

School Description

At the heart of Sprouts

*"Trust the Universe.
Trust and believe and have faith."*

Rhonda Byrne

It is believed the Universe conspires to connect dots that in turn become paths that eventually lead to streets and roads that converge to become a highway!

In the case of Sprouts Montessori High School...the highway led to a milestone point, Grade 10 under the aegis of the IGCSE Board.

From dots to paths to the highway of Sprouts Montessori High School has been a journey of about 20 years; two decades of a passionate belief of one individual, Founder, Smita Vishweshwar to create something worthwhile and lasting, fuelled by grit, determination, and perseverance. Supported by an innate conviction that the Universe enables when intent is genuine, Sprouts Montessori High School today, is an educational institution providing an educational learning system that is a unique blend of Montessori and Cambridge programmes.

Nestled in the heart of an urban neighbourhood, yet in the quieter tree-covered streets, Sprouts functions out of multiple campuses, each created, shaped and groomed to cater to the age-group of children it houses, from tender, tiny tots to energetic, questioning teens!

Trust the Universe's timing, everything will align perfectly when the time is right.
– Unknown

The growth of Sprouts was not a clearly defined and marked out plan of action from the start. But, at every stage of growth, both lateral and horizontal, a decision to move ahead saw an alignment of dots connect to provide the required momentum to move ahead.

Ralph Waldo Emerson, poet and essayist, got it right when he said, ***“Once you make a decision, the Universe conspires to make it happen.”***

Indeed, this would be true of every dimension of growth at Sprouts. There is immense gratitude to those who believe in the ethos and spirit that defines Sprouts Montessori and have lent / are lending committed support in contributing to the growth of Sprouts Montessori.

The present time 2023, marks the beginning of an exciting and challenging journey.

New collaborations. New relationships.

As always, the determined commitment to leave no stone unturned in anticipating and providing today to nurture and enable strong and independent thinkers for tomorrow will always remain the defining characteristic of Sprouts Montessori!

After all, *'School is a building which has four walls and tomorrow inside!'*

History

Sprouts Montessori started as an after-school program, in **March 2003** in the backyard of our Founder Director's home, 20 years ago. As the awareness importance and contribution of Montessori pedagogy increased, this after school program slowly, organically and consistently grew into a full-fledged school. Today the two decades plus history of Sprouts is filled with events and case studies, which stand testament to the success story of this educational institution.

With the growing numbers of the family of Sprouts, the school spread its branches across various campuses in and around Mylapore. Today we stand in the heart of the city, as a school that boasts of non-conventional classrooms and a curriculum, that has helped to mould independent and confident learners.

Name: Sprouts Montessori High School

It all began with a chance opportunity to be exposed to a pedagogy and philosophy that was as mind-blowing as it was awe-inspiring! An opportunity to study a pragmatic and scientific system - an approach to learning that had at its very heart – the child.

This heart became the seed that Sprouts was / is and will be built upon. As with the nurturing provided by nature's gifts that result in the growth of a seed to a sprout to a sapling to a sturdy tree, Sprouts Montessori, as an institution has grown in much a similar fashion.

Location

No 117, Luz Church Road, Mylapore, Chennai-600004

(Entrance from No 20A, 5th Street, Luz avenue Road, Mylapore, Chennai-600004)

Sprouts Montessori School is nestled in the heart of Chennai city. Our students, parents and teachers hail from the vicinity making the school a sanctuary in close proximity. The school has 3 campuses within short reach that are in a residential area. This ensures safety from busy roads and encompasses a noise free zone. A peaceful setting for every student to learn and grow at ease.

Type of School

Creativity inside the classrooms with:

- Experiential Pedagogy
- Varied formats of presentation and follow up activities
- Creating opportunities for exploration
- Applying Unique and interesting Formats of formative assessments

Collaborations for Social Learning:

- Plan individual, pair and group activities for learners, to allow for social constructivist learning
- Share and exchange ideas with teacher-peers, to improve teaching skills and attitudes
- Participate in regular Professional Development Programs and Workshops to enhance and develop professional skills and knowledge

Holistic Experiences with the existing curriculum:

- Integrating different subject areas into project learning formats
- Bring in different perspectives from experts in the industry, for deeper learning
- Adding areas of study / experiences, that are crucial to exist and perform in a society

Environment spaces that are prepared:

- Teachers must prepare with everything that a student might need for their learning and work
- Clear plan of action and follow-up work assignments must be charted by the teacher to scaffold the knowledge and skills of the learner
- Advanced organization skills are crucial to develop and hone for a productive teaching experience
- Schemes of Work and Unit plans must be made for a coherent and smooth flow of constructivist learning for the students

Unity in Diversity:

- Acceptance to socio-economic-cultural differences among the learners and the team
- Ensuring all students get the same experiences and opportunities
- Sensitivity to each one's background must be practiced
- Provide space and opportunity to co-exist in a neutral environment of learning

Communication

- Effective, Timely, Appropriate and Sufficient
- Mindful, firm but polite
- Must be clear and leave no space for ambiguity

Development

- Confidence to do
- Motivation to work
- Self-Esteem to believe
- Engagement to think critically
- Curiosity to know
- Independence to survive
- Responsibility to complete
- Growth-mindset to pursue

- Sprouts Montessori High School is a place where every child is given the space and pace to explore themselves and grow in to what they want to be.
- Sprouts helps each child discover themselves.
- Every child constructs their own learning, with unique experiences, customised to meet the individuals learning style and needs.
- Sprouts to support and guide this learner centric philosophy, has adopted a unique blend of Montessori and Cambridge ideologies across its various environments and grades.

Our institution is State government recognized for all the grades.

From Toddler to Elementary (Grade I-V), we follow the Montessori curriculum integrating each child's learning with rich field and in class experiences.

From Grade VI to X, this rich learning foundation of the students, is spiral up with challenges and complexity with the Cambridge Secondary Programs. Learning is made holistic, with additional learning programs and opportunities provided to all the students.

Student Body:

• Toddler		1.5 -3 years
• Primary	Pre-kg, L.K.G and U.K.G	3-6 years
• Lower Elementary	I-III	6-9 years
• Upper Elementary	IV-V	9-11 years
• Lower Secondary Program	VI-VIII	11-14 years
• Upper Secondary Program	IX & X	14-16 years

The growth story of Sprouts Montessori



Primary Montessori school in **June 2004**.

In **October 2008**, to accommodate the growing number of students Sprouts moved to a new premises at Luz Church road.

In **June 2011**, The Toddler environment was introduced and moved into Luz avenue campus in **May 2012**.

Sprouts in **June 2013** introduced the Elementary environment and upgraded to Early Adolescence in **June 2017** and Grade IX and X in **June 2021**.

Vision and Mission

The Vision of Sprouts Montessori High School - education must be the tool to create peaceful and confident Human beings, who will contribute to the creation of a better society. driving force of every individual who is directly or indirectly connected with the institution. This vision has been identified keeping in mind, every student who was, is and will be a part of our school.

Sprouts Montessori High School believes that, Education is a fundamental right of every child. Hence it is important that this tool is applied with clear direction and aim.

OUR VISION:

To be a progressive school, with international standards, that fosters confidence, leadership, and mindfulness in every learner. To provide for holistic education opportunities, in a nurturing environment that supports innovation, creativity and independence in every learner.

OUR MISSION:

Helps us to join and connect the dots that create clear pathways for us to move forward, towards the achievement of our goals.

- Provide a secure and safe learning environment, that values and nurtures the emotional, social, intellectual, and physical needs of every child
- Chart out unique growth paths for each child, with a well-balanced curriculum which is integrated with Montessori pedagogy with the Cambridge Curriculum.
- Collaborate with industry experts to enrich learning experiences
- Train and invest in our teaching and non-teaching staff to empower them with confidence, knowledge and skills
- Use technology to teach, learn and connect the prime shareholders of the school for effective communication

- Support learning with the unique combination of rich resources, learning materials and real-life experiences

PHILOSOPHY:

At Sprouts Montessori High School, our endeavour is to provide concrete and abstract real-life experiences to every student, to build customized learning pathways that develop growth mindsets.

We strongly believe that a sustained engagement with different genres/areas of learning, will engage learners in a holistic development of their skills and knowledge.

Our approach is to adopt differentiated and creative formats of teaching and learning strategies, which will empower our students and teachers to become lifelong and independent learners.

Every belief is embedded deep in our values of mutual respect, integrity and empathy with our students, parents and the members of our teaching and non-teaching community; inside and outside school.

CORE BELIEFS:

Sprouts Montessori High school firmly believes that

- Each child is unique and capable
- Always follow and steer the child
- Each child must have a growth Mindset.
- Each child must be guided to become Lifelong learners
- It's the PROCESS not the end result that matters

What we aim to do:

Lead young minds to become critical thinkers.

Allow each child to explore their learning process, following the interests and needs of each child.

Develop independent learners, who are confident, responsible and good human beings.

Provide a safe and secure environment that nurtures and allows each child to flourish.

Encourage the growth mindset of each child, making them reflect critically and believe in themselves

Help the learners to set their own goals and guide and mentor them to achieve it.

OUR VALUES:

- The values of Sprouts Montessori High school, determines the behaviour that everyone in our school community should live by. It highlights the kind of teacher's that would form the team of Sprouts, the kind of students that the school must nurture and the type of Parent body that we will encourage and guide.
- **Respect:** At Sprouts Montessori High School, every individual has a **voice** and will be heard. We are an inclusive institution that believes each human being brings a new perspective no matter who they are, what they do or where they come from. Using a soft tone while communicating gives way to be heard, it portrays kindness and respect. We create a **safe space** for all who come and go at Sprouts to feel free to speak their mind. Each day we leave the premises hoping, that every person we connected with felt **respected and valued**.
- **Integrity:** It reflects reliability, because it reflects honesty and truthfulness. We at Sprouts believe in being **transparent** in all our communications with our stakeholders; students, teachers, parents and all connected to our institution.

- **Empathy:** It is a key part of being a responsible and helpful community member, who can co-exist in the multi-dimensional society of the world. At Sprouts we aim to prepare our students to understand the needs of others and to show they care by being **kind, mindful and sensitive** with each other. This we do, by modelling similar behaviour in our interactions in the institution. We believe that when Feedback is delivered with a sense of empathy and optimism, it will help both the impressionable minds of students and the adults to experience feelings of happiness, self-confidence and creativity.
- **Adaptability:** We believe in giving our students multiple opportunities and enriching programs beyond the traditional meaning of academics inside a classroom. As the dynamics of the society changes, so also changes the experiences that we plan and provide for our student body. Sprouts Team, strives to **keep adapting** to the new norms of the modern society to make every program meaningful for the students.

Sprouts Montessori Highschool Parent Testimonial

Sprouts Montessori House Of Children is a home away from home in it's true sense. Teachers are loving, Akkas are caring and Friends are many. Montessori believes in treating each child as an individual and the schools stands by this philosophy. They do not treat the entire class as one, here kids are not expected to run a rat race instead kids are made to become independent. My son has been studying here from primary and we are here to stay.

Bhavya Sarode

Sprouts has been an integral part of our childrens' growth from toddlerhood through adolescence and early adulthood. They have benefited vastly from the investment made by the school on ensuring a well-rounded experience for children, by the emphasis on learning both in the classroom and outside, as well as on building important life skills like communication, team work, mental and physical fitness.

The faculty are extremely dedicated and have worked hard, well beyond the call of duty, to ensure almost individualised attention to the childrens' learning, to a level that other schools can only envy. This was doubly so during the Covid pandemic when the students' learning was virtually unaffected despite having to be online for almost two years. That same dedication to learning and all-around development has continued to this day.

We are profoundly grateful and thankful for having made the choice to educate our children here."

Srinivas Sunder & Uma Veeramani

Sprouts montessori has given our daughter Aadhya , one of the most enriching experience in regard to practical and wholesome education, relationship with peers and over all well being. She looks forward to going to school everyday with a lot of enthusiasm and there are very rare occasions she feels otherwise. As parents we are very satisfied and content to have chosen Sprouts Montessori and how the school has shaped our daughters personality. Looking forward to more exciting years ahead.

Shikha Sharma

Parent of Aadhya Pradeep (EA)

I am delighted to share my daughter Deeksha's exceptional progress in school, particularly in Science and Social science. Her newfound interest in math is truly encouraging, as she is actively enhancing her performance in this subject. Equally exciting is her enthusiasm for learning French.

Overall, I'm really proud of my daughter's achievements and I believe with proper guidance, she'll continue to excel in all her endeavors.

Dr.Sathya Lakshmanan

Having my son Sidharth study in sprouts was one of the best decisions I have made . My sincere gratitude to the school for allowing the child to learn at their pace. This has taken away a lot of pressure from students as well as parents and has fostered a comfortable environment for learning.

My son is independent, cheerful and beaming with confidence and I owe this to the holistic environment of sprouts. Thanks to sprouts family for all the support they have given

Aparna Ramesh



Sprouts gives children room to grow as independent thinkers. A special highlight are the monthly farm visits, which my children eagerly look forward to. These visits broaden the childrens'perspective and understanding of the real world outside their textbooks and classroom.

The low teacher:student ratio is another plus, because the teachers are able to provide each kid personalized attention.

Children interact with children outside their own grades, and that also makes for a fun learning experience.

Overall, my son enjoyed his Sprouts experience. I believe the school environment has helped him develop his own personality, and will help him in the future.

Aruna Kottaaram

Sprouts Parent and Teacher Testimonial

I am a proud parent of Sprouts continuing as a parent body for over a decade. I was thrilled to join the Sprouts teacher team - this allowed me to know the flip side of the school happenings. I realized that every small thing that I have seen as a parent, has a lot of background work involved and how much it takes to showcase every small event.

It has been a good learning process for me and I am blessed to work with a warm team with experienced colleagues who guided me every step along the way. A platform is created for the teachers to learn from each other and share knowledge. There is always consistent and purposeful feedback from the management which enables me as an educator to grow steadily.

The school has a strong community, with good resources and facilities. There is an equal commitment to extra-curricular activities where children benefit socially, physically and mentally, while the teachers benefit from a happier classroom.

I was awed to realize how each child's learning program is individually planned. I could see how beautifully children learn and evolve through the year through every school event organized. Each event is very carefully planned with a lot of thought process, keeping in mind the benefit of the children and making sure each child takes something back out of it. The school for sure works towards the logo 'A child's unique growth'. I am so happy to work in a place where my contributions are respected and recognized.

Meenakshi

Sprouts Teacher Testimonial

I am extremely proud to be a part of this wonderful institution “Sprouts Montessori” where everything demonstrates integrity and excellence. Having shifted from Kolkata, Sprouts has helped me settle down in a comfortable environment. My experience has been a rich and innovative one. Each day has helped me evolve into a better person with a deeper understanding of children and their mindset. The school has always appreciated my hard work and supported me in evolving and learning in my profession.

Sprouts gives us the opportunity to be creative and flexible in the way we work and helps me showcase my versatility through its curriculum. The entire team of teachers are like an extended family, always willing to help & guide when needed. Sprouts has helped me to be a positive influence on the lives of these young, impressionable minds.

I would like to thank Smita Ma’am, Shivani Ma’am and all the members of the Sprouts family for their warmth and co-operation and for being a part of this amazing and fulfilling journey in Sprouts.

Anuradha Goel

Sprouts Teacher Testimonial

At Sprouts, a verse from our cherished school song goes:

'Sprouts, my school is a super place. Sprouts, my school gives me all the space.' This melody, so fondly sung by our children, also encapsulates the essence of our teacher community. Sprouts truly does grant us 'all the space' – a space to grow, to explore, and to flourish. Here, the wisdom of Maria Montessori echoes, reminding us that 'education is not something which the teacher does, but a natural process which develops spontaneously in the human being.' The journey at Sprouts has been one of constant growth, inspired by the Montessori ethos of 'Freedom with responsibility and limits.' I will not be exaggerating when I say, I enjoy 'Autonomy with responsibility and limits,' an experience that is both liberating and grounding.

My gratitude extends to my remarkable mentors and to my extraordinary colleagues, who have been pillars of strength and wisdom. Additionally, the collaborative spirit and unwavering support of the parents in our classroom community have been invaluable. This harmonious synergy would not have been possible without the steadfast support and trust placed in us by Smita, making Sprouts not just a school, but a 'home away from home,' a sentiment aptly borrowed, again, from our school song.

Sprouts is more than an institution. It is a beacon for those passionate about shaping young minds. Here, belief in the innate potential of each child and the joy in their discoveries are the heart of our ethos. If you are drawn to nurturing curiosity and celebrating the unique journey of every child, then Sprouts is your destined 'super place'

Siva Shakti

Sprouts Teacher Testimonial

English translation on the next page

“கேடில் விழுச்செல்வம் கல்வி ஒருவற்கு
மாடல்ல மற்ற யவை”

என்கிறார் திருவள்ளுவர். அதாவது கல்விச் செல்வம்
தான் உலகில் என்றுமே அழியாத செல்வம் ஆகும்.

பள்ளிக்கூடம் என்பது வெறும் புத்தகத்துடன் முடிந்து விடக்கூடாது. அதையும்
கடந்து ஒரு அழகான செயல் முறைக் கற்றல் என்பதை நான் நம் பள்ளியில்
கண்டு வியந்து வருகிறேன்

பள்ளியின் கட்டமைப்பிற்காக நிர்வாகமும், புதுப் புது கற்பித்தலுக்காக
ஆசிரியர்களும், நாளும் சிந்தித்துக் கொண்டே இருக்கும் திறத்தை நன்கு
என்னால் உணர முடிகிறது.

நம் பள்ளியின் தமிழ் மொழி ஆசிரியராக பணி ஆற்றுவது என்பதை பெரும்
பேறாகக் கருதுகிறேன். மொழிக்காக பள்ளி நிர்வாகம் அளிக்கும்
முக்கியத்துவத்தை நம் பள்ளியில் மட்டுமே கண் கூடாகக் கண்டு, என் தமிழ்
மொழியின் இன்பத்தை உள்ளுணர்ந்து மேலும் உழைக்க வேண்டும் என்ற
உந்துதலையும் பெற்றேன்.

தாய் மொழியில் நம் பிள்ளைகள் சிறந்து விளங்குகின்றனர் என்பது எனக்கு
அளப்பறிய மகிழ்ச்சி அளிக்கிறது.

ஆகச் சிறந்த தலைமை, அன்பிலும் அறிவிலும் சிறந்த ஆசிரியர்கள், என
ஆழமாக திருமதி. ஸ்மிதா அவர்கள் விதைத்த விதை “வேருன்றிய
ஆலமரமாக நம் பள்ளிக்கூடம்”, என்று பெருமையாகக் கூறிக்கொள்வதில்
மனம் மட்டற்ற மகிழ்ச்சி அடைகிறது.

தமிழ் வழிக் கல்வி பயின்ற எனக்கு நான் கற்ற தமிழை மேலும் மெருகேற்றிக்
கொள்ள ஒரு வாய்ப்பை அளித்து, எனக்கான கற்பித்தல் இடைவெளியையும்
தந்து, எப்போதும் குழந்தைகளுடன் இருக்கும் வாய்ப்பை அளித்த பள்ளியின்
நிறுவனர் அவர்களுக்கு நன்றி கூற கடமைப் பட்டுள்ளேன்.

பள்ளியின் நிறுவனர் திருமதி. ஸ்மிதா அவர்கள் மற்றும் பள்ளி நிர்வாகத்தில்
அனைவரின் அன்பிற்கும் பாத்திரமான ஆசிரியர்களில் நானும் ஒருத்தி
என்பதில் மிக்க மகிழ்ச்சி அடைகிறேன்.

மனமார்ந்த நன்றி...

Sprouts Teacher Testimonial

“Cattle wealth may perish, and the wealth of a home may go away. But the wealth of education remains forever,” says Thiruvalluvar. This implies that the wealth of education is the only wealth that never perishes.

A school should not just end with books. I am amazed to see that our school goes beyond this and has a beautiful method of teaching. I can clearly understand the quality of constant thought put into the school's structure by the administration and the teachers for innovative teaching.

I consider it a great honour to work as a Tamil language teacher in our school. The importance that the school administration gives to language can only be seen in our school, and I have been motivated to work harder by experiencing the joy of my Tamil language.

It brings me immeasurable happiness to know that our children excel in their mother tongue. I am deeply grateful for the profound leadership and the knowledgeable teachers, especially Mrs. Smita, whose seeds sown have grown into a "banyan tree of our school."

Having been educated in Tamil medium, I am thankful for the opportunity provided by the school to further enhance my Tamil language skills and for the gap in teaching that allows me to always be with the children.

I feel obliged to thank the founder of the school for this.

I am very happy to be one of the teachers who are recipients of the love from the school's founder, Mrs. Smita, and the school administration.

Heartfelt thanks,

Ramalakshmi

Teacher's Policy

*“The greatest sign of success for a teacher is to be able to say
that the children are now working as if I did not exist.”*

- Dr. Maria Montessori

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Given that students are evolving young learners, it is important that the school and its teacher body are an active, vibrant and open-minded group, who are alert, receptive and adapting to current dynamics. Together they ensure that the spirit of enquiry, exploration and learning are always maintained at high levels. It would follow as a natural sequence that teachers themselves are life-long learners, as they walk the journey of discovery with students.

This vibrant ecosystem is the norm at Sprouts Montessori High School, where two robust learning systems, Montessori Methodology and Cambridge Programmes support, encourage and empower their teacher team to expand their skills and abilities in the areas of academic and holistic growth.

The school has a defined Teachers Policy that clearly articulates the role, responsibilities and obligations of a teacher towards the institution, students, colleagues, other staff members and parents during his/her tenure at Sprouts Montessori High School.

General Code of Conduct

- The school being a centre for learning requires teachers to present themselves with a 'Spirit of open inquiry and receptivity' as they fulfil their role through the day.
- It is expected of a teacher of Sprouts Montessori High School to be conversant with the principles and philosophies of the school.
- Teachers are to be cognizant of the fact that they are brand ambassadors of Sprouts, both within the institution during daily activities, and outside, when attending seminars and workshops.
- The school mandates that teachers engage with students, colleagues and other staff of the school from a platform of respect, sensitivity, empathy, kindness and courtesy, and refrain from operating from within one's own conditioning and beliefs.

- A teacher is required to inform the management when taking home tuitions for students, in the spirit of transparency. A teacher may provide home tuitions for children who are differently abled or need that added support only with prior permission from the management.
- Regularity to school on all working days as is indicated in the school calendar, is a requirement of a teacher of Sprouts Montessori High School.
- All content belonging to Sprouts, must be judiciously used and is the sole property of the school.
- No individual is permitted to share or use any content, for their personal benefit or with any outsources, without the prior permission from the management.
- The internal rules and regulations have clearly established and stated school timings for the various environments/grades. Teachers are required to be punctual in ensuring that they reach well within stipulated time.
- Teachers are required to familiarize themselves with school policies along with the school calendar and internal rules and regulations. These documents address in microdetail the various guidelines that define a teacher's tenure at school. The school will engage with a teacher from this basis of familiarization, and this will cover protocols relating to leave, attendance, regularity and punctuality, grooming, salaries, grievances and resignation.

Qualification & Continuing Education

- Sprouts Montessori High School is a centre for learning that encourages growth of both the teacher and the student. The school requires that the time spent during school working hours is effectively optimized, so a teacher has the time and space to pursue personal passions and goals.
- The school requirement is for qualified teachers in both Montessori and Cambridge Programmes.
- One of the core principles of the school is empowerment of every individual, in their personal capacity and space.

- Sprouts encourages its teacher body to pursue a growth path in their educational journey and provides the required support, on an individual case to case basis.
- Sprouts Montessori High School mandates each teacher to engage in a minimum of 2 workshops in an academic year which must be targeted at their professional and personal developmental growth.
- Customized in-house training programmes and, concept and skill-based workshops through the academic year enables teachers of Montessori and Cambridge Programmes to hone and upgrade their knowledge and skills.
- Sprouts actively supports interactions with professionals from other institutions through workshops and conferences provide immense learning opportunities. It would be the expectation of the school that said teacher has planned for and prepared suitably for productive work to happen during his/her absence.

