

BETTER TOGETHER



A PARENT UNDERTAKING

GRASSROOTS SCHOOL

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TABLE OF CONTENTS

Objective:	2
Applicable to:	2
Policy Undertaking Guidelines:	2
Philosophy	2
What does the school expect from parents?	2
Q: What is the most basic expectation the school has of parents?	2
Q: How can parents positively support the school community?	3
Q: What are parents' responsibilities regarding communication between home and school?	3
What can parents expect from the school?.....	3
Q: What can I expect from the school academically?	3
Q: What can I expect in terms of communication from the school?	4
Q: What can I expect of the school environment?	4
PARENT UNDERTAKING.....	5

OBJECTIVE:

To ensure a positive relationship between parents and school in support of every student and to inform parents about the philosophy / terms & conditions of admission/school policies and take acknowledgement from them.

APPLICABLE TO:

This policy applies to all parents. The purpose of this agreement is to clarify expectations. What can parents and school expect of each other as we enter into a long-term partnership to aid the development of your children? This document seeks to answer that question by articulating expectations: those that parents can reasonably expect of the school, and in turn, what the school, with its mission of providing a superior learning environment, expects of parents.

POLICY UNDERTAKING GUIDELINES:

PHILOSOPHY

The school follows an educational philosophy which may evolve from time to time to ensure that the children get the best possible education. Therefore, it is important to understand that while the school currently has a planned structure for the boards of education that it will offer (and the curriculum that goes with it); some minor as well as some major changes may take place over the years because of the changing nature of the environment around us. Therefore, the programs that we are offering may change as we progress and the curriculum will change along with it.

The management has the right to retain the work books / activity books / any materials used by the students in class and use the same for promotional purposes. The school is the only authority to decide upon and implement the curriculum for every class.

The school's educational beliefs and value systems have already been outlined in the brochure and also available on our website www.grassrootsschool.in of which all parents should have a copy of. Parents must understand the same and agree with the same, while also understanding that changes in the same may happen over the year.

Language is an important component of the education and some common & persistent issues are addressed here:

- ⇒ English is the medium of instruction. However, usage of Mother Tongue (for those children with mother tongue other than English) in school is also encouraged where the need for expression is more important than the language being used. The school therefore believes in a healthy mix of languages being used inside the classroom by the students and at times also by the teachers, especially in the early formative years where English is a new language for most children.
- ⇒ The school will also give priority to the steps as listed below as natural language development also happens in the same order (which are simultaneous but cannot be preceded). Therefore, you will find a lot of emphasis on first giving the child exposure to the English language (listening & understanding) inside and outside the class and then on speaking & reading and lastly on writing. This is especially true for the younger children whose motor skills are not ready for writing.
 - Listening
 - Understanding / Comprehension
 - Speaking
 - Reading
 - Writing

Additionally, it is important to note that the school does not focus on superior hand writing ability. It does focus on neatness and legibility. But given the decreasing importance of manual writing in today's environment, the school shall only put limited efforts on beautifying the child's hand writing.

WHAT DOES THE SCHOOL EXPECT FROM PARENTS?

Q: WHAT IS THE MOST BASIC EXPECTATION THE SCHOOL HAS OF PARENTS?

A: To understand and trust the IB-PYP model of education, so that we can support one another in the care and nurturance of the child.

- Devote real and sincere effort to understand the philosophies that drive the school, and to bring these concepts into the home environment and your parenting. Principles include:
 - Allow your child to overcome challenges without your interference or assistance. This builds self-esteem, a sense of purpose, and the determination to master life skills.
 - Allow even the youngest child to engage in real life activities, building independence, confidence and skills, and ensure that older children contribute to home life by participating in household tasks.
 - Use positive discipline techniques with your child.
- Attend all regularly scheduled Parent/Guardian Conferences and/or strongly encouraged parent education events as required.
- Familiarize yourself annually with our *Student Planner*, the classroom's expectations, and the role of the active and supportive parent in our community.

