to students for conducting remedial classes. Keeping pace with the changing time we believe in making our students computer savvy. Computer education forms an integral part of the school curriculum.

Mathematics has always been interesting and enigmatic subject for all the students, this subject is further complimented by a Math Lab where students carry out different activities with suitable aids. Math Olympiad and Science Olympiad encourage the development of a scientific attitude.

English is a language of today, a language used at the National and the International Forum. The language lab strengthens and improves the communication skills. Emphasis is also laid on voice modulation and correct pronunciation.

Personality becomes holistic through value education and the students are sensitized towards vital issues like conserving the environment and planting trees.

The entire world has become a global village with the advent of latest means of communication but newspaper is and will always be the most favored one of them. Newspapers not only keep

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everyone updated on the happenings around but also improves reading skills. Keeping this in mind newspaper reading is always encouraged.

Interesting and thought provoking workshops are held for the teachers so that they remain in touch with latest teaching techniques and also to increase their efficiency as a teacher, which further enhances student teacher relationship.

The primary wing provides a homely environment where learning is made fun. The environment is actively oriented, playful and meaningful which is possible only with the cooperation of parents who form an important part of the team. Parents have always been appreciative and cooperative about the curriculum and activities being followed in the primary wing. A test of knowledge and ability is an important and integral part of academics. To evaluate the process of learning, Primary wing has a continuous and comprehensive assessment. The assignments are designed in a systematic manner to ensure complete recapitulation of knowledge.

- The Primary wing awards Grades instead of marks.
- The academic session is divided into three terms, I Term from June to September, II Term from October to December and III Term from January to May. Continuous assessment of the student is maintained on the basis of formative assessments, assignments, activities, dictations, projects/models and orals.
- French and Sanskrit are introduced as IIIrd Language in class V.
- Grades are awarded for Art, Music, Sports and Clubs.

Forms of Assessment:

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. Students are assessed with the help of anecdotes, checklist, self assessments and peer assessments.

Summative Assessment aims to give teachers and students a clear insight into students' understanding. It is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action. Students are mainly assessed with the help of Rubrics.

Cumulative Evaluation:

- a) The session is divided into three terms.
Progressive Report will be given to the parents on the basis of their wards day to day class performance in academics and extra curricular activities.
- b) There will also be continuous and comprehensive evaluation based on worksheets, projects and home assignments. The students are awarded stars for the performance.

Go through the syllabus with your child

Parents are given a copy of the school syllabus. To make the child more familiar with the syllabus for each subject, the parents can sit with the students and read the syllabus at home. You might want to do it a little at a time.

Examination And Evaluation Scheme :

Classes VI To X:-

- The purpose of examination is not to label a child or test his IQ, it is a mere assessment on his understanding of the topic/subject. It helps the child and the teacher to analyze the child's knowledge on the given topic or subject and accordingly facilitate learning.
- Education, as a planned endeavour, should aim at making children capable of becoming active, responsible, productive and caring member of the society. It is therefore, deemed essential that it must promote and nourish as wide a range of capacities and skills in the learners as possible. It is with this mission that the CBSE has brought about a paradigm shift from "Teaching To Test" to "Holistic Assessment". The Examination and Evaluation is based on the guidelines of CCE. The entire academic session will be divided into two terms spanning from April to September and October to March. Students will be assessed in both Scholastic and Co-scholastic areas.

The Scholastic Area Will Be Assessed Through:

- Formative Assessment - This assessment of the student will be carried out by the teaching teacher formally and informally
- Formal Activities - Through Unit Tests, MCQ, projects, quizzes, class assignments and home assignments.
- Informal Activities - Through oral work, field trips.

Average of various activities will be taken for each formative assessment :

- Summative Assessment: Through Terminal Examination to be conducted at the end of each term.

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- Formative Assessment: 20% per Term
- Summative Assessment: Term I – 20% and Term II 40%
- The student will receive their final scores in terms of grades instead of numerical marks. For promotion to next class it shall be mandatory
- for the students to secure minimum 'D' grade in aggregate as well as in all major subjects viz, English, Hindi, Sanskrit, French, Math, Science and Social Science.

General Instruction (Grade VI And Above)

1. Every student is expected to maintain in record at least 85% attendance during the year.
2. The exemption from test will only be on medical grounds provided the leave application reaches on the day of the absence. Exemption on medical grounds will be sanctioned only once.
3. Holiday Homework will be included for assessment.
4. Medical certificate for absence from terminals or annual examination shall be accepted only in case of hospitalisation or in case of serious mishap or death in the family. The application for the same must be submitted within 48 hours. The medical certificate furnished must indicate the disease and the dates of the rest period suggested. In case of contagious disease or prolonged illness medical certificate must indicate quarantine period and at the time of joining the school fitness certificate should be submitted.
5. No interim leave shall be granted on the test day. Students should refrain from coming to school in case of sickness.
6. Promotion of student to the next class shall be based on cumulative result.

SOME FAQs

1) What is the aim of education in general and what is the aim of Edify School?

The aim of education in general and this school is to offer each child the chance to develop to his or her full potential. They will find an education that develops the mind and the heart through the relationship between themselves and their teachers. Our students develop into individuals who love learning, have tolerance for differences in the world, have well developed conflict-resolution skills and deep self-confidence to face situations that come up in life. Academic excellence in an Edify School follows emotional stability, according to the aptitude of the individual. Our children can score high marks on exams, without compulsion and fear, because their education takes place where they are valued unconditionally and not judged or labeled.