The Academic Spectrum

- The environment is a hub for learning, and it is the duty of the teacher to ensure that the learning space is challenging, sparks curiosity and provokes independent thinking in students.
- The goal of the teacher is to ensure the planned growth of every student with respect to qualitative life skills and quantitative skills in literacy and numeracy levels are achieved. Both the long term and short-term goals must be attained through a process of planning, teaching, learning and assessment practices for each student.

Academic Planner

- The school requires the teacher to have a sound grasp of the curriculum and subject knowledge as well as knowledge of effective and active learning strategies and tools that can be implemented for group and individual learning sessions.
- The diversity of students in an environment requires the teacher to possess a good understanding of the learning strengths and needs of each student. Understanding their

individual Zone of Development will aid the teacher to employ suitable, diverse and innovative strategies and tools when creating lesson planners for the student.

- The teacher must ensure that the said lesson planners set out explicit, challenging yet achievable goals for the student.
- The learning outcomes must be clearly defined and must be measurable against student performance.
- The work reflected in the planner will be a collaborative effort of the teacher and the coordinator keeping in mind the readiness level of the student.
- The planner is a guide for a teacher to achieving goals. However, during implementation, the teacher will need to be flexible with employing learning resources, adapting to student dynamics in the environment.
- Any homework sent must be purposeful and lend towards the desired learning outcome.
- A teacher is required to refrain from using school material for personal needs. All content, both hard and soft copies belong to and is the sole property of Sprouts Montessori High School. All content created for the school should carry the watermark logo, 'Sprouts Montessori High School'.
- Any content that a teacher wishes to use in an outside location will require prior permission from the Management.
- Every student has a work diary. The work diary serves as the connect between the school and the home. The teacher in the Elementary programs are responsible for ensuring that work entries with respect to class and homework assignments are recorded properly by the student and communications to and from parents are addressed clearly. The work diary requires signoffs from both teacher and parent, any discrepancy seen in this must be brought to the attention of the coordinator.

Assessments Planning and Recording

- Preparation of question papers must be appropriate, timely and follow the format clearly stated in the teacher guidelines.

- All assessment work of a student must be properly and regularly documented as per norms set by the institution.
- It is the responsibility of the teacher to prepare assessment materials for each student and ensure that the same are corrected promptly with detailed constructive feedback provided to each student.
- Growth Analysis Report that documents the progress of a student are given to parents at the end of terms 1 & 3.
- The report will address a student's learning curve in both academic and co-curricular areas.
- The Growth Analysis report of each student should be timely and must reflect objective, positive and honest reporting of the stated learning levels of the student. The internal rules and regulations document clearly outlines the guidelines to be followed by the teacher with respect to report writing.

Observations and Monitoring

- A student's activity in a day is observed and recorded daily. These observations are comprehensive and include areas related to presentations made and responses received, class and homework submissions, behaviour, handling of material, following ground rules, taking responsibility in individual and group interactions with peers and adults.
- The observations made should be clear and objective, as these form the basis for the writing of report cards.
- The recorded observations of the student by the teacher are to be submitted to the coordinator by mandated dates, and further plan of action for the student will be modified to meet the needs arising out of these observations

Holistic Growth

- The co-curricular activities of the school provide platforms for enabling different flavors of learning, and the teacher carries an overall responsibility for ensuring smooth flow of

the said activities. Events and celebrations, both major and minor are viewed as learning opportunities for a student, and the teacher is required to plan, prepare and anchor these occasions from concept to completion with this perspective in mind.

Environments & Classroom Management

- At Sprouts, the physical classroom is also considered as a material to be explored, and hence maintaining its neatness, aesthetics and orderly presence is an important responsibility of the teacher. Thus, establishing classroom order, engaging students and eliciting their cooperation in the physical environment becomes an important factor for the learning process to be meaningful.
- The teacher must always, be knowledgeable with the protocols to be followed with respect to creation/purchase of new materials, sharing the school resources and the steps to be taken when any school material or property is found to be damaged or lost.
- In our learning environments, the prepared adult plays an important role in setting the structure and order of work for the students. Thus, the development of organizational skills of a teacher become of prime importance.
- The teacher is responsible for maintaining proper documentation of the students reports and observations, school material, books, diaries, stationery, art material etc that is used in the environment.
- The physical set-up of each class at Sprouts, must be aesthetically attractive and have visuals that stimulate thinking and motivate Growth Mindset with the learners. The good work of the students must be displayed in both the classroom and in the common areas. This inspires peer appreciation and motivates other students to aspire to achieve. A teacher must always:
 - Be ready with prepared materials, for each student, well before the session.
 - Prepare materials which are differentiated and engage all students in an experiential and interesting format of learning.
 - Ensure that the materials are appropriately used and handled by students for the sole purpose of learning and exploration.

Interactions with the students:

- Students are the responsibility of the school during the time they are in the premises. Teachers are required to be fully familiar with the safety norms in place. This is a mandatory requirement for all teachers of Sprouts Montessori High School.
- The school requires teachers to operate from a position of patient professionalism when engaging with students. The school is a safe space, and the students will be under supervised care of an adult at all times.
- A teacher models good behaviour for his/her students to emulate.
- Engaging with kindness, compassion and respect is the mandate of interactions with every student of Sprouts. The school does not allow for any kind of negative criticism of the child.
- It is essential for a teacher to demonstrate a commitment to every student's learning, personal growth, and well-being.
- It is the responsibility of the teacher to establish clear and defined rules and boundaries, both within the environment and outside.
- It follows that the teacher clearly states and practices consequences for breach of rules and boundaries.
- Any issue faced by a teacher with a student in the environment is required to be brought to the attention of the coordinator and principal, for discussion, decision and action, and if felt necessary involve the parents as well.
- The internal rules and regulations document outlines in detail the safety and first aid protocols followed in school.

With the Adult Body at School

- The school expects that a teacher engages with all school staff both teaching and nonteaching with mutual regard and respect.

- Amongst colleagues, establish a friendly and collaborative relationship in sharing of ideas on teaching and learning practices for collective growth of self, students and school.
- Accept and understand that differences and disagreements will occur, but the same may be resolved in an amicable manner with or without the intervention of management.
- School encourages all teachers to participate and practice peer-teaching, to share and borrow new ideas and enhance knowledge and skills.

With the Parent Body

- The school does not allow for teachers to connect with families of students on a personal basis. All school-related communications to and from parents must be sent to the official E-mail ID. No casual WhatsApp messages must be exchanged with the school to avoid miscommunication, misinterpretation or missing of crucial information.
- The teachers are discouraged to engage in any casual conversation with the parent about the student at any time. This is a strict protocol required to be followed by the teacher.
- The school calendar has clearly scheduled dates for parent-teacher meetings, both individual and group. The teacher is required to send out reminders and appropriately timed communications of the same.
- The internal rules and regulations document clearly outlines protocols to be followed in engaging with parents. The teacher is required to have a clear understanding of these protocols.
- John Hattie through intensive research proved, that teachers are the agents of change, that can positively affect the learning outcomes of the students. They can make a difference, even in the most challenging circumstances, by innovating, collaborating, and applying active learning strategies that are differentiated to include each learner. And for each of these skills, they need to become life-long learners, reflecting, adapting and adopting changes to the dynamics of their classrooms.

<https://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/>

Student Policy

*“The aim of education is the knowledge, not of facts,
but of values.”*

- William S.Burroughs

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General Guidelines

- **Attendance and Regularity**

- Attendance is one of the measures of a student's commitment towards the school's educational program. In that view, the school expects students to be present on all working days. Furthermore, the school requires that students adhere to a minimum 90% attendance requirement in order to be eligible for school examinations and assessments.
- If a student must take off in case of sickness or other unforeseen circumstances, intimation must be sent to the school within the same day via an email.
- Any sick leave beyond a period of 3 days must be accompanied by a medical certificate on the day of return.
- While the school advises against planned leave during the school working days, in case of unavoidable circumstances, intimation of the same must be provided in advance. Any planned leave extending beyond 3 days would require a written consent from the Principal.
- Students are expected to be present for all the major school events including Sports Day, Independence Day, Annual Day and other events and celebrations mentioned in the calendar.
- Attendance is mandatory on the first day of each term. Students taking leave on the first day without prior intimation are entitled to pay a fine of Rs 500 before resuming school.
- Students seeking permission for late arrival or early pick-up on working days must do so with prior permission only. In such cases students must be dropped off or picked up during the break time or lunch hour only.
- Any permission beyond 2 hours will be considered as a half working day for the student.
- Leaving school during school hours will be permitted, only if a student is unwell with intimation to the coordinator. For other reasons, permission will be granted, only with written consent from the Principal.

- **School Timings and Punctuality**

- In educational and professional settings, punctuality sets the tone for discipline and efficiency.

- The school timings for different grade are as follows:

Toddler Program:	9:00 am to 12:30 pm
Primary Program:	9:00 am to 2.30 pm
Lower Elementary Program:	8:10 am to 2:45 pm
Upper Elementary Program:	8:10 am to 3:00 pm
Lower Secondary Program:	8:10 am to 3:00 pm
Upper Secondary Program:	8:10 am to 3:00 pm

- The school works from Monday through Friday. Working Saturdays for different events have been mentioned in the calendar.
- Students must strictly adhere to the school timings.
- Students coming in later than 5 minutes from the mentioned school timings will be considered late.
- Any student with late entry beyond 3 days in a term will be detained outside the classroom for the first hour and an intimation will be sent to the parents.
- Students should be picked up not later than 15 minutes after the scheduled closing time for the environment. Beyond this time students will be left in the supervision of the support staff in the environment.
- 3 lates for a student will be marked as one day absent.

• Uniform and Grooming

- Uniforms promote equality, discipline, and a sense of belonging in schools while minimizing distractions and ensuring safety.
- Students must be in complete uniform with Sprouts T-shirts, blue track pants and comfortable footwear except on Birthdays and other celebrations mentioned. Students in the Cambridge Secondary Program, must additionally wear white socks (calf length) and white shoes.
- Students may bring additional sports shoes for use during sports practice and Physical Training classes.
- Students must be dressed in White Sprouts T-Shirts, blue track pants, white shoes and socks for the Annual Sports Day event.
- Students representing the school in other events must be dressed in complete uniform.
- In case of a student attending school not in complete uniform, parents will be contacted, and the student will be required to change as per uniform rules.
- Students must present themselves groomed well including trimmed nails and hair cut short or neatly tied as to not impair vision. Students with long hair must ensure to be keep them in neat plaits.
- Students detected with lice will be sent home immediately with information to the parent. The student must be completely rid of the infection before resuming school.
- Uniforms are provided by school at beginning of every academic year (Cost is included in the fee structure). Please note the parents must confirm the order with the sizes required by the beginning of March, for the next academic year.

No	Environment	Details
1	Toddler	4 T.Shirts and 2 Shorts
2	Primary	4 T.Shirts and 2 Shorts
3	Lower Elementary	4 T.Shirts and 2 Shorts /2 Track Pants
4	Upper Elementary	4 T.Shirts and 2 Track Pants

5	Lower Secondary Program(VI-X)	4 T.Shirts and 2 Track Pants
6	Upper Secondary Program (IX & X)	4 T.Shirts and 2 Track Pants

- Additional T shirts and shorts / tracks that will be ordered, will be @ extra cost.
- Non purchase will not reduce any cost

- **Student ID**

- Each student will be assigned a student ID card in the beginning of the year.
- Once the Student ID is handed over, it is the responsibility of the student or parent/guardians to safeguard the Student ID.
- Toddler, Primary and Elementary Programs, Student IDs must be presented to the teacher at the time of pick up, by the adult, whose details had been provided in the school records.
- In case of a new adult picking up the child, the ID must be presented as proof.
- Students belonging to Lower and Upper Secondary Programs, must wear their student ID every day.
- Students IDs are mandatory during school events held outside campus, field trips and while representing school in events in other schools and other important events, as and when required.
- In case the student ID is misplaced, a replacement should be immediately requested through written communication to the school and payment of the requisite charges.

- **Important school documents:**

- The school calendar is shared with all the parents at the beginning of the school year.
- Aside from the holiday list, the calendar lists out the various workshops and celebrations planned for the academic year. These dates may be subject to change with prior notice at the discretion of the school.

- Parents are requested to mark the dates and make themselves available for the orientation, workshops, observations, and parent teacher meetings.
- Each student will be provided with a work diary at the beginning of the year which has to be brought to school every day. The work diary containing the daily activities of the student must be checked and signed by the parents on a weekly basis.

- **Growth Analysis Report**

- This document is the student's progress report given to one the parents at the end of the Academic terms 1 and 3.
- The Growth Analysis Report must be signed and returned to the school in good condition before the stipulated date.
- In case of loss of the calendar, work diary or the Growth Analysis Report, the same can be purchased at a cost from the respective campus admin.

- **Medium of communication with Parents**

- Effective communication between parents and schools is crucial for fostering a supportive educational environment and ensuring students receive the best possible learning experience.
- All communication to the school must be in writing through emails. Kindly update your records of the email ID applicable to your child based on their current grade each year.
- The school cannot be held responsible in case of emails sent to wrong email IDs.
- In case of an emergency, you may reach the Campus Admin on the phone. Information provided on the phone must be followed up with an email as soon as possible.
- For any other meetings with the Principal, Coordinator or a teacher, prior appointment must be sought by contacting the campus admin through mail and stating the reason for the meeting. A meeting will then be scheduled at a mutually convenient time, for the parents
- To ensure smooth gap and continuous flow of work and communication, parents are requested to follow the stated guidelines

- **Parents are discouraged to**

- Reach out to the school staff while dropping or picking up your child without prior appointment.
- Reach out to the school staff on their personal numbers.
- Contact the staff or campus admin outside of school timings (8:00 am – 3:30 pm). In case of such emails sent, you may expect a response on the following working day.
- Send WhatsApp messages to the campus admin or any other school staff. Responses will not be provided in such cases unless there is written email communication.
- Kindly allow the school staff a reasonable time to respond to requests on email.

- **E-Mail Communication Details**

- Kindly adhere to the below mentioned table to reach out to the right staff depending on your concern.

Team	Addressed to	Email ID
Primary and Toddler	Campus Admin	primary@sproutsmontessori.in
Elementary (Lower and Upper)	Campus Admin	elementary@sproutsmontessori.in
Early Adolescence & High School	Campus Admin	highschool@sproutsmontessori.in
Main Office	Main Office Admin	admin@sproutsmontessori.in
Management	Founder Director/ Principal	management@sproutsmontessori.in

- All emails related to leave information, early pick-up, late coming information must be sent to the respective campus admin, clearly stating the student's name and class/environment.

- All emails related to the student's progress, concerns and clarifications about subject matter must be sent to the respective campus admin, addressed to the program Coordinator.
- All fee related information, issue of Bonafide certificates/transfer certificates etc... must be sent to the main campus staff addressed to the Principal.
- Any other information regarding the school as well as escalations may be shared with the Principal in the email ID provided above.
- Kindly adhere to the working hours of the admin staff while reaching out to them on email. The work timings for the admin staff would be 8.00am – 3:30pm on all working days.

- **Food**

- Sprouts is a vegetarian school and encourages good eating habits for all students.
- Students must carry the necessary snacks, lunch and drinking water to school.
- Sending your child's food in labelled containers/bags is recommended.
- In case the student's lunch or snack is dropped at a later time, it must be done so with the child's name and grade at least 20 minutes prior to the break time or lunch hour to ensure it reaches the student on time.
- The school encourages the students to use reusable containers as far as possible to avoid excessive use of plastic.
- The students may carry an extra bottle of water in reusable bottles during the hotter seasons.
- The school encourages students to carry nutritious food for all meal times at school.
- Junk and packed food are highly discouraged.

- **Electronic devices and valuables**

- Sprouts discourages students from carrying money, electronic devices unless required for school events or learning purposes, as requested by the school.
- Students must avoid wearing fancy accessories including smart watches, Jewellery and flashy school gear.
- The school will not be responsible for loss of any such devices, accessories or valuables brought to school.

- **Behavioral Conduct**

- Sprouts lays great emphasis on empathetic and respectful approach to every individual in and outside Sprouts. Students of Sprouts are repeatedly reminded to follow the general ground rules of conducting themselves, when interacting with adults or peers, inside the school campus.
- The students must display courtesy and consideration when interacting with both peers and school staff at all times.
- Students must abide by the following code of conduct within the school campus as well as during Field trips, school outstation trips and while representing the school outside.
- Student must always use soft tone and volume when communicating within the school campus.
- The general language of communication must be English, and Vernacular language may be used when interacting with the support staff or the specific language teachers only.
- Students must always be in their assigned environment spaces depending on their schedule for the day and not wander off into other environment spaces.
- The following behaviour will be addressed through strict action by the school disciplinary committee.
 - Harmful behaviour towards others including any form of verbal, physical, psychological abuse.
 - Written, verbal or electronic messages indicating bullying towards peers and other school staff.
 - Using inappropriate language, disruptive or harmful gestures.
 - Repeated and persistent misbehaviour or insubordination.
 - Discrimination in any form
 - Smoking, possession or distribution or alcohol/illicit drugs in the school premises.
 - Student Protection

- **Safety on Campus**

- The school is committed to conduct awareness workshops by internal and external facilitators to educate students on personal safety measures.
- We adhere to the safety standards that are advised for schools in all respects, including building and fire safety.
- All campus has CCTVs placed to monitor movement; sufficient security is provided at the gate to ensure that no unauthorized individuals can enter the school premises.
- Please note the CCTV footage is accessible ONLY to the Sprouts leadership team and the Advisory Board for reasons of safety and respect for privacy of all students.
- No CCTV footage will be shared with any parents/caregivers.

- **Student Health**

- In Sprouts, students' safety and health is an integral part for the functioning of the school.
- In case of a medical emergency, First Aid will be administered, parents will be notified by the admin or the environment coordinator.
- Basic health care, first aid, medication administration will be taken care off by the school staff.
- If a student needs to be transported to a hospital, they will be taken to - Kauvery Multi specialty, Alwarpet, Chennai.
- A staff member will accompany the student to the hospital.

Why and when to keep your child home

- In order to stop the spread of infectious diseases and give students the time they need to recover, please do not send your child to school if they have experienced any strong symptoms. Following hygiene protocols and adopting caution, would support us to contain the spread of any disease(s) in our working communities.

- **Counselling Program**

- Our Counselling program represents a thorough and age-appropriate strategy designed to aid every student in cultivating the competencies and mindsets necessary for achieving success as a global citizen. Sprouts School counsellor supports students' social and emotional development by helping them establish and maintain healthy relationships, improve academic achievement, build self-confidence, and foster a growth mindset.
- School Counsellor collaborates and consults with parents and teachers.
- Provides initial short-term therapeutic services for children.
- Engages with individual and group social skill coaching.
- Extends social and behavioral support for children.
- Organizes parent presentations and workshops. Intervenes during crisis situation
- The school counsellor meets students periodically on a need basis to provide support for emotional and physical well being.

- **Campus Guidelines**

Guidelines for use of Campus Facilities/School Property

- All academic, co-curricular and physical training facilities provided by the school both inhouse as well as through external associations are available for the students use for enhancing physical fitness, academic competency and wholistic development.
- Physical facilities like school grounds, buildings, classroom resources, other resources within the school's premises shall be treated with care. Any damage to such property will be addressed through strict action by the management.
- Access to such property outside the working hours is not permitted unless specific written consent is sought from the school authorities.
- The school premises must be maintained in a neat and tidy manner.
- Students are not permitted to write on the walls or furniture within the classrooms and the common areas.

- All equipment, resources and appliances available commonly such as laboratory, library etc must be handled with care. Any specific safety precautions specified in such areas must be followed by the students.
- The management reserves the right to charge a replacement fee or compensation for any damages caused.

- **Extra-Curricular Policy**

- Sprouts has specially designed its co-curricular activities to help students develop their moral principles, intellectual prowess, social skills, and distinctive personalities. Each program is unique in its format and aids to foster personal development, teamwork, leadership skills, and provide opportunities for students to explore their interests.
- These activities include sports, dance, theatre, art, clubs, cooking and other extracurricular programmes that enhance students' experience inside and outside school.
- Participation in all school co-curricular programs are compulsory. This includes arts, sports, Cultural performances, and other school-sponsored events.
- A student may be exempted from school co-curricular program only if documents supporting the reason are produced by the parent and consent is given by the school.

- **Physical Education Policy**

- Physical education is vital for students as it not only promotes physical well-being but also cultivates essential life skills like teamwork and discipline. Furthermore, physical education enhances students' cognitive abilities and fosters a lifelong appreciation for a healthy lifestyle.
- Physical education classes are mandatory for all students of the school.
- If a student is well enough to be present at school, then they are considered well enough to participate in PE classes unless mentioned by the parent in advance.
- However, if a student is unable to participate in Physical Education class for more than three sessions, then, a note from the parent and a doctor's certificate is to be produced.

- **Dress Code**

- All students must wear proper shoes suitable for physical training on the days of PE classes according to the schedule provided.
- The school reserves the right to hold back students without appropriate footwear from the classes.
- Students with long hair must ensure it is neatly plaited or tied up in a manner not to interfere with the class activities.

- **Playground Rules**

- Use equipment and structures safely
- Show teamwork and sportsmanship through fair play
- Solve conflicts amicably
- Remain in supervised areas only
- Parents: Parents are requested to directly supervise their children post school hours when they are engaged in extended play (from 3:15 p.m. onwards).

- **After School Sports Classes**

- Sprouts believe in opening doors of opportunities for the students to learn, in all facets of life. What the school may not be able to provide during their working hours, it ensures that it provides through professional collaborations.
- The school has a tie-up with Sikshashalla organization for offering after-school sports classes for the students of the school.
- We also have after school sports activities which are available to all students, in our High School Campus.
- All these classes will be at an additional cost depending on the service provider and may be revised with prior notice.
- For classes outside the campus, immediately following the school working hours, the students will be taken to the location of the classes directly from the school on regular working days.

- A representative of the school will accompany the children for the classes.
- The students will have to be picked up by the parents within 10 minutes of the end of the classes.

- **School's Role in the after-school collaboration with Siksha Shalla**
 - Activities provided will be approved by the school
 - Ensure there are regular update to parents from Siksha Shalla
 - Open to feedback and concern regarding the program
 - Sprouts Montessori High School will not be responsible / involved in any payment transfers for the same.

- **Student Clubs Policy**
 - The aim of the learning Clubs at Sprouts, is to enhance learning through interaction and discussion in a diverse group of learners. Students are given a choice to engage with one 'club' for the year. Every activity carried out by the club will encourage students to cultivate a different perception of life and give them an opportunity to showcase and groom their talents. Activities conducted in schools not only bene it in shaping their interests and hobbies but also develop their leadership and social skills.
 - Students are allowed to opt for anyone club during the academic year.
 - Clubs are open for students from Grade 6 onwards.
 - Clubs are allocated on a first come first serve basis, where a minimum number of students is required to start a club. The same will be specified at the beginning of the academic year.
 - Students are not allowed to change halfway through the programme unless there is a valid reason and an email of request from the parents.

- **External Participation Policy**
 - We believe that students can acquire and improve a variety of abilities through inter school events, both academic and cultural. These include leadership, problem-solving, public speaking, collaboration, and critical thinking, all of which builds students' self-confidence.

Interaction between students from different schools, to aid, to foster a more expansive perspective of the world. Through these collaborative engagements, our students receive opportunities to interact with other students and gain global perspectives.

Rules for representing the school outside

- The eligibility of the student to participate in competitions outside school will be based on his / her:
 - Attendance and academic requirements as stated in the student handbook.
 - Conduct in school: For any student who has violated the school rules or displayed consistent inappropriate behavior, the school reserves the right to deny permission for participation in such events and tournaments.
 - Students are expected to dedicate time allotted for such events judiciously and be aware that he/she will be representing the school.
 - Students are expected to be in full uniform or costume recommended for the event, along with the school ID card.
- **Teacher responsibility**
 - It is the responsibility of the teacher in-charge to:
 - Supervise and guide the students to prepare for the inter-school competitions
 - Precise and timely information about the competition must be shared with respective parents.
 - Coordinate for all information regarding the event, with the host school
- **Parent support**
 - Parents also play a pivotal role in the preparation of the student for such events. Hence, we expect the following support from our parent body:
 - Parents are requested to take such opportunities seriously and cooperate with students and school.
 - Support the student in the preparation of the content

- Ensures that the student has complete information about the event and what is required from them.
- When required, parents should take the responsibility of ensuring that the students reach the venue on time.