Q: HOW CAN PARENTS POSITIVELY SUPPORT THE SCHOOL COMMUNITY?

A: Demonstrate respect for all adults and children in our community, the school, and the school's programs and policies.

- Model respect for your child. Speak of the school and every member of the community in positive terms.
- Always work to resolve misunderstandings and conflicts respectfully and graciously. This should start with the person with whom there is conflict, and if resolution is not accomplished, speaking with the appropriate person (i.e. a member of the administration who is directly responsible for the individual or the situation.)
- Engage in our culture of giving. Sharing your time, talent, and resources all support the school community in providing the best education possible for our students.

Q: WHAT ARE PARENTS' RESPONSIBILITIES REGARDING COMMUNICATION BETWEEN HOME AND SCHOOL?

A: Maintain respectful, direct, and active communication with the school.

- Communicate in a timely manner about all significant events in your child's life.
- Share observations and concerns about your child or classroom experience directly with the child's teacher through the Skooly App/Planner or with the school administration through the messaging services (SMS/Whats App). This allows the school to be responsive to your and the child's needs in a timely manner.
- Read all school generated communications in a timely fashion. This includes the planner, circular, letters, and more that are sent home or distributed electronically.
- Communicate questions and concerns promptly and directly. School/classroom concerns can be brought to the administrative team.

WHAT CAN PARENTS EXPECT FROM THE SCHOOL?

Q: WHAT CAN I EXPECT FROM THE SCHOOL ACADEMICALLY?

A: We are first, and foremost, a Reggio-inspired school following the IB-PYP curricular framework. We function with a deep commitment to best practices of education.

- As a school, we differ from traditional schools. Our first commitment is to the multidimensional development of the child. The IB-PYP curriculum is challenging and you can expect your child to be provided with challenging work that is appropriate for his/her.
- Our focus is always on the formation of your whole child. By nurturing curiosity and initiative, the child develops strong work habits, a clear sense of purpose, and the will to learn and grow.
- Cognitive development and a solid academic foundation are important, yet they represent only one dimension of our aspirations for your child. Equally significant is your child's social, emotional, moral, and physical development.
- We are inclusive and recognize each child as a unique individual. Therefore, our curriculum is differentiated to meet each student's specific needs.
- We support students' self-construction as thinkers who persevere. We accomplish this through a deeper exploration and internalization of concepts rather than the memorization of facts.
- Children are given choices and a great deal of freedom-within limits-during the school day. They are allowed to experience, and learn from, the consequences of their choices thereby strengthening their critical

thinking skills and promoting self-correction. Students are given real choice in the name of liberty—freedom with responsibility.

- The opportunity to practice responsible independence gives rise to self-formation and the emergence of character. Through their own work, the child develops a healthy respect for self, others, and the environment.
- All students are encouraged to take on tasks and/or projects that may feel more difficult and/or may require them to reach higher. Though they may fail occasionally, they must not shy away from challenging work. Simply engaging in the struggle forges perseverance and patience as well as self-knowledge and self-esteem.
- Choosing his/her own work, or shaping it to a considerable degree, following that work through to completion, while working independently or in cooperation with others, the child identifies his interests and develops his/her individual gifts with the goal to strengthen intrinsic motivation and self-direction.

Q: WHAT CAN I EXPECT IN TERMS OF COMMUNICATION FROM THE SCHOOL?

A: We will always communicate as partners, working hard to provide open, timely, and respectful information and insight about your child and the school community.

- All communications will be approached from a place of partnership in the best interests of our students.
- We will work diligently to communicate the learning and growth that transpire each day in the life of your child. The parent-teacher interactions will be an opportunity to transmit evidence of growth gained through direct exploration with ideas, materials, research, the natural world, and creative means.
- We will offer numerous opportunities to support your own ongoing enquiry of your child's learning through gallery walks, documentation of their work, photographs and videos that capture them at work and through sharing of the student portfolios on a regular basis.
- We will listen when you speak and respond with respect, always communicating in a timely, professional, and confidential manner.
- We will contact you directly in the event of special concerns about your child.
- Should you have difficulty resolving any issue, our administrative staff will facilitate efforts to reach a solution.
- We will inform you consistently about school-wide events through the registered mobile Apps, circulars as well as our website, blog, and social media.