2) What is the role of the parents in an Edify School?

Your child's education is a partnership between the parents and the teachers who work together in the best interests of the overall personal, social and academic development of the child. To achieve this, parents as well as teachers need to be aware of the aims of the school, and what we can achieve with this collaboration.

3) Why is it so important for parents to trust the school?

Since learning in the school is founded on a relationship of trust between teacher and child, the main role of the parents is to trust and support the school's educational methods. When the child feels the parents trust the school, then the teachers are able to form trusting relationships with the children and introduce their academic, social and personal needs. For this trust to develop, it is important for parents and teachers to frequently communicate with one another, and to work together.

4) How are academics and learning introduced in the school?

Teachers know and follow the child's interests, expand these interests, and introduce the syllabus topics at the same time. Teachers introduce academics by using the interests and likings of the children to attract them to the syllabus subjects. Learning becomes appealing for children because they are not forced. The best way to understand how academics and learning are introduced is to make an appointment to visit the school, and come and see for yourself.

5) How will my child learn to read and write if he plays all day?

Teachers are trained to understand the basic needs (listening, understanding, speaking, reading and writing) of your child, and to introduce them according to his liking and interests. Therefore, your child can learn and play at the same time. Teachers will regularly track the progress of your child, and will create activities that develop these skills in your child.

6) How does Edify School assess whether it has achieved its aim with each child?

The school has a comprehensive and continuous child assessment procedure. An assigned or “tracking” teacher will continuously monitor your child’s personal, social and academic progress throughout the year. The Scholastic as well as Co-scholastic areas are assessed.

7) What external examinations do the children take in school?

Young children are assessed by their teachers according to the syllabus and individual development of each child. For older children examinations are used along with assessing them by activities like Group discussion, Role Play, Debate and Group Activities. They provide the children with important skills, as well as qualifications that are widely recognized by universities in India (and elsewhere).

8) How can I help my child with school work?

Have confidence in the school and contact your child’s teachers regularly. The teachers can give you specific ways that you can help your child. When the child feels that you, as the parent, trust the teachers then he will also trust them. Parents and teachers then help the child develop the academic, social and personal skills and qualities they need.

9) How can I encourage my child to use and learn English if I do not speak it well myself ?

You can encourage your child to listen to Discovery Channel and National Geographic and Animal Planet, if you have cable TV. You can subscribe to an English newspaper. You can mention from time to time how important it will be to have English skills, for future college and career. You can show interest in the language and ask your child to teach you some words. Buy a pocket English dictionary for your child. If you show interest and liking for the language, your child will too. Finally, you can call one of the Parent Coordinators and ask for ways to help at home, or meet with them and get their help.

10) How does Edify School handle my child who is “naughty”?

At Edify School, we believe in holding hands. A child shows his naughty side only in the comfort zone keeping this in mind we try to empathize with the child and counsel him. Any kind of corporal punishment is banned in Edify School. As parents and teachers, we can remember that the child needs help coping with his or her thoughts and feelings. Try to stay calm and seek the child’s help in solving the problem. If your child asks for something which is not possible at that time, tell him or her why it is not possible and give him a choice of two things that are possible. If this is done in a positive tone, the child will feel that his feelings are being considered.

11) Why is it important to attend the annual parent teacher conference?

The annual parent-teacher conference is one of the best ways to get information about your child’s development. The teacher will be present at that time to give you information and answer

your questions. If parents come at other times, all the teachers may not be available for a meeting. Parents asked to attend a parent-school conference or tour who are unable to attend are requested to inform the school office in advance.

12) Why might the teachers advise parents to keep certain matters confidential during parent-teacher conferences?

If a child thinks he or she is being talked ill of or judged, it may lead him to feel insecure and lose trust in the teachers.

13) Can parents volunteer in the school?

Yes, you are most welcome to volunteer in the school for a one-time visit. If you would like to talk to the children about an area of interest to them we call them as resource parents.

14) What can I do if I have suggestions for the school?

The school encourages and welcomes parent suggestions in the belief that education is collaboration between teachers and parents. Please give your valuable suggestions to the teachers or management when you come to school. The school invites the parents who can contribute towards the LOI or any subject, sometime for the value session also. Your suggestions are our resources for improvement.

15) Explain to your child why English is important?

The school is an English-medium school and all the subjects (other than hindi) are taught in English. English is the world's 'global language' and is the most written language in the world. English is also useful for opening up job opportunities, for using the Internet, for communicating with other parts of India and overseas, and for enjoying English books, magazines and films. Cultivate in your child the idea that English will help him/her a lot in the future, and that it is not pretentious to speak English.

16) Other English tips for Primary and Secondary and Senior Secondary Children:

The following ideas may be useful:

- Subscribe to an English daily newspaper and discuss the headlines and articles with your child, in English (if possible). Encourage your child to read the newspaper and keep abreast with current affairs.
- Read and clip the 'Know Your English' section of the Tuesday edition of *The Hindu* and discuss it with your child.
- Find a good website in English to visit together related to your child's interests.