- **Field Trips policy**

- Sprouts Montessori High School believes that deep learning happens outside the 4 walls of a classroom. Thus, great emphasis is laid on the planning of appropriate Field trips, Outstation experiences and invitation to experts from a particular industry to engage students with different learning experiences. It serves as a tool to elicit student inquiry, to enhance lessons or as culminating activities, and offer opportunities for integrating learning between subject areas.
- Depending on the field trip planned, it is a prerequisite that parents sign the Field Trip
- Consent Form as part of the Standard Procedure indicating their willingness to send their child on the trip.
- Going out is another program, for the students of Elementary to deepen their understanding of concepts in the real-life setting. All these teaching opportunities are repeatedly and consistently included into our academic calendar, as a part of the learning plan for all students.
- All going out and field experiences, within the city or outside are mandatory for all students.
- All experiences are organized in relation to their curriculum and classroom learnings.
- All field and outstation trips are conducted with the requisite number of adults:
 - student ratio, depending on the grade-level and keeping in mind the safety of every student on the trip.
- All trips will be during the school hours only, unless otherwise explicitly stated.

- **Celebrations Policy**

- Sprouts is a culturally diverse institution, that lays equal learning emphasis across cultural topics. Keeping in mind the diversity of our student population and understanding the

importance of promoting cultural awareness we celebrate various festivals and important dates through the year. The plans executed for these celebrations are with the purpose to ensure that the students learn how to synthesize cultural differences into their knowledge base and develop empathy and acceptance to all religions.

- We build a significant cultural experience in our celebrations and cultural activities.
- Well planned classroom activities/school programmes highlighting diversity create a positive environment where students learn to be respectful of and appreciate different backgrounds and cultures.
- Bakrid, Diwali and Christmas are the 3 main festivals that are celebrated in different ways in the school. Apart from these there are a number of Indian festivals that are celebrated in unique formats across our various programs.

- **Birthday Celebrations**

- Birthday is a unique and a very important date in the life of a child. And we at Sprouts ensure, that each student on their special day, receives special greetings during their circle time. In our Early Childhood Programs, this date is used to bring to the conscious of the child, the importance of passage of time and its connotation to the movement of earth around the sun.
- The rules that must be followed for such celebrations are:
 - Party gift bags or favors are not encouraged at school.
 - Cake cutting is allowed only for our Toddler and Primary Programs
 - If your child is distributing invitations at school to a birthday party, please be sure to invite all students in the class. In the case that this is not preferred, please distribute invitations outside the school.

“You can't have a better tomorrow

If you're still thinking about yesterday.” - Charles F. Kettering

Student Handbook

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”

- Malcolm X

FEES POLICY:

Sprouts encourages all parents to pay the school fee via bank transfers to make the process seamless and contactless. The Annual School Fees are to be paid in two instalments:

- o 1st Instalment by 15th April, 2025
- o 2nd instalment by 15th Sept, 2025 | 18% GST is applicable in the 2nd instalment
- Students leaving in the middle of the academic year are liable to pay the fee for the whole year.
- Fees paid after the 15th of the mentioned month will be considered late, and shall invite a late fee as per schedule.
- Details of Fees for the succeeding academic session are given to each parent at the end of the current academic year for their reference. This is completely at the discretion of the school management.
- Parents/Guardians should ensure that the 1st Instalment is paid by the due date, failing which, students will not be guaranteed a place and may be placed on the waitlist.
- Non-payment on time will also render the name of the student being removed from the rolls.
- Those seeking admission in the mid-session shall have to pay the fees from the beginning of the session itself.
- Fees/Charges once paid will not be refunded.
- Fee structure is amended to cope with the inflation every year (approx. 10% increase every year)
- The school reserves the right to amend policies, rules, and regulations, without prior notice.

STUDENT ATTENDANCE POLICY

Attendance in school is essential to the holistic development of the students as this helps build routine and order in them.

Environment timings:

- | | |
|-----------------------------|---------------------|
| o Toddler Program | 9:00 am to 12:30 pm |
| o Primary Program: | 8:45 am to 2.30 pm |
| o Lower Elementary Program: | 8:10 am to 2:45 pm |
| o Upper Elementary Program: | 8:10 am to 3:00 pm |
| o Lower Secondary Program: | 8:10 am to 3:00 pm |
| o Upper Secondary Program: | 8:10 am to 3:00 pm |
- Punctuality and regularity are a must, with a minimum of 90% requirement to be fulfilled by the student to be eligible for school examinations and assessments
 - Arriving at school on time sets the tone for the day and gives them time to get settled.
 - Frequent absenteeism leads to presentations and important discussions being missed by the student which slows down his/her learning journey.
 - Attendance on school re-opening days is mandatory. A fine of Rs. 500/- will be imposed on students who are absent on these days.

- Students should be picked up not later than 15 minutes after the scheduled closing time, as per the school timing. Beyond this time student(s) will be left under the supervision of the watchman Anna or Akka on the school campus.
- In case a student is coming in late (due to a valid reason) a mail has to be sent in advance to the environment admin and coordinator with the reason. Sending a mail on the same morning for pre-planned late, will not be accepted.
- A digital or handwritten leave letter should be submitted for all planned leaves ahead of taking the leave, and on the same day in case the student is suddenly sick.
- For any planned leave extending beyond 3 days consent has to be taken from the Principal before taking the leave. If prior permission is not obtained parents will need to first meet with the principal before the student resumes school.
- Parents/Guardians are not allowed to meet their wards during school hours.
- No student is allowed to leave the school premises or will be sent home alone during school hours without permission of the principal.
- In case of an emergency, an early pick-up slip or letter of permission is to be signed by the principal. This authorized letter is to be submitted to the environment coordinator/admin at the time of pick up.

STUDENT CODE OF CONDUCT

- Sprouts lays great emphasis on an empathetic and respectful approach to every individual on and outside the school campus. Students of Sprouts, are repeatedly reminded to follow the general ground rules of conducting themselves, when interacting with adults or peers, during school hours.
- The students must display courtesy and consideration when interacting with all school staff and peers at all times.
- Students must always use a soft tone and low volume when communicating within the school campus.
- The general language of communication must be English and Vernacular language may be used when interacting with the support staff or the specific language teachers only.
- Students must always be in their assigned environment spaces depending on their schedule for the day.

DISCIPLINARY POLICY

- Guidelines for Use of Campus Facilities/School Property:
- All academic, co-curricular, and physical training facilities provided by the school both in-house as well as through external associations are available for the students to use for enhancing academic competency, holistic development, and physical fitness. Hence it becomes important for the students to practice care of the environment when using these facilities.
- Physical facilities like school grounds, buildings, classroom resources, etc, within the school's premises shall be treated with care. Any damage to such property will be addressed through strict action by the management.
- Access to such property outside working hours is not permitted unless specific written consent is sought from the school authorities.
- The school premises must be maintained in a neat and tidy manner.

- Students are not permitted to write on the walls or furniture within the classrooms and the common areas.
- All equipment, resources, and appliances available commonly such as laboratories, libraries etc. must be handled with care. Any specific safety precautions specified in such areas must be followed by the students.
- The management reserves the right to charge a replacement fee or compensation for any damages caused.
- Students are important shareholders in the school. They are required to be neatly dressed and groomed at all times.
- No Trading Cards, Beyblades, Fidget Spinners, Digital Watches, Jewellery etc. allowed in school. Items found in the student's possession will be confiscated and handed over to the coordinator/office.
- The school is not responsible for the goods lost by the students. They are advised not to bring expensive articles to school.
- Students should treat everyone in school with respect. Name-calling, using foul language, spreading rumours, bullying, etc. are strictly prohibited.
- No gift cash/gift may be given to any teaching/non-teaching member by the student or his/her family members.
- Smoking, possession, or distribution of alcohol/illicit drugs is not permitted in the school premises and will attract strong consequences.
- The following behaviour will be addressed through strict action by the school disciplinary committee:
 - o Harmful behaviour towards others including any form of verbal, physical, or psychological abuse.
 - o Written, verbal, or electronic messages indicating bullying towards peers and other school staff.
 - o Using inappropriate language, disruptive or harmful gestures
 - o Repeated and persistent misbehaviour or insubordination
 - o Discrimination in any form

UNIFORM POLICY

Uniforms promote equality, discipline, and a sense of belonging in schools while minimizing distractions and ensuring safety. School uniforms are mandatory except on special occasions such as the student's birthday or planned celebrations organized by the school. Students are expected to have all four uniform colours, as specified by the school. The complete uniform must be purchased from the school.

- School uniform for all boys/girls
 - o Tops: Sprouts T-shirts (All four colours)
 - o Bottom: Sprouts blue tracks or blue shorts.
- Comfortable and easy-to-use footwear is recommended for all Montessori students.
- For Lower and Upper Secondary Programs students, mid-calf white socks and white canvas shoes.
- Students are required to present themselves well-groomed. Short hair and clipped nails. Boys are to keep their hair short. Girls with shoulder-length hair, wear a ponytail. Girls with hair longer than the shoulder, are expected to braid it neatly.

- Events: For all field trips, excursions, and events held outside the school campus, students must wear the recommended colour T-shirt, ID card, and closed footwear with socks.

PHYSICAL EDUCATION POLICY

- Physical education is vital for students as it not only promotes physical well-being but also cultivates essential life skills like teamwork and discipline. Furthermore, it enhances students' cognitive abilities and fosters a lifelong appreciation for a healthy lifestyle.
- Physical education classes are mandatory for all students of the school. If a student is well enough to be present at school, then they are considered well enough to participate in PE classes unless mentioned otherwise by the parent in advance.
- However, if a student is unable to participate in the PE classes for more than three sessions, then, a mail from the parent and a medical certificate for exclusion from such classes must be produced.
- Dress Code: All students must wear proper sports shoes suitable for physical training on the days of PE classes according to the schedule provided.
- The school reserves the right to hold back students from participating, if they do not present themselves with appropriate footwear, for the events as prescribed by the school.
- Girls with long hair must ensure it is neatly plaited or tied up in a manner not to interfere with the class activities.

EXTERNAL PARTICIPATION POLICY

We believe that students can acquire and improve a variety of crucial life skills and abilities through inter-school events, both academic and cultural. These include leadership, problem-solving, public speaking, collaboration, and critical thinking, all of which build students' self-confidence. Interaction between students from different schools' aids in fostering a more expansive perspective of the world. Through these collaborative engagements, our students receive opportunities to interact with other students and gain global perspectives.

The eligibility of the student to participate in competitions outside school will be based on his / her:

- Attendance and academic requirements as stated in the student handbook.
- Conduct in school (any student who has violated the school rules) the school reserves the right to deny permission for participation in such events and tournaments.
- Students are expected to dedicate the time allotted for such events judiciously and be aware that he/she will be representing the school.
- Students are expected to be in full uniform or costume recommended, along with the school ID card at all such events.
- Off-campus competitive exams can be taken up by the students, individually or through the school. The school is only a facilitator for external competitive exams. No separate coaching will be provided by the school for these exams.

PARENT - SCHOOL INTERACTION POLICY

Parents will be communicated through Mail/ WhatsApp as and when required
Both parents' Email Id's and mobile numbers must be shared with the school

In case parents are not receiving any communication from the school, kindly bring it to our notice at the earliest.

Updates of the events in the school will be periodically uploaded on school Instagram account. Do follow the page for updates.

Instagram: <https://www.instagram.com/sproutsmontessorichennai/>

Talking to the teacher at the gate or without a prior appointment is discouraged.

Email Communication:

Kindly adhere to the below-mentioned table to reach out to the right staff depending on your concern.

Team	Addressed to	Email ID
Primary and Toddler	Campus Admin	primary@sproutsmontessori.in
Elementary (Lower and Upper)	Campus Admin	elementary@sproutsmontessori.in
Early Adolescence & High School	Campus Admin	highschool@sproutsmontessori.in
Main Office	Main office Admin	admin@sproutsmontessori.in
Management	Founder Director/Principal	management@sproutsmontessori.in

- All emails related to leave information, early pick-up, and late coming must be sent to the respective campus admin.
- All emails related to the student's progress, concerns, and clarifications about the subject matter must be sent to the respective campus admin.
- Parents must be respectful of the teacher's time. If unable to attend the meeting as confirmed please ensure that the same is communicated to the respective campus admin well in advance.
- All fee-related information, issue of Bonafide certificates/transfer certificates etc. must be sent to the main campus admin.
- Any other information regarding the school as well as escalations may be shared with the Principal in the management email ID provided above.
- Any communication with the teachers should be done during school hours through mail. Parents are not allowed to message or call any teacher or member of the management on their personal numbers.
- Sprouts practices a very open and friendly culture of interactions between parents and teachers. We request parents to be kind and understanding when addressing adults associated with the school.
- **Other Points to Note:**
When sending money to school for any purpose please, send in the exact change in an envelope with the name of the student and their environment. Ensure that the envelope is

sealed well. Any loss of the money before it reaches the teacher or admin will not be our responsibility.

- o As we have sufficient working days embedded in the calendar for the students, any sudden leave declarations by the government or otherwise, will not be compensated.
- o For students in the Montessori program kindly refrain from different teaching methodologies

CELEBRATION POLICY

- Sprouts is a culturally diverse institution that lays equal learning emphasis across cultural topics keeping in mind the diversity of our student population and understanding the importance of promoting cultural awareness. We celebrate various festivals and important dates throughout the year. The plan executed for these celebrations are with the purpose to ensure that the students learn how to synthesis cultural differences into their knowledge base, using a secular approach. We celebrate one large event of all religions and most of our Indian festivals.

WITHDRAWAL POLICY

- Parents wishing to withdraw their ward from the school, for any reason, must do so by sending a formal email to the school. Any casual information transmitted to anyone else, shall not be accepted as intimation to the School by the Parents.
- Preparation of the Transfer Certificate shall take at least 3 working days.
- Parents who do not wish their wards to continue in the next 'Academic Session' (w.f. 01 April) MUST apply for T.C. by the 15th of February, 2026.
- Students leaving at the start or the middle of any term, will have to pay the fees due for the academic year.

GENERAL GUIDELINES

- Books / Art Supplies (Elementary Program)
 - o The students will be given different books for the different areas of study when it is introduced to them.
 - o Proper maintenance of these books is mandatory. All books need to be covered and labelled.
 - o It is the student's responsibility to complete any task that has been assigned as homework
 - o Work Diary has to be brought to school every day. It must be checked and signed every day by a parent.
 - o Art items given at the beginning of the academic year, must be carefully maintained. Art supplies are planned for the year. If the same is lost or finished, it must be replaced by the parent.
 - o Notebooks will be replaced, only if the student has shown the completion of his previous subject book. If the student has lost or misplaced any book, he/she will have to buy the book from the school.

- It is mandatory that your child brings all the books/as per the timetable they follow to school every day. (Lower and Upper Secondary Program)
- **Library Books**
 - Students will be encouraged to take library books from school to develop reading habits. Ensure that the books are returned within 7 days from the date of issue.
 - In case of any damage or loss of the Library Book, students are required to pay a fine of Rs 200/- or replace the book.
 - Loss on any other book issued by the school will be replaced with a fee, upon request via email.
- **Field Trips:**
 - Sprouts believes that deep learning happens outside the 4 walls of a classroom.
 - All trips will be during school hours only, unless otherwise explicitly stated.
 - If destinations planned have inconveniences that are unforeseen, the school is entitled to cancel the trip for safety reasons.
- **Growth Analysis Report Card**
 - Growth Analysis Report is the student's progress report, which is given at the end of Academic Terms 1st & 3rd
 - The progress report will be handed over only to either of the parents.
 - In case of any damage or loss of the folder, a fine of Rs. 150 will be charged.
 - A new folder will contain only the current term and future term reports.
 - The Growth Analysis report must be signed and returned in good condition to the school on the stipulated date.
- **Eatables Lunch/Break**
 - The importance of healthy eating, including eating breakfast, for the overall health and well-being of school-aged children cannot be understated.
 - The student must come to school after eating a good and healthy breakfast at home
 - For reasons of health and keeping with the philosophy of the school, please do not send Junk food, Non-Vegetarian, Processed foods, and Chocolates for snack/lunch.
 - Please send appropriate quantities of food which can be consumed, to avoid any kind of wastage.
 - Kindly do not send any fancy cutlery. Loss of the same, will not be the school's responsibility
- **Birthday Celebrations**
 - Birthday is that special time when one feels celebrated and loved. At Sprouts, we have a unique way of celebrating it in School. We celebrate this special occasion with the younger students, bringing to his/her consciousness the passage of time and its implications.
 - Students can come to school in his/her choice of colour dress on this special day.
 - Some suggestions for sharing on birthdays: Eggless bread/sponge cakes; vanilla/tutti-frutti cupcakes; butter cookies; Indian sweets; Muffins; Chikkis, etc.
 - If the student wishes, he/she can donate books to the school library

- Security
 - We adhere to the safety standards that are advised for schools in all respects, including building and fire safety. The school is fully CCTV Monitored
 - There is an assigned security person at the gate of every campus.
 - During drop/ pick up of the students there are assigned adults at the school gate.
 - In case any new adult apart from the parents assigned pick up person is coming to pick up the student, an email informing the school of the same needs to be sent well in advance.
 - Any change in the pick-up and drop arrangements should be intimated in writing to the environment coordinator.
- ID Cards
 - **For Elementary:**
 - Every student will be given an Identity Card at the beginning of the academic year. The parents must keep the ID card at home and send it for the appropriate purposes as mentioned by the school.
 - The ID cards should be worn by the students on all field trips and excursions as mentioned by the school.
 - **For Early Adolescence:**
 - The ID cards must be worn by all the students to school every day
 - In case of the loss of the ID card, the same has to be immediately procured from the main office at an additional cost of 150 Rs
- Hygiene and Medical Assistance
 - In Sprouts, students' safety and health are an integral part of the functioning of the school.
 - Nails to be cut and maintained properly regularly.
 - Make sure the student washes his/her hair regularly and does not have any lice in them. Children seen with lice will be sent back home
 - Send in a handkerchief and a mask with them daily, especially when they have a runny nose
 - Regular pest control is done on the campus. As an additional precaution, Mosquito cream or patch can be put on the child, when being sent to school · Environments have a fully stocked First Aid Box and Mosquito repellents
 - If any form of medication is to be given to the student, the parents are requested to come and do the needful. The staff are not allowed to do so.
 - In case of medical emergencies, the child is taken to Kauvery Hospital, Alwarpet along with the Coordinator and Office Staff. The Parent will be informed regarding the same immediately.

Why and when to keep your child home:

- To stop the spread of infectious diseases and give children and students the time they need to heal, please do not bring your child to school if they are unwell or show symptoms of any viral infection. When recouping from illness students are advised to wear a mask.
- The school will follow proper sanitization procedures to keep all surfaces clean at regular intervals.
- Parents/Caregivers and Community Members
- Model good hygienic practices for your child.

- o Ensure that safe and adequate drinking water is sent with them.
- o Teach them to cough and sneeze into a tissue.
- o Make sure to listen to children's concerns and answer their questions.
- o Collaborate with the school on how together we can support school safety efforts
- o Encourage regular hand washing with clean water and soap.

Mental health

- o Counselling Program:
- o Our counselling program represents a thorough and age-appropriate strategy designed to aid every student in cultivating the competencies and mindsets necessary for achieving success as a global citizen. Sprouts School counsellor supports students' social and emotional development by helping students establish and maintain healthy relationships, improve academic achievement, build self-confidence, and foster a growth mindset.
- o Engages with individual and group social skill coaching
- o Extends social and behavioural support for students
- o Provides initial short-term therapeutic services for students
- o Organises parent presentations and workshops
- o Intervenes during a crisis situation
- o Collaborates and consults with parents and teachers
- o The school counsellor meets students periodically on a need basis to provide support for emotional and physical well-being.

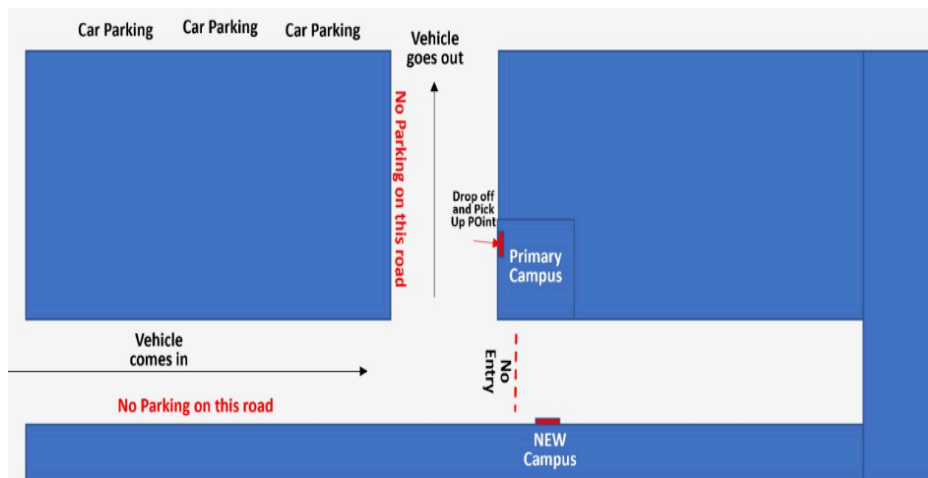
Note: The School Counsellor also encourages parent counselling, to facilitate positive mental health.

- General instruction
 - o Keep screen time low (not more than half an hour a day), as excess of the same affects' attention span and brain development.
 - o Ensure your child gets 8 – 10 hours of continued rest/sleep for them to have an energetic and fulfilling day at school.
 - o Make sure they drink plenty of water and get 2 to 3 hours of outdoor playtime every day, their growing bodies need it.
 - o Reading is a very important habit to develop. Make sure reading aloud with discussions happens every day with the child.
 - o Library memberships in a local library are a good place to invest, to access varied formats of reading materials.
 - o Allow the student to do his or her homework by themselves. You can aid with their queries, but avoid stepping ahead of their learning process.
- Traffic regulations
 - o Please note as our school campus is situated amid residential property, we request you to be mindful of the same and do not park cars or bikes in front of the residents' gates or at random.

High School and Primary Campus

- o Drop off and pick up of the Primary children will be done from the side gate. The main gate will remain closed, and cars will not be allowed to enter that road.
- o NO car will be allowed to park on the street, which holds the main gates of the campus. Parents are discouraged from getting out of the car for the drop-off.
- o There will be an adult from the school at the main gate to receive your child.

- o Similarly, during the pick-up time, cars may be parked near Nageshwara Park or the parallel road (same road as the main campus).
- o NO car is allowed to park on the streets mentioned in the attached image. This comes in direct conflict with the residential association policies.
- o Parents are requested to orient their drivers/auto drivers about these rules and insist on them following the same.
- o Parents are requested to extend empathy and support to our traffic regulation team (Anna's) and treat them with kindness and respect.



Language Policy

“The development of language is part of the development of the personality, for words are the natural means of expressing thoughts and establishing understanding between people.”