Q: WHAT CAN I EXPECT OF THE SCHOOL ENVIRONMENT?

A: We strive to ensure an environment that is physically and emotionally safe and supportive, as well as aesthetically beautiful.

- We provide materials and activities in each classroom that directly correspond to the developmental characteristics of your child. The materials are challenging and inspiring and the learning environments are well tended to and inviting.
- We maintain buildings and grounds that are physically safe, secure, and well maintained. We are actively engaged in enhancing and updating our facilities and grounds.
- Adults, students, and environments form the whole of our educational community and culture. All play a vital role in your child's experience. We strive to make the learning environment supportive and safe for every child in every way.

PARENT UNDERTAKING

The school will:

- Provide a safe environment where everyone treats each other with mutual respect and consideration.
- Promote thoughtfulness, adaptability, resilience, cooperation, communication, respect, enquiry.
- Encourage children to take responsibility for their own learning.
- Provide children with a high standard of education within a balanced curriculum.
- Provide information to parents about our school through newsletters, emails, websites, social media and parent meetings.
- Encourage children to become active members within our community and help them to see that they can have an impact on the world around them.
- Invite parents to share in their child's learning through events such as assemblies, exit and entry points to new topics, parent-teacher conferences and through various school social events.

The parents will:

- Promote thoughtfulness, adaptability, resilience, cooperation, communication, respect and enquiry and encourage children to take responsibility for their own learning.
- Pass on records and information from previous schooling.
- Understand their child may make mistakes and see these as an opportunity for learning.
- Make sure that their child is wearing suitable clothing including closed toe shoes and that all relevant resources and equipment are brought into school on the appropriate days.
- Provide a healthy lunch and snack which includes fruits and vegetables.
- Endeavour to provide a safe, secure and happy environment at home for children, acknowledging that they learn at home.
- Support the school through attending meetings, regularly checking the year group pages of the website, checking student planners and reading curriculum statements, reading the newsletter and checking the school calendar and other school social media feeds.
- Support the school by scheduling dental, medical and family appointments outside school hours wherever possible, ensuring children are not removed from school unless absolutely necessary.
- Let the school know of any concerns or worries that may be affecting their child's learning, behaviour or ability to do homework, as this can then be resolved quickly
- Make sure that children arrive at school on time and are picked up on time (no later than 15 minutes before/after classes begin/end) and that safe arrangements are made.

We have read and understood the admission procedure of Grassroots School, and we agree to follow it. We understand that false representation of facts and/ or canvassing for admission to the school, in any form, monetary or otherwise, will lead to disqualification of this application form for admission now, or any time in the future. We undertake to respect the school's philosophy and what it stands for. We will also abide by the rules of the school, once my child is admitted to the school. We agree to my child's name and/or photograph/video appearing in any of Grassroots School brochures, publications, media such as webpage, internet, TV, newspaper etc. without the need for any prior approval from us. We understand that all Policies are subject to change as per the schools requirements. We undertake to read, understand, clarify and abide to all the policies that are associated in this undertaking. We understand that the below listed policies are made available on the school website for our perusal.

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| ▪ Attendance Policy | ▪ Learning Diversity Policy |
| ▪ Assessment Policy | ▪ Managing Challenging Behaviours Policy |
| ▪ Complaints Policy | ▪ Code of Conduct |

By signing the Home/School Partnership Agreement you are opting-in.

Child's Full Name: _____ **Grade Level:** _____

Parent/Guardian Signature: _____ **Place:** _____

Full Name of Parent: _____ **Date:** _____

PLEASE SIGN AND RETURN THE HOME/SCHOOL PARTNERSHIP AGREEMENT TO THE OFFICE