- Dr. Maria Montessori



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- Sprouts Language Pathway
- Montessori Environment
- Lower and Upper Secondary Program
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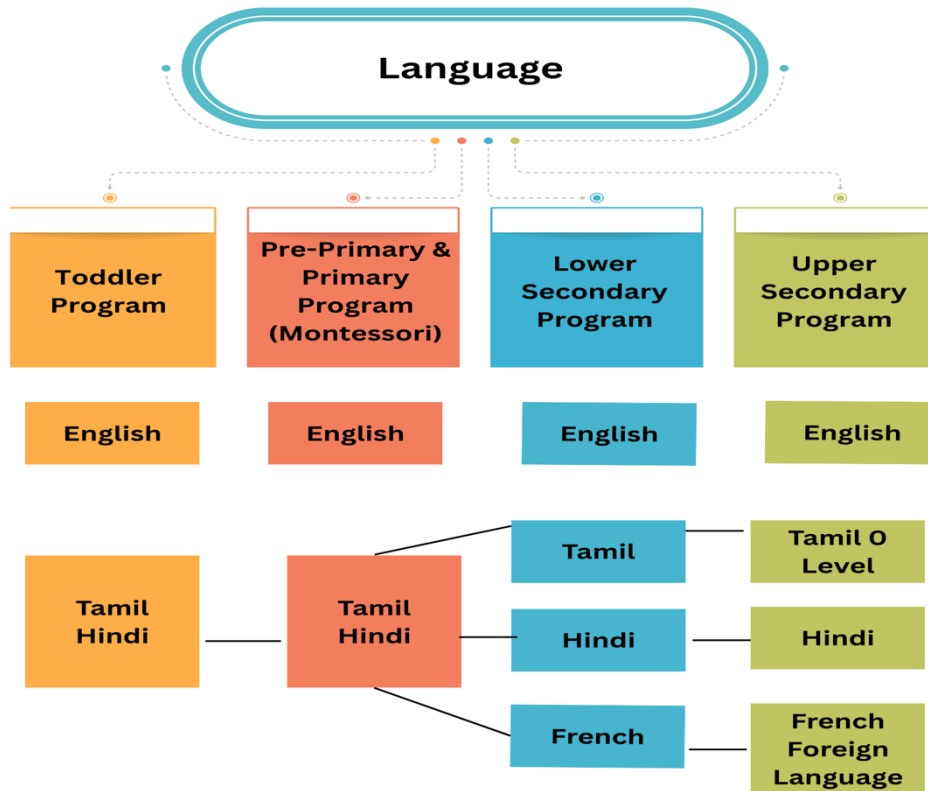
We nurture our learners with curiosity and developing skills to enhance their usage of language in India and across the globe. We instill in our learners the knowledge that languages are the core sources of diverse leaning.

Language Philosophy

- India is a diverse country, with multilingual states and this larger picture in view, we at Sprouts Montessori High School aim to achieve an integrated approach offering choice of languages to our learners in support of their cultural ecosystems.
- Sprouts Montessori High School approaches language acquisition holistically, with the realization that language is a component of everything we do and is trans-disciplinary in itself. We believe that multi language skills, oracy and literacy can and should be developed consciously at the age-appropriate levels in the school.
- Sprouts is an English Medium school where all major subjects are taught in this language. This is also the language of communication at Sprouts across all forums and with all the Shareholders of the organization and is predominantly is the written language visible at Sprouts that relate to administration, activities or events.
- Keeping in mind the multi-cultural diversity of our country and state, we offer Sate, National and International languages to students so that they can identify and connect with their culture and gain knowledge about them. We offer Tamil, Hindi and French as second languages, each commencing in various grades.

Sprouts Language Pathway

- Abiding by the Language Policy laid by the State Government in Tamil Nadu, every student up to Grade 8 has to engage with Tamil either as 2nd language or 3rd language.
- Since English proficiency allows our learners to explore and gain information available globally, we provide all resources, including materials and coaching, to assist bilingual students become more proficient in the language at all levels of our various Programs.
- Every Language teacher has a common mission to educate and empower learners with communication skills and comprehension that will allow them to express themselves and co-exist in a diversified society.
- At Sprouts, all our teachers have a high-level proficiency in the language that they teach. The professional development of the language teachers is supported with
 - i. Annual communication workshops to help knowledge of teaching practice resources and activities to engage with.
 - ii. Integral lessons through projects to consolidate learning. through Teacher's collaborations and discussions.
- Student's works in all language are displayed in and around the campus to show the diversity of each community. Sprouts Poetry Day, Presentation Day and various major festival celebrations use both regional as well as international languages to observe the learnings and work of our learners.



Montessori Environment

- Language acquisition begins at a very young age in Sprouts starting from our Toddler Program. Spoken English, along with Hindi and Tamil, are taught in all the programs, with age-appropriate curriculum and activities.
- While English is our First Language (medium of communication), we offer mandatory second languages - Hindi and Tamil in the Toddler and Primary Programmes. In the Elementary Programme, Hindi and Tamil continue as mandatory learning areas with focus shifting based on them becoming either as 2nd or 3rd language

Curriculum

- At the Toddler and Pre-Primary level of learning for the languages, we start with oral activities like songs and stories, we then slowly spiral up towards complex speaking, reading, writing and comprehending texts.
- Various learning and skill acquisition tools are implemented to develop the four skills Reading Writing, Listening and Speaking components of all the languages.
- Students with a different mother tongue and who have difficulty accessing the curriculum are guided through these programmes, to meet the criteria for English as First Language (EFL) in the CAIE and IGCSE programmes
- The ability of students, teachers and staff to employ their diverse linguistic repertoires, encourages learners in Sprouts to embrace linguistic diversity, including all and assuring equal participation.
- Periodic reviews are conducted to check the progress of every learner, in the different languages and set specific goals to achieve the required learning outcomes.

Lower and Upper Secondary Program Curriculum

- At the Lower Secondary and Upper Secondary level English is taught as First Language.
- Tamil, French and Hindi are the second language options offered to the students in the Lower Secondary Program.
- All learners who choose their second language in grade VI will continue with the selected language throughout their Lower (CAIE) and Upper secondary (IGCSE) Programmes.
- In congruence with the Tamil Nadu government, we understand the importance of our State Language and its knowledge to communicate in a society.
- Hence, all learners who have not chosen Tamil as a second language, will have periodic sessions to build their oral and comprehension skills in the language.

- After Grade VIII, learners enter the 2-year Upper Secondary IGCSE program. This program necessitates a high level of analytical knowledge, as well as proficiency in Reading, Writing, Listening, Speaking and Comprehending in their chosen 2nd language. At this level, the learners are expected to have a strong prior knowledge in the chosen language.

Syllabus:

The second Language syllabus offered to students in the Upper Secondary Programme are as follows

- Tamil – O Level
- Hindi – O Level
- French – Foreign Language
 - Tamil O level learners will be trained and assessed in two components - Reading and Writing.
 - Hindi O level learners will be trained and assessed in all four components - Listening, Speaking, Reading and Writing
 - French as foreign language follows a DELF (Diplôme d'études en langue française) curriculum starting from level:
 - A1.1 Beginners French in Grade 6
 - A1.2 in Grade 7
 - A2 in Grade 8
 - B1 in Grade 9 and 10
 - Learners will be trained and assessed in all the four components – Listening, Speaking, Reading and Writing.

- Language proficiency of lateral entry learners across all three languages will be assessed prior to opting a language after grade VII. For further details, please refer Admission Policy / Examination Policy.
- Speaking ability is assessed through role play and conversations. External Papers are used to examine students.
- A student is also offered the flexibility and choose to independently learn a new language and appear for the exams through the school. This applies to only those languages that are offered by the IGCSE Board
- Learners with linguistic challenges could be exempted from choosing a second language provided the necessary documents and assessment reports are submitted to the school and the school has to submit the same to the board.

Bibliography

<https://sproutsmontessori.in/> <https://www.cambridgeinternational.org/>
<https://www.kchigh.com/> (Inspired from)

Committee members:

Ms. Shivani Bhaiya / Ms. Dhivya / Ms. Isha Antony/ Mr. Vialli Jacob

Inclusion Policy

“No Student should feel invisible”

Core of Sprout's Philosophy



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What is Inclusion?

Inclusion is an on-going process that aims to make education accessible for all students based on their abilities as well as by identifying and removing any barriers to them. Inclusion is about providing equal access to opportunities and resources for students who might otherwise be excluded or marginalized. Inclusion derives real meaning when we all get empowered to understand the needs of each student and are able to address it by going down to their level.

Montessori methodology believes,

'Every child is capable of learning if the environment is supportive and thoughtfully prepared for his/her learning. It attempts to develop children holistically and prepares the child for life'.

This includes modifying the instruction style based on what is needed for each child with help of a special educator in class.

Sprouts Montessori High School and Inclusion

- Every Student is unique and the school works towards unfolding the learner's potential.
- To make each individual in the school feel belonged and included.
- Provide an Individual Student Paced Learning with a student centric curriculum catering to multiple intelligences, learning styles, individual needs, and ability levels.
- Modify teaching methodology to accommodate each student's level with appropriate intervention.
- Use differentiated instructional strategies for each student with help of a special educator in class.
- Modify evaluation style to assess every student at their level.
- Equip students to share and develop their knowledge, skills and understanding through creative and diverse means.

- Create spaces where all members are seen as equals and to encourage inclusivity for all individuals.
- To focus on holistic skill development of every student and make the necessary accommodations to do so.
- To consider all forms of response from students, that is not limited to written work, to make them feel successful at every step of learning.
- Develop values of tolerance, appreciation, empathy, and respect towards all.

Inclusion during Admission Process

Sprouts is dedicated to supporting students with different abilities. At each level, the team is equipped to support students which are specific to each environment.

Observation:

As part of our comprehensive admission process, and as detailed in the Admission Policy, we conduct student observations to understand each student's unique learning style, abilities, and potential. Emotional readiness, Independence to work and Ability to communicate and follow instructions are the basic parameters that are observed in this admission process.

During the observation, the candidate will be invited to engage with various learning materials and discussion activities under the guidance of our experienced teachers. The teachers will observe their adaptability, curiosity, and social interactions. The observations are friendly, encouraging, self-directed, non-invasive and designed to make the student comfortable.

Greet and Meet

This is a beautiful activity done as a formality process, where the adult greets the tiny toddler and spends some time with them, to observe their readiness. This is not an altering criterion, and no student post a Greet & Meet in the Toddler Programme is denied admission.

Inclusion of Children in the Toddler and Primary Programs

- Will admit students, based on availability with the following limitations
- Students with Specific learning disability
- Students with Mild Attention Deficit Disorder, who can easily cope up with the curriculum with accommodations and Interventions.
- Students with mild autism spectrum disorder with accommodations and interventions

Inclusion of Children in the Elementary Programs

- Students with Specific learning disability, who can cope up with the designated curriculum with specialized accommodations and interventions.
- Students with specific behavioral difficulties, who can cope up with the designated curriculum with specialized accommodations and interventions.

Inclusion of Children in the Lower and Upper Secondary Programs

- Students who can cope with the Cambridge curriculum with appropriate support or with the aid of a special educator.

Special Educator (S.E)

Students who are identified with either of the above symptoms may be eligible for all or some of the following procedures.

- o SE will observe the student in the working environment of their classroom.
- o The S.E will have one-on-one conversation and work interactions with students to assess at a deeper level of their work ability and difficulty that has been identified.
- o Parents are informed in a meeting with the Principal and the SE, about the need for intervention sessions that the student may need.

- o Post approval from the parent, SE will begin to work periodically with the identified student. The time spent and the number of days the S.E will work with the student will depend on case-to-case basis.
- o SE will create an IEP (Individualized Education Plan) for the student, in collaboration with the class teacher.
- o Parents will also be informed of the same, along with the work that the student will need to be engaged with at home or another organization.
- o There would be a review every 3 months to discuss, check and follow the progress of the student.
- o As per the need of the student, they may need to have individual sessions at an additional cost

Inclusion during Assessment and Evaluation

- As stated in the Examination and Assessment policy, the students are evaluated across various domains of learning with differentiated formats of assessment. Evaluation and assessment processes for all students follow a holistic approach. In the Montessori environments differentiated assessments are conducted for students identified with specific academic /behavioral needs.

Teacher's role within the classroom

- Sprouts encourages the teachers to give diverse tasks with varying amounts of support, to achieve the learning outcomes identified for the student.
- An inclusive Environment is provided for all students to explore at their individual level. following their pace of learning and giving them the time and support to reach their learning goals.

- Lessons are planned by every teacher to cater to the diversity of learners giving importance to multiple intelligences including a multi-sensory approach in to their teaching practices.
- Teachers use varying grouping practices so that every student has the opportunity to collaborate with all their peers in the class. This supports and encourages each Student to scaffold their learning in their individual Zone of Development.

Staffing and Resources at Sprouts

- Sprouts is committed to recruiting an adequate number of qualified and trained adults.
- The teachers and adults are in tune to the needs of every learner. They are trained to recognize difficulties, to be spokespersons for inclusion and to create a sense of belonging for all students.
- Teachers mutually observe classes following which they share suggestions and feedback to help their individual growth with emphasis on inclusion.
- Sprouts is committed to providing adequate resources in terms of space, specialized equipment and support the professional development of its inclusive educators.
- Inclusive educators, who may be full-time or part-time, are also part of the student support services who accommodate diverse learning styles and to bridge gaps to whoever is applicable and needed.
- For holistic growth of all entities in the school, there is a designated School Counsellor to ensure that the psychological and emotional well-being of all is a priority. The School Counsellor ensures that everyone has a safe space to deal with their emotional, psychological, or behavioral difficulties.
- Sprouts supports learning for students with special or specific needs by:
 - o Creating Individualized Education plan for each learner.
 - o Providing concrete materials to support their learning.
 - o Encouraging Parent volunteer Programs, to create a supporting community of teachers and learners.



- o Sharing Digital Resources in specific languages, that can be understood by the student.
- o Digital resources are also shared to support learning of a new language.
- o Providing for Intervention Programs and counselling support within the school with a qualified S.E and S.C (student Counsellor)

References

KC-High-Inclusion-Policy-2023-2.pdf

<https://www.genesisglobalschool.edu.in/admissions/policies/our-policies>

Human Resource Policy

“Train people well enough so they can leave. Treat them well enough so they don't want to” – Sir Richard Branson

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Designations

The Designation Structure for Teaching and non-teaching are as under:

Founder Director

Principal

Vice Principal

Program Coordinators

Head Teachers / Class Teachers

Subject Teachers

Assistant teachers

Specialized Language Teachers

Special Educator

School Counsellor

Co-curricular Faculty

DESIGNATION	ROLE & RESPONSIBILITY
Founder Director / School Correspondent	Administrative & Finance Head
Principal	Academic & Curriculum Head
Vice Principal	Program & Events Head
Front Office Executive	School Admin Head
Accounts Executive	Finance & Budgeting for the school
Program Specific Admins	Campus & Specific Program in-charge
Program Coordinators	Academic Head of the Specific Program
Montessori Directresses	Knowledge and Skill development of every student
Subject Teachers	Knowledge and Skill development of every student
School Counsellor	Student, Parent & Teacher Counsellor to promote a positive learning and working environment in the school
School Special Educators	Support the learning and progress of students with specific learning needs

Lab Assistant
Librarian
Extra-Curricular Teams
Collaborators & Consultants
Out-sourced resources
Housekeeping Supervisor
Security



Recruitment Policy

Our Work Culture:

- We are a team of self-driven, passionate, and dynamic individuals united by the common goal to provide the best and most unique learning experiences for our students. At Sprouts Montessori High School, we take great pride in nurturing a vibrant work culture where both our teaching and support staff contribute and every child flourish.
- As educators, we go above and beyond our job responsibilities to work, support and help each other. It is truly a team effort, collaborating for the growth and progress of the school.
- Sprouts offers exciting career opportunities and firmly adheres to meritocracy.
- We believe in providing equal opportunities irrespective of age, gender caste or creed. We are always looking to engage with inspiring individuals who share our common interests, are passionate about working with students, inclined to learning and teaching and have an ambition to grow in this field of work.
- The minimum requisite to be a part of this inspiring team, the candidate should be a graduate.

Eligibility Criteria for Various Posts

- Good command over English, both verbal and written and basic computer knowledge is a mandatory requirement for all posts.

- For Leadership posts appropriate qualifications are mandatory with sufficient teaching experience.
- Toddler Directress- Montessori Trained (those who have a passion to teach and inclined to learn but are not trained can also apply-exclusive for toddler environment)
- Primary Directress - Montessori Trained (preferably AMI or IMTC)
- Elementary Directress - Montessori Trained (preferably AMI or IMTC)
- VI-X Grade - Graduate or Postgraduate in the subject applied for (preferably with work experience and knowledge of Cambridge syllabus)
- Admin Executives - Graduate/Postgraduate, well versed with Computer Knowledge.

Probation:

Objective:

To assess the potential and suitability of the candidate selected and hired for the vacant post.

- Teachers who join the school will undergo a period of probation for 6 months commencing from the date of joining (exclusive of summer holidays).
- Candidates are not entitled to any leave during the period of probation and any leave taken during this time will entail deduction in salary.
- Post confirmation, for the remainder of the first year, the number of days of leave will be calculated on a pro-rata basis. Leave will become regularized from the following academic year.



- There will be training modules and hours planned for all employees to attend above and beyond working hours wherever applicable.
- Candidates will be mentored by a fellow teacher for 2 months for seamless induction.

Induction

Objective:

To facilitate smooth assimilation of new teachers into the institution and help them understand the institution as a whole, develop a sense of belonging, getting to know one's colleagues, make them familiar with all aspects of their job, their responsibilities, setting clear expectations, familiarizing them to the available resources and applicable policies, procedures, and traditions of the institution.

The Principal shall ensure that every employee, irrespective of grade, goes through an Orientation Program which will be mandatory for the teachers to attend.

During this period, the candidate is familiarized with:

- Introduction to the Institution
- Institution Vision, Mission, and Values
- Introduction to Policies
- Introduction to key of officials
- Work culture

Cost to Company (CTC)

At Sprouts Montessori High School, we have moved to Cost to the Company format since current Academic Year. CTC is an expense that the school incurs in recruiting an employee and retaining their services.

Gross Salary (GS)	CTC minus Employer's contribution to Employee Provident Fund (PF)
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Basic Salary (BS)	Is 50 % of Gross Salary
House Rent Allowance	HRA is 25% of the Gross Salary
Leave Travel Allowance	LTA – One-month Gross Salary is paid in 12 tranches on a monthly basis.
Employer's Provident Fund	Salaries up to INR 15,000 deduction is 12% whereas for salaries higher than INR 15,000 INR 1,800 is deducted towards PF.
Employee's Provident Fund	Same as above
Medical Allowance	INR 1000 is paid on monthly basis.
ESI	Employee's State Insurance – ESI is health insurance plan for employees with salary less than INR 21,000.

With the above structure we are compliant with all statutory guidelines.

CTC is decided basis potential of the candidate and school internal policy; it is important that the financial details are always kept confidential.

Example of a Pay-slip in case CTC is 25,000/- :

Gross Salary	23,200
Net Salary	21,400
Basic	11,600
HRA	5, 800
LTA	1,933
Medical Allowance	1,000
Special Allowance	2,867
Employees PF	1,800
Employers PF	1,800

Tuition Fee Concession

Objective: To extend support to the dependent children of employees who opt for admission into the Institution through concession in the tuition fee.

All regular employees who have completed one year of service in Sprouts are eligible for fee concession for a maximum of two children. The concession amount is at the discretion of management and is liable to be revised every year.

Consultants/ Part time employees will be extended referral concession with the Management discretion.

In the event of discontinuation of an employee from the institution, the fee concession availed by them for that particular academic year will be recovered irrespective of reason of discontinuation of employment.

Reimbursement of Telephone Expenses

- The main of ice admin and respective environment admins are provided with a school mobile through which they are expected to communicate to the parents.
- Principal, Vice Principal & Coordinators are eligible for mobile charges reimbursement up to Rs 3000 p.a.
- All teaching and non-teaching staff are expected to communicate to parents either by school mobile or landline.

Staff Referral Incentive Policy

Objective

- To provide an incentive to existing staff members to refer and bring in external candidates to Sprouts.
- An Incentive of Rs 2000 will be given to the staff member after the referred candidate successfully completes six months of probation period with Sprouts.
- An incentive of Rs 1000 will be given to support staff after the referred person successfully completes six months of probation period with Sprouts.

Local Conveyance Reimbursement

- Principal, Vice Principal and Employees using outside conveyance for official purpose are entitled to claim reimbursement at actual. For any such expenses prior permission from the Coordinator/ Admin team must be taken. The coordinator / admin team to get prior approval for expenditures exceeding Rs. 500/- from the Management.
- Reimbursement should be claimed on a weekly basis on producing the Bills.

Leave Policy

- Teaching and non-teaching staff are entitled to a total of 10 days of leave of absence in an academic year – Casual and Sick Leave. Salary deduction will apply for the number of days of leave taken over and above the 10 days. This will reflect in the salary of the month in which the number of leaves exceed 10 days.
- Teaching and non-teaching staff are not entitled to any leave during the probation period and any leave taken during this time will entail deduction in salary.
- Post confirmation, for the remainder of the first year, the number of days of leave will be calculated on a pro-rata basis. Leave will get regularized from the following academic year.
- Part time teachers are entitled to 3 days of sick leave.
- Absence on working Saturdays will be treated as leave of absence.
- Staff are entitled to encash days of leave not taken within the said 10 days leave of absence and the same will be credited to your account in the last working month of the academic year.
- Prior to taking leave, staff are required to send a mail to admin@sproutsmontessori.in and information of the same to be given to their respective coordinator. Please note that messages on the phone will not be considered as a suitable substitute for written request for leave.
- In an emergency, intimation can be given through phone, and later an email informing the same must be sent.
- Where the request for leave exceeds 3 or more consecutive days, please note that permission for the same must be granted by the Management.

- It's the responsibility of the Individual to make alternate arrangements with other teachers to ensure smooth flow of work. The plan of work for your children must also be communicated to the co-teacher.
- Three late arrivals will be taken as half-day leave of absence.

Maternity Leave

- After 18 months of employment (one year after the probation is completed).
- Female teaching and non-teaching staff are eligible for 90 days of maternity leave.
- Male employees are eligible for paternity leave of 2 weeks.
- ML/ paternity leave can be availed twice by the Employee during their tenor with us.
- During ML/ paternity leave teachers will be paid 50% of their Salary.
- Teachers need to serve the school at least for 12 months post 90 days of ML/ paternity leave, else the salary paid during this period will be forfeited as mentioned in the contract of employment.

Travel allowance Policy

- LTA – Leave Travel Allowance (included in the salary) Vacation Leave:

As per the calendar of events for the academic year the last working day and the first day of every academic year attendance is compulsory. Based on this and keeping in tune with the leave policy, the following vacation policy has been implemented.

Teachers are eligible for vacation leave, no. of days/ dates of these vacations may vary

- 10 to 12 days-during Navratri

- 2 weeks – Christmas holidays
- 4 weeks- (May)

Admin staff are eligible for Vacation leave as mentioned below.

- ½ working days -during Navratri
- 1 week – Christmas holidays
- 2 weeks- (end of April – May) (to be taken on rotation basis)

Any staff resigning or planning to resign before the beginning of the year cannot avail any vacation. If a staff resigns after availing annual leave, those days will be considered as loss of pay.

Promotion Policy

- Sprouts Montessori believes in due recognition of the good performance of our staff.

Teachers are eligible for promotion on completion of three academic years with Sprouts.

Tenor	Eligible for Promotion	Salary Hike
3-5 years	Yes	Yes
5-7 years	Yes	Yes
7 years and above	Yes	Yes

**Salary increment is depending on the financial results of the school and market driven.

Teachers eligible for promotion and salary hike will go through promotion interview after appraisal process is completed. Teachers with less than 3 years of experience will be eligible for salary hike basis schools and Individual staff overall performance.

Time & Attendance Management Policy

Timings for Teaching & Non-Teaching staff

- Toddler / Primary 08.30 am - 03.30 pm
- Elementary (LE & UE) 08.00 am - 03.15 pm
- EA & HS 08.00 am – 03:15 pm
- Admins 08.00am- 04.00pm
- Attendance will be clocked electronically with the Bio-metric system. It is the staff responsibility to 'sign' in every day. Failure to do so will result in that day being considered as a leave.
- Three late arrivals will be taken as half-day leave of absence.
- Regularity to school is a must. Teachers are required to be present on all working days.
- The school calendar clearly indicates the day/date that teachers report for work, both at the beginning and at the end of the academic year. Please note that attendance on these dates is mandatory.
- School will function for teachers on some Saturdays as mentioned in the calendar.
- Please note that there is a dual process to be followed when taking permission to attend to personal work during school hours, however short the permission time be. Both processes are mandatory.
- You are required to electronically 'sign' out on leaving the school campus and 'sign' in again, on return.
- You are also required to fill in a permission slip with your respective coordinator.
- Keeping in mind the dual nature of our teachers, who are also parents, up to 2 hours and 3 permissions will be granted to all teachers per year which will give them the time and space to attend important events
- Please note that a consolidated time of 4 hours taken as permission by you, will be



computed as half-day leave. Consolidated time of over 4 hours will be considered a one day's leave.

- You are required to sign out when you are going out on school approved outings / programmes. Time taken out for these will not be included when computing consolidated time.

Staff Welfare Policy

The Institution recognizes all their employees to be the most valuable resource and that the health and welfare of all employees is essential in achieving the Institution's mission.

The Institution is committed to producing a caring and supportive working environment which is conducive to the welfare of all employees, and which enables them to develop towards their full potential.

Welfare includes anything that is done for the comfort and improvement of employees and is provided over and above the salary. Welfare helps in keeping the morale and motivation of the employees high so as to retain the employees for longer duration.

Staff Welfare Measures

- Gifts for staff members during Teacher's Day/Diwali.
- Concession in tuition fee for staff children (two) studying in Sprouts.
- Staff referral incentives
- Uniform for support staff.
- Sprouts believes in constant learning and upgrade of Skill Sets for all teaching and non teaching staff and provides financial support up to 50% of the certification expenses.
- Eligibility Criteria-Staff should have completed 1 year and needs to serve for 2 years post certification as well.

Institution Dress Code Policy

Our dress code Institution policy outlines how we expect our employees to dress at work. Employees should note that their appearance matters when representing our Institution in front of students, parents, or other visitors. An employee's appearance can create a positive or negative impression that reflects on our Institution and culture.

- All employees (full and Part time employees) must be clean and well-groomed.
- All attire must be work-appropriate and with a certain degree of formality. Clothes that are worn in workouts and outdoor activities aren't allowed.
- All clothes must be clean and in good condition. Discernible rips, tears or holes aren't allowed.
- Staff must avoid clothes with stamps that are offensive or inappropriate.
- Staff ID cards must be always worn.
- Female staff members can come attired in Indian or western wear - long tops with a fairly high neckline over leggings or formal ankle length pants with high or mid waist are permitted, but no long skirts or flared shirts with short tops. Jeans can be worn on Friday and on working Saturdays. Male staff members must come neatly shaved and in formal attire with neat shoes / sandals, no chappals are allowed.
- Female staff members are not allowed to wear sleeveless tops, tracks, pyjamas, low waist pants, short skirts, or any casual clothing to school, unless specified otherwise.

Grievance Management Policy

The Teachers can approach the Coordinators/Principal / Management in case of any grievance.

Procedure:

Step 1:

Our continuous endeavor is to empower our team to use their voice when needed. School encourages any concerns to be raised directly with the coordinator (academic) or Admin (if otherwise).

Step 2

The next level of complaint involves the Coordinator and the Principal. The aim is to address and resolve the concern in a speedy, professional, and effective manner if the complainant expresses that his/ her concerns were not addressed to satisfaction in the previous step.

Step3

On rare occasions complainant may still be unhappy with the resolution provided. In such cases the staff may request for escalation of the complaint to the Founder Director. All escalated complaints are appropriately reviewed by the Founder Director and final resolutions communicated to the complainant.

Complaints will be addressed by the respective team based on severity of the case. However in case complainant is not satisfied with the resolution offered, issue can be

escalated to Level 2 and Level 3 teams Even at this stage complainant remains dissatisfied, Management has a right to communicate that the procedure has been exhausted and matter is closed.



Code of Conduct

SPROUTS MONTESSORI HIGH SCHOOL believes that for an institution to succeed, grow and excel, it needs to be anchored to its Values and Beliefs and motivate all its employees to consistently display the values in the course of their interactions.

Objective:

The Institution's prides itself on the high standards embodied in its working principles. The institution expects its employees to adhere to these in their day-to-day activities.

The following Code of Conduct and Ethics is intended to provide guidelines for the Professional, Ethical, Legal and Socially Responsible behavior that the institution expects from its employees.

SPROUTS MONTESSORI HIGH SCHOOL

- The school is committed in all its actions, to promote quality education and shall neither engage in any activity that would adversely affect such objective, nor shall undertake any activity or project which is to the detriment of the school interests.
- The School's name and logo are registered trademark and shall be governed by manuals, codes and agreements as issued by the Institution. No employee, third party or joint venture shall use the SPROUTS MONTESSORI HIGH SCHOOL Brand for any purpose without specific authorization.
- The school shall provide equal opportunities for all employees and treat them with dignity. All decisions pertaining to eligibility, qualification, and selection of applicants in all matters will be based on merit. No discrimination shall be made based on Community, Race or Gender.

- Employees shall ensure that all information available to them in the course of employment in the Institute are kept strictly confidential and she/he shall not disclose to any party except to the extent necessary for the purpose of due performance of her/his service/discharge of her/his duty to the Institution.
- Employees shall ensure that all departmental equipment, systems resources, and consumable items are used exclusively only for school purpose and not for personal use.
- Employees will ensure that the transmission of information via communication and information networks and devices is made only if authorized to do so and in accordance with the relevant departmental protocols.
- Employees will avoid sharing of password with another person, share another person's password/s, or record password/s which can be misused.
- Employees shall avoid any unauthorized removal or taking of supplies, equipment, furniture, fixtures, products, cash, merchandise, or other tangible property of the Institution.
- All employees should use the school funds in the most efficient manner and any expense incurred for the school can be claimed by submitting appropriate bills.
- No employee shall be involved in any political activity directly or indirectly.
- Misusing controlled substances or selling, manufacturing, distributing, possessing, using or being under the influence of illegal drugs and alcohol on the job is absolutely prohibited.
- No employee shall use threatening words, or assault or commit acts of violence or possess weapons, firearms, ammunition, explosives, or incendiary devices in the workplace, on work premises or in work vehicles or elsewhere



- Smoking is strictly prohibited on the school premises. Appropriate actions shall be initiated against the violators.
- Staff at SPROUTS MONTESSORI HIGH SCHOOL are required to serve as role models to students. They are requested to maintain a high degree of decency and decorum in speech, discipline, grooming and general conduct.
- Staff members are requested to use English as a means of communication, both with students and colleagues. This does not apply to specific language teachers.
- The teachers must ensure that their nails are cut short. This is to ensure safety in handling children and is a requirement of the school.

Disciplinary Actions: All employees are required to adhere to the above-mentioned rules and regulations. Failure to do so will attract appropriate action including disciplinary action against the employee who is found to violate these principles.

Disciplinary action against the delinquent employee will be at the discretion of the management and according to the severity of the case and in accordance with the principles of natural justice.

Health and Safety Policies

“Healthy children are more likely to attend school and are better able to learn. Healthy workers are more productive.”

- Seth Berkley

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Philosophy:

Sprouts Montessori High School has an overarching goal to provide a secure and safe learning environment that values and nurtures the emotional, social, intellectual and physical needs of every child.

Parents entrust the responsibility of providing a safe environment for their children to the school and it is the duty of the school to ensure the same to all its members.

Here all members; students, staff, parents, visitors, contractors, and others of the school community are knowledgeable about the practices to follow, to ensure the well-being of the Sprouts Community at large.

Purpose:

The purpose of this policy is to provide all members of our school community with guidelines towards ensuring health and safety by sharing effective practices of international standards across environments.

General Principles:

- These guidelines are presently followed by the school within the school community and campus. It covers the day-to-day aspects of creating an environment that is conducive for all.
- Wellness, health and safety are an integral part of the school curriculum. The students are made aware of what are healthy habits and the importance of consuming home-made food, balanced diet, good hygiene, and environment cleanliness.
- All members of the school community are advised to wear masks in case of a cold or cough.

- Based on the age and readiness of the students, we educate them about internet safety, puberty, anti-bullying, tobacco, gender sensitivity, sexual health, drug, and alcohol awareness, etc.
- Snack break and lunch break are included in the timetable, at regular intervals between classes for the students to rejuvenate themselves under adult supervision.
- The use of tobacco, alcohol, or recreational drugs (such as marijuana) is strictly forbidden on campus, and appropriate disciplinary measures are set and enforced to maintain this rule. Awareness programs on the adverse effects of these substances are given to the students at regular intervals.
- Protocols of Safety are shared with students, highlighting the need. Not to wander off without informing any teacher or adult in that campus.
- Discourage conversations and any gifts from strangers or even parents they have not been introduced to.

Safety:

Physical Safety

- Every Campus has a functional First-aid kit. Additionally, every environment has basic medical supplies to tend to immediate injuries.
- Teachers and staff members are made aware of the medical concerns that a particular student may have, allergies, asthma, and other ailments. This information is available through the medical records shared with the administrative staff and is accessible by the staff members.
- A designated team from Kauvery hospital provides annual training to the teaching and non-teaching members of the staff on the basic first aid protocols and CPR.
- It is not possible for school staff to administer medicines for the child in case a child needs to take medicines during the school time, we would request the presence of a family to administer.



Pick and Drop:

- Sprouts community makes sure to follow rules and regulations to accommodate surrounding neighbors and comply with the local laws and ordinances for smooth functioning. Hence, we request and expect parents to support us in maintaining community harmony, by following the traffic rules set by the school.
- A minimum of two adults, along with the security and support staff are stationed during the morning drop and afternoon pick-up of students, at the entrance of the school premises.
- It is crucial that the parents proactively keep the school informed of the pickup and drop arrangements of the student.
- For the younger classes, the parents must introduce the adults who will be coming to pick up the child, and send their photos to the school Email ID, for our official records.
- The ID cards issued at the beginning of the year must be produced by the approved adult at the time of pick up.
- In case of any change in the arrangements, an email must be sent to the school, along with the photos of the new adult where applicable.
- For all the Lower and Upper secondary Program students, the ID card must be worn every day to the school.
- In case of the loss of the ID card, the same must be immediately procured from the main office at an additional cost.
- Students must be picked up not later than 15 minutes after the scheduled closing time of the environment. Beyond this time, the students will be left under the supervision of a support staff.
- The driveway, vehicle parking, main gates, and entrances of the school premises are continuously monitored by responsible and designated adults. Offenders who drive fast or ignore child safety will be restricted from entering the premises



Hygiene:

- Students are encouraged and informed about the need to regularly have a bath, brush their teeth and come well-groomed to school. They are advised to wash their hands regularly. They are made aware how this can help them to prevent the spread of germs.
- Grace and Courtesy lessons are discussed to teach them social manners and etiquettes. All adults are encouraged to model these behaviors as well.
- In case of concerns like head lice, common cold, and other common illnesses in students, parents are informed and urged to address the issue at the earliest as per health and safety norms.
- For health reasons, parents are advised not to send junk food, processed foods, chocolates, or other unhealthy food items with the student for their snack or lunch. Sprouts is a vegetarian school and Students are discouraged from bringing non veg to school.

Wellness:

- The school leaders emphasize the need for all students have frequent and active Physical Education lessons.
- Sports and Yoga are offered to the students of different age groups, to build their physical and mental strength.
- The school play area is monitored by an adult, during student's play sessions.

Psychological and Emotional Safety:

- The Sprouts team and parents are committed to creating a safe and secure environment for all students. The goal is to create a space for the students that is conducive to their development and enriches the life of every student.



- Sprouts has a School Counselor who helps students in their journey towards understanding their emotions, behaviors, thoughts, their individual needs and by extension themselves.
- The students are guided on how to manage their emotions, challenges, and interpersonal conflicts with their peers.
- Students are encouraged to show empathy and be kind to themselves, others, and their surroundings.
- All adults are encouraged to model effective communication and emotional regulation for the students to observe and follow.
- Adults must facilitate positive strategies, teach, problem solving, conflict resolution and stress management to the students.
- To create awareness in our parent community and to empower them to practice positive parenting, Sprouts conducts regular workshops for the parents. These workshops are customized to meet the needs of the specific age group of students.
- Parent counseling sessions are offered as an extended service to the parents of Sprouts, to help them regulate and manage their relationships with their child at home.
- The school Counsellor also meets teachers who want help to manage their stress, work habits, interpersonal relationships and family concerns.
- The students are encouraged to approach the counselor for help and support as and when required.

Lab Safety:

- The laboratory facilities on campus are maintained and overseen by adults trained in respective fields of study. Students are not permitted in the labs without the presence of an adult.

Inside the lab, every student will work with chemicals and lab equipment, only with prior permission and under the careful monitoring of an adult.

- At Sprouts the science labs are maintained by qualified science teachers and a lab assistant who are laboratory trained and have experience and expertise in handling chemicals, heating instruments, biological agents, etc.
- Teachers with access to the lab will be trained in fire handling and other emergency protocols.
- Sprouts has a trained ICT faculty who facilitates students on the use of computers and modern technologies in an effective way. There are appropriate Firewalls installed in the computers, to ensure that only age-appropriate content can be accessed by the students.

Special Situations:

○ Matrimonial Disputes

- As a school we understand that differences may exist or arise within spouses or families, and this can adversely affect the child involved. Sprouts is clear in its stand, where priority will always be given to the well-being and comfort of the student, over the personal needs of family members in dispute. Below are clearly stated the norms that our organization follows in such scenarios:
 - The school will continue to communicate to the registered details of both the parents, unless explicitly advised with legal documentation, as evidence for our official records.
 - It is critical that the school is timely advised about any matrimonial disputes between the parents, as this reflects on the student's overall well-being. Being informed helps us understand better and provide the appropriate support to the student if needed.
 - No family member or parent will be allowed to visit or meet the student, during school hours, within the campus.

- No student will be forced to acknowledge the presence of a family member, who they are not comfortable meeting.
- The school will at no point support any one party, in the matrimonial or family dispute, nor play an active role in the same.
- The school will not be responsible for any family member meeting the concerned student after school hours. The student needs to be educated and informed by the parent(s) of the norms; they need to follow in such cases.
- Emergency
 - During any contingency, which may require an early pick up for the student, the protocol must be followed by the parents.
 - The parent will have to come to school and fill the form stating the reason of the contingency.
 - This must be followed by signed consent from the principal.
 - The student will not be allowed to leave with a driver or any other adult, except for a parent.

Transportation and Field Trips:

- Sprouts encourages holistic and experiential learning and wants all students to participate in a wide range of activities, which include our Field trips and outstation programs. Hence, the safety of each student becomes of prime importance and guidelines have been set for the students and teachers to follow, to ensure a healthy and safe experience.
- ID cards should be worn by all the students on all Field trips, excursions or any other event as advised by the school.
- Students must be in school uniform as announced, during these excursions.
- Managing risk is an important aspect of life, and the students at Sprouts are encouraged in learning to assess and manage risk as part of their learning activities.

- Sprout's staff members are trained so they can keep themselves and ensure students are safe and manage risks effectively.
- Every field trip is planned well in advance and maintains a good teacher-student ratio.
- The route for travel during any trip outside the school is clearly established and mapped before the trip.
- For Sprouts, communication with parents is of utmost importance during Field trips hence all staff and support staff members keep up-to-date contact information of students.
- A WhatsApp group may be created with the parents of the traveling students for out bound trips, and regular updates with photos of all students are shared, for their comfort.
- All students are expected to participate in the field and the out-station trips unless there are extenuating circumstances.
- Where required, signed parental consent forms must be collected, prior to embarking on a trip.
- The safest and the most convenient mode of transportation is arranged, depending upon the location. Transport within the city is in buses and mini tempos, with the organization that the school has collaborated with for the vehicles.
- All students are expected to obey predetermined rules of conduct during a field trip. If students violate instructions, the school and its staff cannot be held accountable for any mishaps or unforeseen incidents that may occur.
- During the trip, a student is not allowed to leave the group for any reason (such as visiting family or friends)
- School staff is expected to administer medical attention when required in the case of an emergency and not delay if the parents cannot be contacted.
- In case of an accident or serious injury, staff members will immediately inform the management and the parents and then accompany the child to the hospital.



Parents Role:

- Trust the school and know that we are committed to providing a safe and secure learning environment for every student.
- Support the school staff and collaborate with them, to ensure that all the protocols are implemented.
- Ensure that they are aware of and follow the guidelines set by the school.
- Extend understanding and empathy to the school, in cases that of out of hand situations.
- Volunteer for school programs and roles, to support us in providing innovative and creative platforms of experiences.

Emergency:

An emergency is any unplanned event that threatens the safety of any member of the school community and requires a significant and coordinated response. Emergencies may include but are not limited to:

- Natural Calamities
- Fire

Our emergency preparedness plan outlines the four stages of managing emergencies:

A. *Prevention*

- Risk assessment is done at regular intervals on campus.
- Labs are maintained according to regulation standards and regularly checked.
- School medical records are up to date.
- Building structure is certified and maintained to code.
- School security structures (such as gates and walls) are sturdy.
- Monitoring is done through cameras in common areas and classes.

- Sanitization and Disinfection protocols - Diligently reviewing practices across the globe to ensure we apply only the best standards. We have acquired additional infrastructure, materials and equipment and our team of dedicated administrative, health and safety professionals are working to ensure we continue to follow the best sanitization and disinfection processes.
- Fire extinguishers are established and maintained around campus.

B. Preparedness

- The communication process among team members is clear.
- The Support staff is trained to operate the Fire Safety System.
- Communication channels with local authorities are clear and easy.
- Important and Emergency numbers are available at prominent places in the premises.

C. Response

- Line of command is in place to make decisions regarding steps to be taken during an emergency.
- Safety of the school community is the priority with respect to closing or evacuating school premises.
- Communication channels with parents are open and maintained through the administrative team.
- Decision-making processes by local authorities and the school's stance in these situations are clear.

D. Recovery

- Network of local authorities are in place to handle the aftermath of any situation.



- The school Counselor aids in the psychological and emotional recovery of students and the school team. She helps them deal with any challenges that may occur in recovery.

References:

- “School Emergency and Disaster Preparedness: Guidance Note.”
- UNISDR News. United Nations Office for Disaster Risk Reduction, 2010. Web. 13 Dec. 2013.
- Health and Safety Policy, KC High November 2019. updated 05 Dec 2021.”

Complaints Policy

“Every child has the right to Health, Education and Protection, and every society has a stake in expanding children's opportunities in life.”

-UNICEF



Index:

- Purpose
- Scope of the policy
- Policy
- Procedures

Purpose:

Complaints Policy is created to assist the students and parents/guardians of the Sprouts Montessori High School, to address their grievances if any, in a proper channelized format.

Sprouts Montessori High School is committed to develop good confident human beings and in the process, we value feedback of stakeholders. Any complaint against the school or any individual connected with it goes through the Complaints Policy and Grievance Procedures.

We believe in being open, honest and fair while dealing with the complainant. Our aim is to provide a safe and secure environment making children believe in themselves.

We have a procedure in place that effectively manages complaints for parents and other stakeholders.

Scope of the Policy:

A complaint is defined as a representation of Parent / Child's concerns against peers, faculty or about any specified aspect of the school's work. This procedure deals with specific day-to-day formal and informal complaints.

Informal Complaint or Concern is 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought.' While a complaint is best defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. By making this distinction between a concern and a complaint and taking all informal complaints seriously the number of concerns should reduce before developing into complaints.

Policy:

We respect your feedback – any concerns raised are looked into and depending on the severity are processed within 3-7 days of receiving the complaint.

Sprouts Montessori High School maintains records of conversations and meetings to resolve formal complaints for any future reference.

This is applicable only for formal complaints and not for concerns/ informal verbal complaints.

Procedures:

Step 1

Our continuous endeavor is to empower students to use their voice when needed. School encourages any concerns to be raised directly with the teacher without any delay – as and when the student feels the need.

Teachers at Sprouts Montessori High School are trained to be receptive and empathetic towards the students / parents who show dissatisfaction over any matter. As part of their responsibility, they are aware of the school's policies and provide clarification to parents/ students as required.

First level of complaint: Parents can reach out to the Level 1 committee which comprises of the coordinator and the programme admin by mailing their concerns to their respective E-mail ID provided in the school calendar.

Step 2:

The next level of complaint involves the Coordinator and the Principal. The aim is to address and resolve the complaint in a speedy, professional, and effective manner if the

complainant expresses that his/ her concerns were not addressed to satisfaction in the previous step.

Step 3

On rare occasions complainant may still be unhappy with the resolution provided. In such cases the parent may escalate the complaint to the Founder Director. All escalated complaints are appropriately reviewed by the concerned officials and final resolution communicated to the parents. Even at this stage complainant remains dissatisfied, Management has a right to communicate that the procedure has been exhausted and matter is closed.

Sprouts is a progressive school; we provide a nurturing world for the young Minds with holistic education. We have grown with the support of like-minded parents. We welcome and support the constructive feedback parents provide for the welfare of the children.

ASSESSMENT POLICY

Sprouts Montessori High School holds a strong conviction regarding the crucial role of assessments within the teaching and learning process. Assessments serve as valuable tools for understanding students' learnings, identifying their strengths, and highlighting areas that require further work. These assessments serve as a compass for tailoring our teaching approaches. Our dedication lies in creating an assessment policy that is fair, transparent, and aligns seamlessly with our educational goals and values.

Our Assessment guidelines are based on these fundamental principles:

- **Authenticity:** At Sprouts we evaluate students in a manner that closely mirrors real-life situations and encourages the development of practical skills and competencies. These assessments are a means of ensuring that students are well-prepared for the challenges they will face beyond the classroom.
- **Differentiation:** We aim to build evaluations that allow for various approaches and levels of difficulty because we are aware that learners have diverse learning requirements and learning styles.
- **Feedback:** We uphold the belief that providing timely and constructive feedback is vital for fostering learner growth and development, and we are committed to delivering such feedback to support learners in their continuous improvement.
- **Continuous improvement:** We regularly evaluate the effectiveness of our assessment policy and make adjustments as necessary to improve this process.

Unlocking Success - Our Evaluation Method



Revista de Pedagogie - Journal of Pedagogy

Our objective is to establish an assessment culture that is both challenging and supportive, fostering an environment where learning is promoted and learner success is encouraged.

Types:

Assessments at Sprouts Montessori High School are:

- Diagnostic
- Formative
- Summative
- Continuous

Diagnostic Assessment: A diagnostic assessment is employed to determine whether a student or group of learners is adequately prepared for an academic program. These tests are specifically designed to establish the entry level for students seeking admission or for an entire class at the beginning of a new course or area of study, and they are a common practice at Sprouts, especially for lateral entry students. Details are provided in the Admission policy. The purpose of a diagnostic assessment is to evaluate applicants based on key knowledge, skills, and comprehension objectives from the previous grade level's course of study in a given subject area. This evaluation helps determine their suitability for entering a particular grade level. These assessments play a crucial role in supporting teachers and educational leaders in developing strategies to bridge any gaps in students' knowledge.

Formative Assessment: Assessment for Learning

Formative Assessment, often referred to as Assessment for Learning, it involves the collection and utilization of data on students' learning progress to adapt and enhance teaching and learning methods.

In Sprouts, we employ various forms of Formative Assessment, which includes both graded and non-graded methods. These assessments encompass self-assessment and the use of mistakes as valuable learning opportunities, all aimed at developing students' learning abilities, including their competence in "Learning to Learn." Throughout this formative assessment process, teachers provide guidance and scaffold the learning journey while actively seeking evidence of students' mastery.

In Sprouts, our Formative Assessment techniques encompass quizzes, games, self-assessment, peer assessment, and reflective activities, such as plenary discussions and brief worksheets, among others.

Summative assessment: Assessment of Learning

Summative Assessments are conducted at the conclusion of each academic term, aiming to assess the skills and knowledge that students have accumulated over the entire duration of the instructional period. At Sprouts, we conduct two Summative Assessments during the course, and the feedback is provided to help students comprehend and evaluate their performance. These assessments are administered in the format of written examinations.

<https://www.teachingexpertise.com/articles/black-wiliam-and-assessment-for-learning/>

Continuous assessment: Assessment as Learning

Continuous Assessments encompass elements of both Formative and Summative Assessments, highlighting that assessment is an integral aspect of the learning process. A student's performance in continuous assessments serves as the foundation for their overall academic achievement. Since these evaluations impact a student's final grades, they also serve as a means for students to take ownership of their learning by monitoring their progress, seeking clarification, and honing their skills. Students employ self-reflection and teacher feedback to assess their own learning, solidify their comprehension, and strive toward educational objectives

Assessments in Pre-primary & Primary School
Pre-Primary school (Lower and Upper Kindergarten)

In Pre-Primary school, formative assessments take various forms, including:

- Craft activities.
- Developing gross motor skills through outdoor games and physical education.
- Enhancing fine motor skills via Exercise of Practical Life activities (EPL).
- Assessing social skills through group activities and show-and-tell sessions.
- Observing sensorial skills related to classifying, clarifying, and understanding their surroundings.
- Teachers continuously observe and assess the progress of young learners. They provide qualitative feedback not only at the end of the year but also regularly, ensuring that any gaps are identified, noticed or addressed promptly. This feedback is also shared with parents during the Parent teacher's meetings.

Primary school (Grades 1-5) Elementary Program:

The primary school adopts the continuous and comprehensive assessment approach, utilizing a variety of evaluation techniques to enrich the depth and scope of the assessment process. Here are some of the Continuous Assessment tools employed:

- Collaborative work
- Individual Project
- Show and Tell
- Book reviews
- Field trip report

- Hands on experiments in the lab
- Mini worksheets
- Quiz
- Multiple Choice Questions
- Topic end assessments
- Research work
- Games related to concepts
- Reading and Listening comprehension tasks
- Reading / listening skills using Nomenclature cards

Summative Assessments:

The Primary environment administers Summative Assessments to track students' progress. These assessments are mainly written and are not graded or marked. Based on the assessments, teachers monitor and evaluate the advancement of learners. They offer qualitative feedback to promptly address any areas of improvement. This feedback is communicated to parents during the Parent Teachers meetings.

Lower Secondary Program: (Grades 6 to 8)

The Lower Secondary assessment structure includes Formative Assessments, Periodic Assessments and Summative Assessments to evaluate learners' progress and proficiency.

Formative Assessments: Incorporating Formative Assessments during each session represents a highly effective approach for monitoring learner advancement and receiving prompt feedback on their educational progress. In Sprouts, teachers employ a diverse range of Formative Assessment techniques, such as brief written assessments, quizzes, projects, presentations, role-play, debate, case study and collaborative activities. These approaches ensure that every student has a chance to showcase their learning. In the language learning segment, we evaluate students through the incorporation of speaking, writing, reading, and listening components.

Periodic Assessments: Periodic assessments, typically taking the form of written exams play a pivotal role in evaluating students' understanding and knowledge retention throughout the course. These assessments are graded for 30 marks and serve as valuable checkpoints, providing both students and educators with insights into areas that may need further attention before the Summative Assessments. They contribute to a more comprehensive and well-rounded evaluation of a student's academic progress.

Summative Assessment: Summative Assessments offer a valuable opportunity for students to showcase their proficiency in the content and skills they have acquired throughout a specific time frame.

In Sprouts, the Summative Assessments comprise an 80-mark written examination, with an additional 20 marks being internally assessed through formative assessments. We conduct

summative assessments twice in the academic year, once in the middle of the year and again at the end of the year.

We are in the process of implementing progression tests and checkpoint exams as supplementary resources to further support our learners' academic progress.

Assessment For Upper Secondary (Grades 9 & 10)

The written paper comprehensively covers all components of each chosen subject, with the components and their weightage varying according to the specific subject requirements, in alignment with IGCSE standards. The written paper encompasses all the components of the subjects chosen by the students in a comprehensive manner

IGCSE Program is a two-year program designed for students in grades 9 and 10. The International General Certificate of Secondary Education (IGCSE) is a globally recognized qualification. The IGCSE board offers an extensive and adaptable educational program, equipping students with a holistic education and preparing them for future academic and career endeavors.

At Sprouts, our curriculum includes a diverse range of subjects to cater to our students' educational needs. We offer English as a First Language, Mathematics, Computer Science, ICT, Coordinated Science, French as a Foreign Language, Accounting, Business Studies, Economics, Environmental Management and additional language options such as Tamil and Hindi for students to choose from, providing a well-rounded academic experience.

Assessments in Grade 9:

During the initial year of the IGCSE program, aligning with grade 9, we employ a comprehensive assessment approach encompassing formative, periodic, and summative assessments. Periodic assessments are administered for 50 and summative assessments for 100 marks (80 marks of written paper and 20 marks for project report). These various assessment types afford teachers valuable tools for evaluating students' knowledge, skills, and overall comprehension.

Assessments in Grade 10:

In the second year of the IGCSE program, aligning with grade 10, students will participate in ongoing assessments during the first semester, occurring at the conclusion of each designated instructional period. Subsequently, in the second semester, they will undertake mock exams to enhance their preparation for the upcoming final IGCSE exams.

One of the key features of IGCSE assessments is their emphasis on preparing learners with 21st-century skills. This includes focus on developing critical thinking, effective communication, fostering creativity, problem-solving abilities, promoting collaboration, nurturing global awareness, and more. These skills are crucial for students' success in a rapidly changing and interconnected world.

To date, our students have been primed for taking exams at HLC International school as private candidates.

Advanced - Grades 11 & 12 (AS and A level):

We have plans to introduce AS and A LEVEL in the coming years. This prestigious program will provide our students with a rigorous and globally recognized educational pathway, further enhancing their academic opportunities and preparing them for success in higher education and beyond. This would also lay out a pathway for successful admissions into prestigious universities.

Teacher's Responsibilities:

- Ensuring that assessment procedures are in accordance with the school's assessment policy and relevant educational standards and guidelines.
- Creating valid, reliable, and authentic assessment tasks that are in line with the learning objectives and appropriate for students' age, developmental stage, and cultural background. When it comes to Summative Assessments, timely preparation of question papers after review by department members, is important.
- Supplying clear instructions and assessment criteria for each task, specifying the expected performance standards and clarifying how students will be evaluated.
- Providing students with timely, constructive, specific, and actionable feedback, both collectively to the class and individually, and giving them opportunities to utilize this feedback to enhance their learning.
- Recording, compiling, and examining assessment data to guide teaching and learning practices and monitor student progress.
- Maintaining accurate and up-to-date records of learner achievement, ensuring confidentiality and privacy of the learners' data.
- Communicating assessment results to learners, parents, and other relevant stakeholders in a clear, consistent, and timely manner, and using assessment information to inform educational decision-making.

Mock Exams:

In the years that students are gearing up for the external exams (IGCSE), the school prepares them by conducting two mock exams during the second term. These mock exams mimic the format of the external assessments and encompass all subjects. Subsequent to the mock exams, individual meetings are scheduled with students and their parents to offer constructive and realistic feedback on their performance. Students are given a minimum of two weeks to review and enhance their performance based on the feedback they receive. In the event of an exceptional absence, students will be asked to complete the same question paper as an assignment and will be self-assessed by the student against the marking scheme shared.

Examination Guidelines:

All students must carry their school identity cards

For both Periodic and Summative Assessments, students must ensure they have all necessary materials for the assessment. (Lower Secondary level)

Students must carry their calculator in the IGCSE level for the required papers

Students should not carry any erasable pens or correction fluids

Students are expected to carry a transparent pouch and a transparent water bottle to the examination hall. Students should carry at least two blue ball point pens and two HB pencils. Students should carry their Geometry box to the examination hall.

Attendance:

If a student misses any assessment, the task will not be rescheduled.

Attendance for all Periodic and Summative assessments is mandatory for all students' Summative examinations cannot be scheduled before the official examination timetable announced by the school. Our assessments are meticulously crafted to uphold principles of fairness, validity, reliability, and practicality. This ensures that every Cambridge exam accurately reflects a student's capabilities, regardless of the location or timing of the examination. Consequently, our assessments hold enduring significance and can serve as a valuable qualification for future educational pursuits or career opportunities throughout one's life.

<https://www.cambridgeinternational.org/why-choose-us/benefits-of-a-cambridge-education/assessment/>



Admission Policy

“The education of even a small child, therefore, does not aim at preparing him for school, but for life.” - Dr. Maria Montessori

A strong conviction, that a school holds the responsibility in preparing the young learners of today to become strong, capable and independent-minded individuals of tomorrow, drives the energies that establish Sprouts Montessori High School as a progressive institution.

At Sprouts, we believe in providing a nurturing and inclusive environment where every child can thrive academically and personally. We believe that each child is unique and engages differently with materials, to express their learning.

Sprouts offers the opportunity of a growth journey for a child from a tender toddler of 1 ½ years to a robust 16-year-old young adult. This journey takes place through a unique merging of the Montessori and Cambridge International learning programmes.



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Fair Practices

Every child has a fundamental right to quality education. At Sprouts Montessori High School, this belief translates into action. The school is committed to fair practices for admissions for all applicants and does not allow any discrimination based on region, religion, community, language or socio-economic backgrounds.

The school also operates on the belief that parents are aligned to the above principles and have taken an informed decision in approaching Sprouts Montessori High School for the admission of their child.

The table below showcases the learning curve of a child at Sprouts Montessori High School.

Programmes	Child's age time of entry - Mar31st for the Academic Year	Equivalent to Grades	System of Learning	Entry Points for Admission
Toddler 1 ½ - 3+ years	Starting to walk		Montessori	Through the Academic Year
Primary 3 – 6+ years	3 years	PRE-KG L.K.G U.K. G	Montessori	Start of Academic Year; also, in Oct / Jan, subject to vacancies
Lower Elementary 6 – 9+ years	6 years	Grades 1 - 3	Montessori	Start of the Academic Year
Upper Elementary 9 – 11+ years	9 years	Grades 4 & 5	Integration of Montessori and Cambridge	Start of the Academic Year



Lower Secondary Programme 11 – 14 + years	11 years	Grades 6 - 8	Cambridge	Start of the Academic Year
Upper Secondary Programme 14 & 16 + years	14 years	Grades 9 & 10	International General Certificate of Secondary Education	Start of the Academic Year

General Information:

- The environments up to the Upper Elementary Programme (up to Grade 5) function as mixed-age group classrooms.
- The school maintains a good teacher-student ratio to ensure optimum observation of and attention to the child.
- Each environment has specially trained and qualified teachers in the pedagogy they practice.
- Students seeking admissions for Grades 1 and above need to meet the required academic proficiency levels of the school.
- English is the medium of instruction. An aspiring student is expected to have an adequate proficiency, required for the grade admission is sought for
- Preference is given to siblings during admission.
- Twins are treated as separate individuals. It is the policy of the school to place them in separate environments to allow for individual growth.

- Sprouts has mandated placements for students of special needs. As a policy, the school reserves up to 5% seats for children with special needs, based on the support bandwidth available in the school.
- The school reserves the right to admit/refuse admission for a child based on whether it (the school) has the required capability to address the specific need of the child. With respect to this, the decision taken will be based on the recommendations of the in-house Professionals and Special Educators.

Process for Admission:

The school website details the process to be followed for the respective environment for which admission is sought. For ready reference, the steps for admission are detailed below:

1. The Enquiry form to be filled, either online or in-person.
2. Once the form is filled, the school will reach out to you to schedule a Meet & Greet // Observation // Entrance Exam for the child; basis, the grade applied for. This will be conducted by a teacher or coordinator of that programme.
3. Based on the outcome, the school will accept or reject the admission application
4. Where a child is found eligible for admission, the school will convey the acceptance of the admission of the child to the parents.
5. Once the parents confirm, they will fill the admission form and pay the admission fee post which there would be a meeting with the principal.
6. Post all of the above, the final admission formalities must be fulfilled to confirm the seat of the child in the respective environment.

Meet and Greet & Observation – An insight:

1. Observation-Montessori Programmes

- As part of our comprehensive admission process, we conduct student observations.
- The primary purpose of the observation process is to understand each child's unique learning style, abilities and potential.
- We know that learning is not limited to academic knowledge, but is intertwined with a holistic development and growth of the child. Emotional readiness, Independence to work and Ability to communicate and follow instructions are the basic parameters that are observed in this admission process.
- Through these observations, the school is presented with the opportunity to witness the child's interactions, interests and behaviour in a Montessori classroom setting.
- During the observation, the child will be invited to engage with various Montessori materials and activities under the guidance of our experienced teachers.
- The teachers will observe the child's adaptability, curiosity and social interactions.
- We also assess their comfort level in the Montessori environment.
- The observations are friendly, encouraging, self-directed, non-invasive and designed to make the child comfortable.

2. Meet and Greet: (Toddler Programme)

- This is a beautiful activity done as a formality process, where the adult greets the tiny toddler and spends some time with them, to observe their readiness. This is not a filtering criterion, and no child post a Greet & Meet in the Toddler Programme is denied admission.

Protocol Per Programme:

Programme	Protocol Followed
Toddler	Meet and Greet
Primary	Meet and Greet session of the child with the teachers Post this the child will attend a half-day regular school session in the environment if required.
Elementary – Lower & Upper	An Interactive session with the child during a half-day regular school session in the environment applied for
Lower & Upper Secondary	Entrance test to be taken in English / Math / Science / 2nd language

Final Steps for Completion of the Admission Procedure:

- Parents need to fill the Admission Form provided and submit it along with the Fee payment. Fees once paid, will not be refunded.
- In case of student leaving mid-year, full academic year fees need to be paid. This is a prerequisite for issue of Transfer certificate.



- Interest-free refundable deposit per student has to be paid at the time of Admission, which is utilized for the growth and development of the school. The interest-free deposit will be refunded after a minimum 2-year period or as and when the student leaves the school and on an application from the parent for the same.
- Self-attested Documents Required to be submitted to the main office of the applicant
 - A copy of the Birth Certificate
 - Copy of Aadhaar card
 - 5 recent passport size photos (hard copy)
 - Soft copy of photo of child sent to email id – admin@sproutsmontessori.in
 - Last 2 years report cards of the child, from the previous school - Transfer certificate
 - Certificate of conduct
- Parents of the Toddler and Primary Programmes will be provided with a Welcome kit, to orient them about the philosophy of the school and the nuances of the Montessori pedagogy.
- Parents must at the time of admission, place an order for the uniforms of their child, with the school office, for the academic year. The cost of the uniforms is included in the annual fees of the school.

With the above steps the process of admission of the child is complete and Sprouts will confirm admission and enroll the child in to the respective program, after all the above-mentioned formalities have been completed.

It is understood that a student admitted into Sprouts Montessori High School will engage in all aspects of school programmes, academic / co-curricular / field trips (local & out-station) and other activities of the school.



Sprouts being a progressive institute provides academic support for children who need special permission during the term to pursue professional/ special training sessions, externally.

Sprouts Montessori High School is unique in its admission approach and the programmes it offers. It is important that parents are aware of the same, and make an informed choice when they confirm admission of their child into this institution.

Learning Disabilities & Special Needs:

The school has a managed allocation for students with mild to moderate learning disabilities or special education needs, and an in-house team of Special Educators to engage with them. Special sessions will carry an additional fee/cost, to be borne by parents, should a requirement for the same arise.

The school requires parents to be completely forthcoming about their child's special needs, with all required and relevant documents to be submitted at the time of admission. This is essential to enable the school to make a sensitive and informed assessment of the child.

The school will have periodic general assessments for all students in their working environments/classes, by the special educator. This is practiced to identify early and timely learning needs or special support if any, that a student may need.



Matrimonial Disputes

It is critical that the school is timely advised about any matrimonial disputes between the parents.

In case Parents are living separately and the situation demands support and understanding of the child emotionally, please keep the school informed. For such cases, any pick up and drop instructions need to be explicit and with supporting documentation.

School will continue to communicate to the registered details unless explicitly advised and supported by legal documentation.

Religion

Sprouts upholds itself as an organization that is tolerant to every religion. We do not discriminate on any grounds. Hence, we expect all parents to follow the same philosophy and encourage their children, to support and accept all their peers, without bias.

Gayathri Mantra is a prayer to the forces of nature and our students recite the same along with the adult, during the circle time. Our English prayer is also neutral in its approach and does not specify any one God.

Students are never forced to recite the prayer in the circle time and the same is left to their choice.

We encourage parents to be aware of this philosophy of Sprouts and support us, to develop individuals who are more secular and democratic in their approach.

“The children of today will make all the discoveries of tomorrow. All the discoveries of mankind will be known to them and they will improve what has been done and make fresh discoveries. They must make all the improvements in houses, cities, communication, methods of production, etc. that are to be made. The future generation must not only know how to do what we can teach them; they must be able to go a step further.”

- Maria Montessori

Exam Prep

"Before anything else, preparation is the key to success."

Alexander Graham Bell

Examination Related Polciy

Sprouts Montessori High School understands that there are varied activities and protocols to be followed and fulfilled, to conduct authentic and smooth exams in the school premises.

As a proposed center of examination for IGCSE program, we have referred and followed all the guidelines that have been stated in the Cambridge Handbook – 2023.

- We assure that we will offer courses for candidates, only post approval from the Cambridge team. The programs will be supported with qualified staff and all appropriate supporting materials and resources, as required.
- We will be responsible for the administration, conduct and successful completion of examinations at our center.
- Our assigned and trained Examination Officer will be the point of contact from the school, for all communications with Cambridge International and the parents of the candidates of the program.
- The Examination Officer's online certification will be completed, once the center number has been attained.
- All emails responding to the Cambridge communications will be accompanied with complete details of the person responding and center.
- The Examination Officer will be well versed with the Handbook information and seek support from other affiliated schools, for ensuring smooth and proper transaction of her responsibilities.
- The examination Officer is aware of the Key Time, Timetable of exams, question paper confidentiality, Special needs requirements for the concerned students, candidate details and subjects, exam entries, fees, payments, coursework submissions and requirements.
- The school will not offer any online qualification Cambridge Programs.

- All costs pertaining to the examinations, will be duly informed to the parents and the full amount will be collected before enrolling the candidate for the exams. Processing of timely payments for the exams to the Cambridge Board, is the responsibility of the examination officer and the school head.
- The school will appoint suitable invigilators to ensure that the exams are conducted in accordance to the Cambridge Handbook- 2023.

The school has ensured that all the necessary requirements and arrangements for the examination room and the secure storage facility for the question papers and other confidential materials from Cambridge International, have been fulfilled. Sprouts Montessori High School, has ensured that qualified and sufficient adults are engaged to complete the Cambridge Exam Cycle in context to:

- Exam Preparations
- Candidate Entries for the exams
- Course work and moderation
- Fulfilling all the due diligence before the exams as required by Cambridge International
- Following all the strict protocols on the exam days
- Timely and efficient announcements of results and certificates

Science Laboratory Requirements

In our endeavor for Cambridge readiness we have started the infrastructure development for the science laboratories and after careful scrutiny, the job has been assigned to **New Design Lab Furniture** who have worked with schools and other Institutes like APL Global, Billabong International, Alpha Educational Society and Chettinad Vidhya Mandir in the recent past.

New Design Lab Furniture is ISO 9001:2005 company and follow NAPL guidelines, SEFA norms in designing and fabrication of furniture.

As per Cambridge requirements we have made the following arrangements for Science Laboratory :

- An electric circuit breaker in the laboratory
- Electricity sockets which cannot come into contact with water
- A first aid kit in the laboratory will be provided
- A fire extinguisher in, the laboratory (two 2 kg carbon dioxide extinguishers)
- A dedicated system for washing eyes
- Fire blankets in every laboratory and prep room.
- Eye goggles for every student

For Our Chemistry Laboratory :

- A way of storing dangerous chemicals safely – We've indented for solvent storage cabinet made of 20 Gauge thick GI Tata/ JSW Zero spangle GI sheets.
- A method for fume extraction

Gas bottles (fitted in a secure cage outside the building) or portable Bunsen burners with a safe storage site will be available.

Designated spaces for students working, preparation area for the teachers and adequate storage of materials and equipments has been planned in all the labs.

Organogram of the Senior Management

*"If your actions inspire others to dream more, learn more,
do more and become more, you are a leader."*

John Quincy Adams

SENIOR MANAGEMENT TEAM

SMITA VISHWESHWAR
FOUNDER DIRECTOR

SHIVANI BHAIYA
PRINCIPAL

**SANJALA
SUDHIR**

TODDLER &
PRIMARY
PROGRAM

**POONAM
CHOKHANI**

LOWER
ELEMENTARY
PROGRAM

**VAISHNAVI
SRIDHAR**

UPPER
ELEMENTARY
PROGRAM

**ROSAMMA
ANTONY**

LOWER & UPPER
SECONDARY
PROGRAM

Sanjala Sudhir

Designation: Toddler & Primary Coordinator

Growing up as an average student, my parents and teachers had little hope for my future. But today, I stand tall as a successful individual, thanks to a change in perspective. I had believed that I was average only because that's what I was told. But I now know that there are multiple paths to success, and none of them are right or wrong. When I got the opportunity to become a teacher, I realized that it was more than just a voice



behind books. I nurtured my students, who were also considered "average," and watched them blossom. Being an educator is like being an artist - you're driven by passion and nothing else. And with this approach, the term "average student" becomes irrelevant.

My introduction to the world of Montessori education showed me how each child has a unique path, and confirmed my epiphanies. Montessori education is a journey of observations and manifestations. The child is a universal being who reveals their true nature and potential when not confined behind desks. I was so fascinated by this philosophy that I pursued it by taking the Primary Course (Case de Bambini 3-6). I then sought out an institution that firmly believed in following the child; that's where I met Mrs. Smita Vishweshwar, the founder of Sprouts. She encouraged me to implement all the new knowledge I had acquired from the course and take up the role of a Coordinator in the Toddler environment.

Working with a team of passionate teachers, we trained with each other and external sources. We created a brand new look and approach to the Toddler environment, where we exercised Dr. Montessori's philosophies and created a way of life that flowed like a river. We curated an environment that encourages the child to take control of their own needs and make individual choices. The success story for a child is independence, and that's what we aimed to foster.



After five years, I began working with the Primary environment. I was offered the opportunity to dive deep into the Curriculum of the Primary Environment, and with great help from the Management and the Team of Teachers, we created a unique, level-by-level plan for the children. As an educator, I am always a work in progress, and I am grateful to have stumbled upon this wonderful field of education. My vision is to aid the children in reaching their true potential and to foster their Absorbent Minds, both in Toddler and Primary environments.

Poonam Chokhani

Designation: Lower Elementary Environment Coordinator

As the Academic Coordinator for the Lower Elementary Environment at Sprouts Montessori School, I am dedicated to leading initiatives that drive academic excellence. With a wealth of experience and unwavering commitment, I effectively convey complex ideas to both students and fellow educators, fostering an environment conducive to learning.



Key Strengths

- **Innovative Educational Initiatives:** I have a proven track record of envisioning and implementing innovative educational initiatives that significantly enhance student learning outcomes.
- **Team Leadership and Collaboration:** Effectively managing a team of teachers, I serve as a source of motivation, guidance, and continuous training. My specialization lies in fostering teamwork and collaboration among staff members, promoting a spirit of unity.
- **Quality Assurance:** Playing a crucial role in ensuring the quality of education, I meticulously check lesson plans, observe teaching sessions, and actively participate in class conduct to maintain a high standard of teaching and learning.
- **Student-Centric Approach:** Employing data-driven approaches, I keep a keen eye on student performance and record academic progress, ensuring personalized attention to their needs for continuous improvement.
- **Parent Engagement:** Recognizing the importance of parent interaction, I actively engage with parents to discuss students' progress, address concerns, and build a collaborative partnership for the holistic development of each child.

- **Event Planning and Execution:** Beyond day-to-day responsibilities, I take charge of event planning and execution through my team, utilizing adept organizational skills to ensure seamless coordination for various school events, enhancing the overall school experience.
- **Professional Development:** Acknowledging the importance of ongoing learning, I conduct workshops and parent education sessions, empowering both teachers and parents with valuable insights and fostering a collaborative approach to education.
- **Educational Pursuit:** Currently pursuing a Diploma in Cambridge, I am committed to adding my best expertise in building upon the school's success with a combination of experience and knowledge.

In summary, as Ms. Poonam Chokhani, I am a key figure in ensuring academic excellence for the Lower Elementary Environment at Sprouts Montessori School. My managerial skills, dedication to teacher and student welfare, and commitment to continuous improvement make me an integral part of our educational leadership team. I am enthusiastic about contributing further to the school's growth and success.

Vaishnavi Sridhar

Designation: Upper Elementary Environment Coordinator

As the Academic Coordinator for the Upper Elementary Environment at Sprouts Montessori School, I lead our academic excellence initiatives with a wealth of experience and commitment.

In my role, I effectively manage a team of teachers, serving as a source of motivation, guidance, and continuous training.

I play a crucial role in ensuring the quality of education at our school. I meticulously check lesson plans, observe teaching sessions, and actively participate in class conduct, ensuring a high standard of teaching and learning.

Teacher and student grievances find a sympathetic and proactive listener in me. I address concerns promptly, fostering a positive and supportive learning environment. My role extends to the preparation and checking of assessment papers, ensuring fair and accurate evaluations.

I maintain a keen eye on student performance, employing data-driven approaches for continuous improvement. I diligently record and maintain the academic progress of every student, facilitating personalized attention to their needs.

Parent interaction is a vital aspect of my role. I actively engage with parents to discuss students' progress, address concerns, and build a collaborative partnership for the child's holistic development.

Beyond my day-to-day responsibilities, I take charge of event planning and execution through my team. My adept organizational skills ensure seamless coordination for various school events, enhancing the overall school experience.





Recognizing the importance of ongoing learning, I conduct workshops and parent education sessions. These initiatives aim to empower both teachers and parents with valuable insights, fostering a collaborative approach to education.

In summary, as Ms. Vaishnavi Sridhar, I am a key figure in ensuring academic excellence for the Upper Elementary Environment at Sprouts Montessori School. My managerial skills, dedication to teacher and student welfare, and commitment to continuous improvement make me an integral part of our educational leadership team.

Isha Anthony

**Designation: Early Adolescence & Adolescence
Environment Coordinator**



I am a dedicated and a passionate English teacher who believes in fostering a positive learning environment and helping students achieve their language and communication goals. Additionally, I have a four - year experience in educational leadership as an academic coordinator. During this time, I have had the opportunity to oversee lesson plans, curriculum development plans and design assessment patterns that align with the educational standards and meet the needs of students. I am passionate about education and committed to enhancing the quality of the English language in particular.

As an English teacher I have consistently strived to engage students and facilitate their language acquisition. I am trained and certified in various teaching methods that cater to varied learning styles. My teaching philosophy revolves around student- cantered learning which involves designing instruction to meet the individual needs and goals of each student. I prioritize fostering critical thinking, communication skills, and a love for the English language.

My goal is to foster a culture of continuous learning and improvement within the academic community.

In my role as an academic coordinator I have strategically worked on assessment and evaluation processes to measure student progress. I have had the opportunity to collaborate with schools to implement innovative educational strategies and initiatives.

I believe that I possess communication skills, which are vital for conveying accurate ideas, instructions, and feedback to students, teachers, and administrators as and when the need arises.



My passion for teaching, commitment to improving the quality of the English language, and the ability to inspire students and teachers make me an asset to the educational institution. I am eager to contribute to the growth and success of students and the overall educational community.

Teachers Resume

*"The strength of the team is each individual member in it.
The strength of each individual member, is its team."*

Phil Jackson



At Sprouts Montessori, our large family tree includes children, parents, non-teaching staff and admins. But the branches that hold all these different parts of the tree are none other than our passionate, empathetic and a diverse team of teachers.

Our teachers, have worked very hard to plan and execute ideas and teaching strategies, that reach out to every student in the class.

Each child is unique and each child is capable; is a mantra they have adopted well.

We are proud of this empathetic team, who only smile and push themselves harder in the face of adversity. They are the life-long learners, who are consistently upgrading their individual skills and knowledge to meet the needs of the classroom dynamics.

It is true when they say, '**the best teachers teach from the heart and not from the book...**' and this is what our High School team of teachers is all about.

Principal

Shivani Bhaiya

Isha Anthony

English Subject - Grade VI, VIII, IX & X

I am an English teacher who believes in fostering a positive learning environment and helping students achieve their language and communication goals. Additionally, I have a four - year experience in educational leadership as an Academic Coordinator. During this time, I have had the opportunity to oversee lesson plans, curriculum development plans and design assessment patterns that align with the educational standards and meet the needs of students. I am passionate about education and committed to enhancing the quality of the English language in particular.



Education

- BA English Literature Stella Maris Autonomous College, 2003
- MA English Literature Stella Maris Autonomous College, 2007

Certifications

- Nursery Teachers Training & Montessori Training AchariyaBala Shiksha Mandir 2016
- Extension Cambridge IGCSE First Language English (0500) 2020 – 2022
- Intergrated Process Drama in Curricula workshop TREE 2021
- Learning Focused Leadership Priyamvada Taneja 2021
- Progressive Teacher certification TREE 2022
- Greenbelt certification in Career Counselling
- CIDTL SRIKRITI 2023
- First Language English (0500) (0990)|2024-2026 syllabus|Components 1 & 2|Marking workshop| 2023

Working at Sprouts Montessori since 2019

English Teacher

- Teaching English literature and language to Lower and Upper Secondary students, fostering a love for the language and effective communication.
- Implementing creative and engaging lesson plans to accommodate various learning styles and abilities.
- Providing individualized support to students with learning challenges and collaborated with parents to address academic concerns.

Academic Coordinator

- Strategically working on assessment and evaluation processes to measure student progress.
- Collaborating with schools to implement innovative educational strategies and initiatives.

Skills

- Curriculum Development
- Classroom Management
- Student Assessment and Evaluation
- Team collaboration
- Strong communication skills

Past work experience

Served as the Centre Head at Achariya Bala Shiksha Mandir from 2016 - 2019

Achievements

- Effectively managed the centre, making it the only one among the 11 centers across Chennai with no parent issues for three consecutive years.
- Recognized twice for achieving the highest number of admissions and received appreciation for being the only center to generate the highest revenue during Vijayadasami in 2017.
- Acknowledged for maintaining a cohesive team, with no instances of teachers or non-teaching staff leaving the organization during my tenure, resulting in improved overall quality.

I hereby declare that all the information provided are true to my knowledge and I promise that if I am placed at your concern I will do my job to the best of my abilities.

Personal Information

Ph: 9962156401 | Email: rosammaantony08@gmail.com

Geetha V

Class Teacher-Grade VI

Can easily build collaborative rapport with students, parents, teachers, and other staff.

Experience

2018 till date	Upper Elementary Teacher, IGCSE Grade 6 Science teacher Sprouts Montessori, Chennai
2013 – 2017	Spoken English Teacher Ken I Speak, Chennai
2010 - 2012	Teacher Andhra Mahila Sabha, Chennai
Oct 2005 – June 2005	Associate Scope International Limited, Chennai
Oct 2002 - Nov 2003	Associate Scope International Limited, Chennai
Aug 2000 – Jan 2001	Temporary Assistant Bank of Tokyo Mitsubishi, Chennai
Apr 2000 – Jul 2000	Temporary Assistant ANZ Grindlays Bank, Chennai
Dec 1997 - Dec 1999	Computer Operator Macmillan India Limited, Chennai

Education

1992 - 1995	Bachelor of Science (Mathematics), Madras University
2021	Assistant Elementary Trained, AMI
2021- 2022	CIDTL – IGCSE

Workshop on Progressive Education, process drama

Personal Information

Address - HariSri, Plot-3908, Block S-2, 6th Avenue, Anna Nagar, Chennai – 600040
Ph: +91 97909 13573 | Email: geethabkv@gmail.com
Languages: English, Hindi, Tamil
Gender: Female | Marital Status: Married

Dhivya. M

Class Teacher-Grade VII

Computer Science Teacher at Sprouts Montessori, Chennai with an objective to provide students with an engaging and challenging experience. I strive to create a collaborative class room that encourages critical thinking, problem-solving, and creativity by employing a variety of teaching strategies. I look to inculcate in my students, a lifelong love for learning and a passion for Computer Science. Currently pursuing the Cambridge International Diploma in Teaching and Learning (CIDTL) to improve and better myself in achieving my objectives.

Teaching Experience

- Working as a Faculty of Computer Science at Sprouts Montessori School, Mylapore, from June 2022.
- .
- Worked as a Faculty of English at Sri Sankara Senior Secondary School, Adyar as a temporary staff, from June 2012 to November 2012.

Course Details

- Pursuing Hindi Prachar Sabha exams and have completed Vishardh –Uttradh.
- Attended Madhubans Workshop in Effective Methods of Teaching English in Oct 2012.
- Attended MacMillan's Interactive English program conducted by faculty from British Council.

Education Details

- Master of Science (Information Technology) - 2009-2011 | Lady Doak College, Madurai
- Bachelor of Science (Information Technology) - 2006-2009 | E.M.GYadava Women's College, Madurai
- Higher Secondary Course (XII) - 2005 | O.C.P.M Girls Higher Secondary School Madurai
- Matriculation Examination (X)- 2003 | O.C.P.M Girls Higher Secondary School Madurai

Personal Strengths

- Adaptive, Hardworking & Self-Motivated
- Effective communication
- Patient listener
- Enthusiastic and innovative in bringing out ideas and methods in teaching

Personal details

- Date of Birth - 30-March-1988, 34 Years
- Languages Known - English, Tamil
- Address GB, "Ramaniyam Mangalaa", 2, Srinivasan Street, Mandaveli, Chennai -600028
- Contact Details +91 8939790310 | dhivya.jvignesh@gmail.com

Seethalakshmi Shanmugam

Class Teacher-Grade VIII

Objective - To provide an updated record of my teaching experience and skills to support my current position as a Mathematics Teacher at Sprouts Montessori High School.

Work experience

Sprouts Montessori High School, Chennai 2019 - now

Mathematics Teacher

- Prepare and deliver engaging and effective lessons in mathematics for students in grades 8 and above, following the IGSCSE and incorporating innovative teaching methods to facilitate learning.
- Conduct assessments and provide feedback to students to track their progress and identify areas for improvement.
- Collaborate with colleagues and parents to ensure a supportive and stimulating learning environment.

Private 1 on 1 Tutoring 1997 - 2019

Mathematics Teacher

- Provided individual services for students from different boards, including CBSE, ICSE, IGCSE, State Board, and New Jersey syllabus, in mathematics from grades 7 to 12.
- Developed personalized learning plans based on students' strengths and weaknesses, and monitored their progress through regular assessments and feedback.

Education

1994 - 1996 M.Com-General from Madurai Kamaraj University, Madurai

1991 - 1994 B.Com-General from Fatima College of Arts and Science, Madurai

1990 - 1991 HSC from St. Joseph's Matric Higher Secondary School, Madurai

Certifications

2022 Tree Progressive Teacher Certification

2021 Developing Mathematical Thinking and Problem Solving Skills, Ideas and Strategies
Scholastic

Skills

Mathematics Expertise	Strong knowledge and understanding of mathematics and its applications
Time Management	Strong organizational and time management skills to manage multiple tasks effectively
Communication Skills	Excellent communication and interpersonal skills to engage with students, parents, and colleagues
Adaptability to different Learning Styles	Ability to adapt teaching methods to different learning styles and needs
MS Office suite and other teaching apps	Proficient in using technology to enhance teaching and learning

Personal details

+919840952402 | s.seethalaksmi0701@gmail.com

Wahidha Mohideen

Class Teacher Grade IX

A dedicated and passionate educator, facilitating learners from classes 6 to 10. Focused and driven to promote student improvement through continuous academic progress monitoring. As an innovative teacher; my aim is to develop effective strategies that focus on achieving realistic objectives and groom students in leading a successful life after school and enable them to embrace challenges!



Key skills

Communication, academic & creative writing. Proficient in using IT tools. Efficient time & team management, problem-solving. Curriculum planning with development, proactive positive attitude, multi-tasking & collaborative. Subject specialisation in social, business, accounting, economics, geography & global perspective.

Work experience

Early Adolescence and High School Teacher

Sprouts Montessori School, Chennai, India | May 2021 till date

Facilitate sessions for learners of classes VI-VIII and IX-X (IGCSE). Established positive relationships with students and encouraged them to foster an appreciation for subjects; social studies, business, accounting and economics. Prepared differentiated lesson plans to cater needs of learners. Leveraged diverse learning strategies

including workshops, industrial visits, and career development programs to prepare students for higher-level education requirements.

Senior Business Operations Analyst

Shell India Markets Pvt. Ltd. | Apr 2017 - Aug 2020 · 3 years 5 months

Subject matter expert and analyst for ensuring end-to-end bank account opening, closing, mandate, and maintenance-related activities across countries, entities, banks for Shell. Accountable for ensuring compliance with bank policies, local legal requirements, KYC, FATCA, CRS documents and adhering to agreed TAT. Perform complete document review, close outstanding issues by business partnering with key stakeholders FO teams, Bank Relationship Managers, Treasury, ERP team.

Lead the weekly bank SLA calls and escalated the issues to the Bank Relationship Managers and process Vps.

Executive Management Assistant and Finance

Operations Communications Focal

Shell India Markets Pvt. Ltd. | Nov 2011 - Apr 2017 • 5 years 6 months

Reported to VP of Hydrocarbons. Followed established processes, standards, and safety guidelines in holding self & others accountable for results. Communicated clear expectations, worked smart, supported others in the pursuit of goal attainment & implementation. Designed & developed content, messages, & stories that strongly relate to target audiences with global cultural differences using global norms & branding policies. Managed, coordinated, & changed VP's hectic schedule, expenses, & travel. Developed & established automated tasks & templates for visits, events, & activities around the year. Handled communications on various local & global initiatives, & third-party vendor & agency relationships; collaborated with them to create outstanding quality briefs & experiences that drove maximum value of agency work. Network member actively supporting Finance Operations communications under Global FO Communications Manager; engaged with Leadership Team to create a robust mechanism within the centre for promotion of key themes (EVP awards/Rewards & Recognition). Custodian of intranet sites; designed, maintained & ran Chennai Finance Operations SharePoint portal by consistently updating & measuring metrics. Co-facilitated change management projects & standardisation of global events. Organised employee engagement activities like Town Hall, & L&D sessions. Active member & contributor to various networks; Shell India Women's, Global Diversity & Inclusion, Corporate Social Responsibility, & Health Safety Security Environment.

Executive Assistant to Managing Director

Rentokil Initial | Jan 2011 - Nov 2011 • 11 months

Business Office Manager

IBM Global Business Services | Mar 2010 - Jan 2011 • 11 months

Human Resources Executive

Emirates Petrochemical Services, Abudhabi, UAE | May 2008 - Jan 2009 • 6 months

Sales & Marketing Specialist

Plaza Group of Hotels, Abudhabi, UAE | 2001 - Feb 2004 • 3 years

Education

- Cambridge International Diploma in Teaching and Learning, CAIE (2022-23)
- Diploma in Primary Montessori Education, Indian Montessori Centre (October 2020-21)
- B. A. Corporate Economics, Women's Christian College, Chennai (2005-08)
- Diploma in Computer Applications, Loyola Institute of Business (2005)

Certifications

- Montessori Elementary Assistant, Association Montessori Internationale (Nov 2022)
- 'How can we maximize student learning', Education Week (Nov 2022)
- IGCSE Accounting (0452) (0985), CAIE
- Progressive Teacher Certification, TREE - Teaching Reimagined (2022)
- DELF A2 (April 2020 Alliance Française of Madras)
- DELF A1 (Oct 2009 France Éducation internationale)

Additional roles in school

- Coordinate student observation reports and submit to Principal
- Manage school co-curricular events
- Accompany the students to outdoor activities, visits along with participating in other school events

Affiliations

- Member of Cambridge Assessment Network (Sep 2023 onwards)
- India Leader for La Leche League (since Jan 2018)
- India Manager for Human Milk 4 Human Babies Network (since Sep 2015)

Languages

- Proficient: English, Tamil, Hindi
- Intermediate: Malayalam, Arabic, French

Personal accomplishments

- Founder of Inspiring Indian Mothers and Parenting community on social media platforms (since September 2015)
- Counselling and guided over 1500 mothers on breastfeeding, natural parenting and child care.
- Offered guest lectures at various hospitals and institutions including Kanchi Kamakoti Child Trust Hospital, Vijaya Hospital, and Women's Christian College of Arts and Science Chennai, India.

Personal information

Email: wahida1709@gmail.com
+919710008585

Vialli Jacob

Class Teacher-Grade X

French language facilitator with experience in teaching undergraduate and graduate courses in French Language and Literature. Extensive knowledge of linguistics, French and English literature, and grammar conventions. Believes in students' abilities to learn and actively work to connect students to their material to transform lives.



Formally a highly motivated Tour Guide for English and French tourists. A natural communicator and able to provide an entertaining and informative experience to his customers. Has a flair for talking to groups of people along with a good memory for facts and figures. Right now, I am looking for a suitable position with a company that wants to employ hardworking individuals who gets results.

Work experience

French/History Facilitator

Sprouts Montessori School | 2021 – To present

- Facilitate learners between the age group of 11 and 15
- Prepare learners for board exams
- Give experiential learning to enhance the learner's ability of master the language.
- School education counsellor representative CIALFO

Motivational Coach and Corporate Trainer

Freelancer | 04/2016 – To present

- Conduct training programs for college students and general public
- Coordinate and conduct small group and individual training sessions based on staff and student learning needs.
- Lead learning enhancement classes to improve knowledge and people skills for success and advancement.
- Routinely evaluate and adjust development and educational programs.
- Conduct ongoing needs analysis leveraging feedback, field interactions, and subject matter expertise to adjust learning strategy and curriculum.

Assistant Professor (Dept. Of French and Other Foreign Languages)

Loyola College – India | 06/2015 – 04/2016

- Prepare lecture for classes. (Undergraduate students)
- Prepare exam question papers and evaluate answer scripts
- Prepare syllabi for the whole academic year
- Prepare syllabi for weekly classes

Tour Escort and Guide (French and English speaking travelers)

Freelance - India | 2012 – 2015

To lead and accompany the group and organize the entire trip

To manage the group's requirement as per the travel agency

To ensure safety measures during adventurous trips

To explain in detail the history, culture and tradition of the country and the history of the monuments

To reconfirm bookings made earlier by the travel agency

To organize special events with regards to the group's requirement

To take decisions in changing the itinerary in case of unforeseen circumstances

To ensure punctuality

To attend to every individual's need personally

To ensure that the group experiences the local tradition and culture to the fullest

Certification and awards

- Tree – Progressive Educator Programme
- Train the Trainer (TTT)
Diploma Certified by the IATD (Indian Academy of Training and Development)
- French Language A2 Level
Certified by the Alliance Française of Madras, Chennai
- German Language A2 Level (Intensive Course)
Goethe Institute, Max Mueller Bhavan, Chennai
- English Language IELTS (7.0)
- Other Certifications
Three day international workshop “ LIRE-DIRE-ECRIRE” - 2012
Workshop for teachers of French as a part of ‘International Workshop cum
Linguafest - 2011’
Two day seminar on “Pléthore de méthodes – Laquelle Choisir ? Une
Rumination” – 2009
- Awards: Best faculty in-charge, handling B.A French lit. Students (2015-2016)

Education

2010-2012 | M.A French Lit | University of Madras, Chennai – India

2007 – 2010 | B.A French Lit | Loyola College (Autonomous) Chennai, India

2005 – 2007 | High Secondary School | Leo Matriculation Hr. Sec. School Chennai, India

2004 – 2005 | High School | C.S.I Ewart Matriculation Hr. Sec. School Chennai, India

Competencies

Excellent communication skills.
Good analytical and numerical skills
Interpersonal & leadership skills
Effective oral and written communication French, English and Tamil
MS Office & Computer savvy
Formal presentation skills & etiquette
Public speaking and memory training
Leading effective meetings
Excellent driver of key performance indicators
Can take initiative, work under pressure & balance multi-task assignments.
Good team player especially in situations where tough & high stress goals need to be achieved
Have the capacity to patiently work through a critical area, for achieving results
Leadership development
Able to set and achieve results

Personal details

E-mail: viallijacob@gmail.com

Phone: 8939620798

S. Seethalakshmi

Objective - Passionate educator eager to teach mathematics and assume the role of exam officer, with a strong desire to collaborate with Cambridge for educational excellence

Profile - I bring a methodical approach to my work, with a willingness to learn and acquire new skills. I actively engage in professional development through webinars and workshops. I am a supportive team player, who works with my colleagues to ensure they meet their time lines. I welcome additional responsibilities, which enhance my contribution to my school and help my professional development.

Education

- Bachelor of Education (B.Ed)
- Cambridge International Diploma in Teaching and Learning (CIDTL) through Srikriti Teacher Education Centre
- BSc Mathematics, First Class with Distinction, Bharathidasan University
- Certificate Course in Music from Madras University
- Masters in Music from Madras University

Training/ Workshops attended

- The Mathematics Masterclass - Create Maths games and play – Webinar, Cambridge University Press
- The Mathematics Masterclass - Use Art for Math Learning – Webinar, Cambridge University Press
- Effective Public speaking skills by Alison
- Being a likeable teacher – workshop, HLC International School
- Introduction to New thinking for your classroom by Alison
- Motivating students to learn by Alison
- Effective communication techniques for Teachers and Trainers by Alison

- Blended and online learning design by University College London
- Making Mathematics teaching relevant in the 21st century by Oxford University Press
- Assessment with evidences of student understanding by CENTA
- Quality education, Accreditation and Teacher Development – workshop by National Council for Teachers' Education
- Strategies to teach Maths by CENTA
- Doodle 4 Education by CENTA
- Montessori approach to Mathematics for the Adolescent by Mathematical Institute, USA
- Dialogue on learning Math by S2S Education, CENTA
- Developing Mathematical Thinking and Problem-solving skills – Ideas & Strategies by Scholastic
- Active learning in the changed teaching-learning environment: Effective strategies and techniques by Scholastic
- Integrating Process drama in curricula
- TREE progressive teacher certification

Teaching Experience

- Working as a Maths and Tamil teacher for classes 6, 7 and 8 at Sprouts Montessori High School from June 2019
 - Use IGCSE Checkpoint course book
 - Follow active learning strategies
 - Teach using Puzzles, Games, Reasoning problems, etc. to get students excited about Maths
- Additional Administrative Responsibilities
 - Preparing Academic Timetable
 - Maintaining students' attendance and records as a class teacher
 - Coordinating with parents as a class teacher
 - Planning assessments and preparing exam time tables
 - Coordinating with teachers to ensure timely submission of Question papers
 - Responsible of conducting periodic and summative assessments
 - Responsible for conducting Mock exams for Grade 10
 - Responsible for conducting Olympiad exams
 - Leading a team of teachers to prepare Assessment policy

- Established and managed MathsYoga, a Maths learning centre for classes 1 to 8 from June 2010
 Olympiad level Maths through games, videos, puzzles, quiz and more
 Both offline and online mode for students in India and US
- Taught Nursery class at Vidya Mandir, Mylapore for 1 month as Temporary Teacher in July 2018
- Taught Maths for classes 1 to 6 in Calibre Academy International School
- Worked at a Play Group & Nursery for 1 year
 Designed lesson plans that include rhymes, activities, games to teach children in the 1.5 – 3.5 age group
 Teaching children Bhajans & Slokas in addition to planned lessons
 Designed lesson plan for a Montessori teacher training course
- Taught Mathematics for 6th & 7th students to prepare for Mathematics Olympiad on behalf of Nehru Cultural Association, Chennai
- Taught Mathematics for students in the US & UK till 6th standard via Tutor Vista online
- Conducted Summer Camp for children 4-10 years at home

Corporate Experience

- Executive, HR & Accounts

HR

- Established and Managed HR Processes for a BPO company, released advertisements, Evaluated Resumes, Conducted Recruitment Tests & Interview, Attendance, Salary, Incentive preparation & disbursement

Accounts

Managed Accounts of a BPO company – Making vouchers, Entry, Financial Statements, Bank Reconciliation in Tally

- Worked from home as transcriber and successfully delivered two projects for MW Pavlion
- Worked with Varadarajan & Company, Chartered Accountants, Nagapattinam, TN
 Audited banks, retailers, Government

R. Manjulatha

Career objective - To build a carrier in a teaching profession to help and motivate students in achieving their goals through my best knowledge and efforts.



Education

- B.com from Madras University in distance education
- Primary Montessori training course from venketaswara teachers training center
- M.A.Hindi from Dakshin bharath hindi pracharak sabha in distance education
- P.G.diploma in Hindi translation from Dakshin bharath hindi prachar sabha in distance education

Professional skills

- Have an excellent communication skills to deliver the language in an effective way
- Knowledge in utilising all the materials available and all the modern teaching aids such as PowerPoint presentation etc
- Have a caring attitude towards children's needs and concerns
- Have a strong desire to work with children.

Personal details

- Hobbies - Singing, Dancing, Writing, Playing games
- Language known: Hindi, English, Tamil, Telugu, Gujarati, Rajasthani
- Mobile: 9600125656 | Email - manju092@gmail.com

Shalini Venkatesh

- Self - motivated, enthusiastic Science teacher with over 8 years of experience fostering a cohesive student learning environment.
- Able to create and foster positive relationship with students, peers, and family members of students.
- Certified Cambridge teacher (CIDTL)
- A committed faculty member, experienced in organizing scientific events and trips.

Work experience

- PGDEI(Post Graduate Diploma in International Education)
Currently pursuing PGDEI and International baccalaureate (IB) teaching and learning Certificate program under Deemed Christ University, Bangalore.
- Sprouts Montessori School(2021- Present) High School Physics and Chemistry Teacher
- The Schram Academy, Ayyanampakkam June 2020-21
Higher Secondary Biology Facilitator (AS and A LEVEL)
- Aadhithya international Public schools October 2020 to June 2021
- Biology Facilitator in IGCSE curriculum from June 2018 to November 2019 in
Lalaji Memorial Omega International School, Chennai.
- Biology Teacher for Secondary Standard from August 2016 to August 2017 in Bapu School, Bangalore. CBSE
- Science Tutor in a academy August 13-May 2018
- Animal House Head December 12 to August 13, BIONEEDS GLP AND AAALAC Certified lab, Tumkur, Bangalore Rural.
- Veterinary Trainee, December '08 - December '12, under the guidance of Dr. Mohan GH at National Centre for Biological Sciences, Tata Institute of Fundamental Research, India.

Education

- CIDTL 2019
- B.Ed. (2014-2015) (chemistry and biology) method, Bangalore University .
- M.Sc. (2012) in Clinical Microbiology, Punjab Technical University.
- B.Sc. (2008) in (chemistry zoology and biotechnology) Bangalore University.
- (2006) C,C++,JAVA ,NIIT Bangalore.
- ADGE (2005) Genetic Engineering JIVAS (affiliated) MATS University

Training

- Worked in NCBS Animal house Facility for 3 years, NCBS-TIFR, Bangalore. Academic and professional honors
- Participated in the Jackson Laboratory (JAX) Mouse Colony Management Workshop held at the Institute for Stem Cell
- National Centre for Biological Sciences (NCBS-TIFR), Bangalore INDIA, March 2011.
- Laboratory Animal Management proficiency course in Indian Institute of Science Bangalore June 2012 under Dr. S.G. Ramachandra Scientific officer Animal House IISC Bangalore.
- Participated in Nightingales First Aid workshop held at National Centre for Biological sciences (NCBS- TIFR), Bangalore March 2011
- Projects handled:
 - 4th semester B.Sc. project on Industrial microbiology Techniques.
 - 6th semester B.Sc. project on Immunological Techniques.

Current Responsibilities/skills

- Classroom management; handling parents and students queries through PTM.
- Conducting assessment and assignment with timely correction of both.
- Preparing daily lesson plans and yearly lesson plan and adhering to the fixed schedule.
- Addressing the behavioral challenges of the students with a positive attitude. Teaching through learner's point of view with inclusivity.

Vasusri Birla Jhaver

Education

- July 2003-May 2004:- International Management Institute, New Delhi
Post Graduate Program in International Management
Was placed first in the entire program for the year and was awarded the gold medal for student of the year.
- July 1999– May 2002:- Jadavpur University, Kolkata
Bachelor of Commerce (B.com) | Aggregate: 77%
Subjects included Costing, Financial Accounting and Economics
- July 1997– June 1999:- AISSCE
Birla High School for Girls, Kolkata | Aggregate: 70%
- Was awarded the gold medal at International Management Institute, New Delhi for the best female student of the academic year 2003-2004
- Was awarded a silver medal from the Royal School of Music, London for completing my Piano certificate Examination Level 5 with Distinction.

Work experience

- April 2023- present- Member of the Managing Committee for Birla High School- Mukundapur and Sushila Birla Girls High School Kolkata. Currently a member of the managing committees of two reputed schools based in Kolkata.
- June 2022-present- Creative writing teacher and English teacher (part time)- Sprouts Montessori school, Chennai. Responsibilities include teaching creative writing to UE 2nd year students as well as senior students of Grades 6,7 and 8. Currently also responsible for teaching English to Grade 7.
- November 2008 – Present: Peach , Chennai. Started a Paper based craft business- hand crafting paper cards, scrapbooks and other paper based accessories. Peach is a small enterprise which directs its revenues towards sponsoring education and vocational training for needy children. It started with sponsoring one child and this year is slated to sponsor 22 children in different parts of the country.

- July 2002- April 2003: Housing Development Finance Corporation(HDFC), Kolkata. Responsibilities included handling all loan inquiries, marketing letters and all liaisons with corporate clients. Was also responsible for successfully creating database for all Bengal builders and was also credited for setting up an accounting system for all direct selling agents (DSA's) for the state of West Bengal.
- Ongoing School Assistance: I have had ample opportunity in assisting The Family run Educational institutions both on a management and teaching platform from time to time.

Some of my assistance includes the following:

- a. Short Story Telling to Class 1 and Class 2
- b. Assisting students of Class 1 and Class 2 in Languages
- c. Helping in infrastructure and management advisory from time to time.

Accreditation

- Was editor of the school newspaper for a period of 2 years
- Held position of inter school table tennis champion (doubles) for 3 years running
- Part of the School Quiz Team
- Helped to set up the Reading Club and Creative Writing Club for classes 11 and 12.
- Involved in many charitable fund raising events in both school and college years.
- Certified as a Creative Writing Teacher from ACE Academy, Mumbai
- Diploma Course in Child Psychology for Teachers from APTTI, Kolkata
- Diploma course in Counselling for Children from APTTI, Kolkata

Interests and activities

- Reading, Playing the Piano, Craft Activities and Cooking
- Trained as a Bach Flower Therapist in the field of Alternative Healing.
- Trained as a handwriting coach for children.

Personal details - Phone: 98841 36000 | E-mail: vasusrijhaver@gmail.com

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V. Rengamani

- Develop professional skills of teaching students of every age by providing work-based learning. To offer quality education to students.
- To encourage creativity and higher-order thinking in a way that increases student performance.

Professional Synopsis

- Experience in handling primary and secondary level students teaching chemistry as core subject and English language as additional subject

Core Competencies

- Creative Lesson Planning
- Classroom Management
- Experiential Learning

Educational Qualification

Masters of science Degree in Chemistry Annamalai University(DDE),Chidambaram.
Course duration : 2004-2006 | Grade: I Class

Bachelor of Science Degree in Chemistry
Anna Adharsh College for women,(Madras University),Chennai
Course duration : 2001-2004 | Grade: Distinction

Bachelor of Education (B.Ed) Bharadhidasan university
Course duration:2011-2013 | Grade: I Class

Higher Secondary Education
Sri Vijaya Vidhyalaya Matric Hr Sec School, Hosur
Course Duration : 1999-2001 | Grade :Distinction

Secondary Education
Seventh Day Adventist Matric.Hr Sec.School, Hosur
Course Duration : 1999 | Grade: I Class

Experience

- Shri Jadabhai Jain School, Triplicane. 2011-2013
- Maharishi Vidhya Mandir, Hosur 2005-2007

Co-curricular activities

- Attended the workshop conducted by NCERT on “Master Trainers” in Regional Institute of Education at Mysore.
- Attended Orientation programme on “Activity Based Teaching and Learning”.
- Completed a course in “technology enabled teaching” in EDURITE.

Interested activities

- Read books
- Write blogs
- Play veena

Personal details

- E-mail : v.rengamani@gmail.com
- Mobile: 9790802095

Principal's Resume

Leadership is the capacity to transform vision into reality

Shivani Bhaiya

Hailing from a Punjabi family, my roots belong to North India. When my grandparents travelled and settled down South, they molded the upbringing of our joint-family to accommodate the ethos of the South Indian culture. As I grew up, multi-lingual and cultural associations with my peers, introduced me to the diverse culture of our society here.



Change is the only constant! Getting into an inter-communal wedding, further gave me experiences that enriched my cultural understanding of people. But more importantly, it helped me appreciate and accept the differences in their practices and thinking. Such diverse experiences have helped me form my thinking and resilience to adapting and accepting change.

I moved from working in one of the top advertising firms in the country, to choosing to stay home to raise my two children. I am thankful for my informed decision, because it was pivotal to where I am today. My children helped me discover my passion to self-learn to guide, support and facilitate their growing-up years.

I joined Montessori qualification courses, to support their age-level learning. Today it seems natural for me to pursue deeper this chosen path, to share my knowledge and experiences with the larger community; to create learners, who have a joy and will to learn.

A passionate learner and a team player, my teaching journey is filled with experiences and learning opportunities, that has made it possible for me to move to take up challenging and bigger roles. With a clear vision to aim to be the best in the field of teaching and balance my out of work interests, I have ensured that I plan well my professional journey.

An Elementary trained Montessori adult (Grade 1 - Grade 5), I have worked with this group of learners for 5 years, involving them with a project based format, of interdisciplinary learning.

The journey has been both exciting and insightful. Inspired to follow my group of learners to the higher classes, I pursued and completed my Cambridge International Diploma in Teaching and Learning. Here I had the opportunity to share and learn from my peers and practice my new learnings, with the students of grades 6 & 7. This further opened new chapters of education for me.

Working with students across grades, has given me experiences in practicing social constructive teaching, and working toward engaging my learners metacognitively to achieve their learning outcomes. Peer collaborations have been an eye opener, and I have been able to use these collaborations to innovative and ideate for better teaching practices in the school. In this journey, I have discovered my interest and ability to conduct workshops and train teachers in teaching practices.

My role as a Principal of the school has given me opportunities to monitor that mindful, differentiated and active strategies and tools are used, to teach, assess and give feedback to the learners. Involving parents in the learning journey of the students, has been challenging but rewarding.

As I move forward in my professional journey, I look forward to working more towards creating a strong and passionate team of reflective teachers. I aim to introduce practices that support and achieve the vision and mission of the school.

Education

- Srikriti, Chennai: 2021 - 2022
Cambridge International Diploma in teaching and Learning
Distinction in Modules 2 & 3
- IMTC, Chennai: 2016 - 2017
Indian Training Montessori Course for Elementary (Grades 1- 6)
- MOP Vaishnav College for Women, Chennai: 2000 – 2002
M. A. Communication - University of Madras
Gold Medalist in the University of Madras
- Ethiraj College for Women, Chennai: 1997 - 2000
B.A. Economic & Advertisement
Academic Proficiency Award

Professional Experience

Principal • Sprouts Montessori High School

April, 2021 – To Date

- Implement Organizational and Management systems, policies and structure
- Suggested Curriculum changes to support Montessori & Cambridge Programs
- Followed Academic plans of the students and introduced transparent documentation of student profiles
- Engaged in teacher recruitment, evaluation and training programs
- Taught Science and Math concepts to Grade 6 & 7 in the Cambridge Syllabus
- Supported, mentored and collaborated with the team, to improve teaching practices and motivate their presence with the organization
- Collaborated with Cambridge schools to receive support and share practices
- Collaborated with parents to create a safe, empathetic and supportive learning environment

Academic Head • Grade 1 to Grade 5 • Sprouts Montessori High School

April, 2019 – March, 2020

- Taught English, Socials, Math and Science to Grade 4 & 5 students
- Responsible for the Montessori Curriculum plan and Academic Student Planners for Grades 1 – 5.
- Initiated team building and teacher empowerment programs
- Initiated team building and teacher empowerment programs
- Involved Parent to discuss and facilitate student progress
- Suggested and conducted different formats for Parent workshops that are meaningful and interesting

- Ensured availability of rich resources for reading and learning
- Collaborated with the team to introduced Formative Assessments into classroom practices

Montessori teacher • Sprouts Montessori High School

June, 2017 – March, 2019

- Created differentiated lesson plans for students based on their pace / level
- Monitored and graphed the progress of each student
- Suggested intervention programs where required
- Planned new outbound experiences and materials for hands on learning
- Collaborated with peers to practice and learn new teaching ideas
- Conducted one-on-one student conferences, to understand the needs of each student, map new goals and discuss steps to achieve them.

Certification

- TREE, Chennai: 2023, 2022
Teaching English in the Cambridge Program
Progressive Teaching
- Priyamvada, Delhi: 2022
Leading Collaborative Teams: A Contemporary School Leadership Program
- AMI, Hyderabad: 2019
Adolescent Introductory Workshop (Grades 7 – 12)

Achievements

- Set Communication systems & Role Clarity
- Introduced Finance Literacy 5yr program
- Developed a comprehensive Progress Report Card format
- Conducted meaningful workshops for teachers and parents
- Initiated Child protection and information awareness workshops

Workshops conducted

- Effective Communication
- How to write Spiraling Learning Outcomes
- How and What to Observe in a classroom
- Closing the loop of Learning
- Child Development and Psychology (11 – 16 yrs)
- Report Writing
- Teacher Orientation Programs

Soft skills

- Good Communication
- Team Player
- Ability to Adapt and Innovate
- Confident and Decisive
- Sensitive & Empathetic

Hard skills

- Dynamic Planning of Curriculum
- Organization & Delegation of tasks
- Team Evaluation with
- Constructive feedback

Interests

- Reading, Music & Dance, Meeting People, Travel, Swimming, World Cuisine

Advisory Committee

*"I work very fast, keeping the ideas flowing but making
sure they come out the way I intended"*

Gavin Bryars

The members of our Advisory Committee are a group of diverse professionals who are experts in their respective fields of work. Two of them have been with Sprouts Montessori as early as its inception. This committee of passionate and like-minded professionals, ensures adherence to the school's mission in its programs and policies. The commitment of the members resonates with the culture and ethos of the school, where the learner is the center of the school's philosophy and existence.

The committee upholds the Sprouts values and is dedicated to ensure that each learner in this institution, experiences a meaningful learning journey. It aims to protect the interests of all the stakeholders of this organization.

Each specialist is a pioneer in their respective field advising Sprouts to achieve the best.

Ms. Sujata is the Creative Multitasker - dons many hats depending upon the occasion and children love her.

Dr. Viji's farm visits are one of a kind hands on experience for the children and they all look forward to these outings.

Sonali Seth – Communications Specialist, great support for Media management for the school.

Vineet Hariharan - Chartered Account - School Auditor, Vineet keeps our finances in check and also brings in many fresh ideas for the growth and development of the school.

Neena Anand – Management Consultant comes in with three decades of banking experience. Supports us to streamline our operations and prepare for affiliation process.

Last but not the least our lawyer **S Divakar** and his team are our IP specialist and advises us to be compliant on all Trademark matters / Registrations. TM helps to differentiate what we are, makes us more recognizable through the use of exclusive name, logo and other branding elements, because no other school will be permitted to use such elements if we are protected by trademarks.

We are always thankful to this team for their expertise and guidance for the School.

Sujatha Jaishankar

**Content developer / Composer / Singer / Script-writer
Story-teller / Choreographer**

For nearly thirty years now, Sujatha Jaishankar has occupied a niche in the world of children's content, creating songs, stories and other learning content.

A decade-long stint as a teacher in a school that prioritized creative approaches to learning, helped develop an 'out-of-the-box' line of thinking and cement principles that have become the foundation for any project that she undertakes:

- The responsibility to spark the spirit of curiosity and learning in a child lies with the adult.
- Fundamental life-skills such as listening, creative-thinking and communication skills need to be nurtured in young children.
- Songs, stories, poems are valuable tools that create participative spaces conducive to active learning and growth.

Self-Initiated Programmes:

These core- beliefs resulted in the creation and implementation of two innovative programmes:

- Funda! Fun! – For children, 4 – 7 years, where songs and stories fostered learning through interactive participation.
- Imaginlish – For children, 8 – 12 years, aimed at nurturing comprehensive learning skills in English.





Customized Projects

Sujatha Jaishankar also specializes in creating customized learning content to suit, for institutions. These would include the Ramakrishna Mission, ELF Learning Solutions and Sarva Siksha Abhiyan.

Relationships with Schools

Teachers and Parents are the most important adults in a child's growth, and workshops with them through schools form an integral area of Sujatha Jaishankar's work.

Long-standing relationships with schools include Sprouts Montessori High School and Chettinad Hari Shree Vidyalayam, Chennai & Senthil Public School, Salem.

NotesnLines - YouTube channel for children and a website, both in nascent stages of visibility.

The channel and the website share / will share the created works of Sujatha Jaishankar. The intent is to develop both locations as a resource space offering interesting content for educators and parents.

Vineet

CA Vineet Hariharan is an associate member of ICAI with around 10 years of experience in statutory audits, Transaction advisory (financial due diligence), mergers and acquisitions. During his 5+ years in KPMG, he has been a part of the audit team for several listed and unlisted entities across various sectors including Automotive, Pharma, Industrial Chemicals, Healthcare technology, SAAS and Agri tech.



Dr K Vijayalakshmi

Organic Agriculture is a production system that sustains the health of soils, ecosystems and people. A strong education component on Organic and Sustainable Agriculture is imparted to our 6th and 7th grade students as a two year certified programme. This working with the Soil programme has been possible only in collaboration with Sempulam Sustainable Solutions headed by Dr K Vijayalakshmi.

Dr K Vijayalakshmi is the driving force behind Sempulam Sustainable Solutions which is a social enterprise comprised of scientists, researchers and farmers who come together to offer knowledge and guidance to anybody who wants to commit to ecofriendly sustainable farming . She has spearheaded 75 sustainable agriculture projects. Sempulam is also involved in the branding, marketing and value addition of traditional rice varieties and help farmers get a better price while providing consumers with unique and delightful products.

Dr. Vijayalakshmi is, among several other things, one of the founders and also currently the Research Director of Centre for Indian Knowledge Systems (CIKS) which is a non-governmental organization that has been actively reviving, conserving, documenting and researching traditional rice varieties in Tamil Nadu since 1995. Through the Namma Nellu initiative, CIKS is currently conserving 160 traditional rice varieties in its experimental farm at Sukkankollai and also in farmer's fields.

She is the author of over 50 books, has produced and researched four documentaries, and published numerous research papers on sustainable agriculture and organic farming.

Neena Anand

Neena Anand is an experienced banker having worked in various multinational as well as couple of domestic banks. During her banking stint Neena has led various segments in banking viz., business, service, training and operations. She was heading the banking operations in her last assignment before she decided to move out of banking.

Neena has been a part of merger of banks and has led the process for ensuring seamless system integration and movement of customers. She was actively involved in the technology merger of two big banks and subsequently participated in system change and upgradation.

As a business leader Neena managed the manpower placement for a British Bank post their sale was announced in India before exiting that space after completing 2.5 decades of service with various multinational banks. Post that Neena decided to explore domestic market and took up the role of Product and Liabilities head for a South India Based bank having 500 + Branches and 1000 + manpower. Her last banking assignment was Head Operations for a Kerala based bank before she decided to explore greener pastures outside banking.

We take pride in having Neena as part of our management and look forward to her support to strengthen the school operations and successful affiliation.

S Diwakar

S. Diwakar is critically trained in the field of Intellectual property laws. He is an alumnus of School of Excellence in Law, Chennai and practices protection and litigative enforcement

of intellectual property laws coupled with special interests towards cyber laws, antipiracy, domain dispute resolution and IP due diligence.

Schools are fonts of creativity. Such abundance of creativity not only require nurturing but also careful pruning and protection.

Protecting one's expression of creativity is the basis for a secure future as that creates individual identity in this day and age when the world is inexorably becoming generalised and depersonalised.

Tracing his roots from a family of teachers, Diwakar has a unique understanding about the goodwill that schools generate in society and in the young minds of its students. With this understanding, the solutions that he brings to the table are both inventive and decisive. He advises the School in its regulatory, branding, and employment spheres and with his hands on litigative experience, provides the School with deep insights in myriad different scenarios. He also handles the vibrant Intellectual Property portfolio of the School, that includes trademarks and copyrights and is providing both prosecution and litigation solution to the School in this regard.



Unironically, he gravitates towards assisting a mind that seeks knowledge and in this endeavour regularly conducts seminars and presentations on varying topics related to IP laws and Court craft at academic and business congregations. Education:

1. B.A.,B.L.(Hons.) from School of Excellence in Law, TN Dr. Ambedkar Law University, Chennai – 2008-09.
2. Post Graduate Diploma in Alternate Dispute Redressal from National Academy of Legal Studies and Research (NALSAR) - 2009-10.

Professional Memberships:

- Tamil Nadu Bar Council.
- International Trademarks Association (INTA)
- Intellectual Property Association of South India (IPASI)

Sonali Seth

Sonali is a resourceful communications specialist with many years of experience working for various agencies in India. A highly creative and confident communicator she has excellent organizational and planning skills, is creative and engaging and oversees many design and production led projects. She has a strong knowledge and understanding of current trends in digital media/social media and is a self-motivated individual with a positive and professional approach to management.



Over the years she has been involved in preparing advertising campaigns, television ad productions, presentations and corporate videos, marketing collaterals and exhibitions, press meets and events for Corporate as well as celebrations like birthdays/ anniversaries etc.

She has worked with many non-profit organizations and is keen to help them with their communication related tasks and fund-raising projects.

She has also worked on many theatre productions for children and has taken art and craft classes as well.

School Development Plan

*"The best way to predict
your future is to create it."*

Abraham Lincoln

Stages

The Sprouts Montessori education is a flow experience; It builds on the continuous self-construction of the child for the complete duration of the program. Its successive levels, confirm to the successive development stages of the child. The programs offered at Sprouts Montessori school are:

Program	Age of the child/ student
Toddler Program	1.5 years – 3 years
Primary Program	3 years – 6 years
Lower Elementary Program	6 years – 9 years
Upper Elementary Program	9 years – 11 years
Lower Secondary Program	11 years – 14 years
Upper Secondary Program - IGCSE	14 years – 16 years

Toddler Program

The Toddler program, serves children who are comfortable walking, in a small intimate group of 12 children and to trained staff members. The environment conforms to the needs of the children, both in size of furniture and materials, and opportunities in motor development. The environment has designated place for adult observation, art work displayed low on the walls and defined spaces to challenge coordination of movement.

Primary Program : (Pre-KG, LKG, UKG)

The classroom set-up supports children to choose their work from among the self-correcting materials displayed on the shelves. Over time, through repeated and focused work, children develop a sense of order and routine, which instils a sense of self-discipline in them. In this program, all the materials are a means to an end and the manipulatives are viewed as “materials of development.” This program unifies the social, physical and intellectual functioning of the child.

Elementary Program (Grade 1 - 5)

Our Elementary program builds on the Primary program experiences. They are intended to evoke the imagination, aid the abstraction and generate a world view about the human tasks and purpose. The students are introduced to the universe, nature of life, their similarities, their differences and so on. Their imagination is kindled and they are encouraged to ask questions about the 'how?' and 'why?' of everything. Cosmic education is the guiding principle, which enables students to explore the universe of knowledge and understand their place within it.

Lower Secondary Program (Grade 6 - 8)

In this program, the students are offered lively and interactive sessions that facilitate practical application of newly acquired knowledge.

Here the students are guided and trained to self-reflect to improve their individual learning experiences and their own work goals. The subjects are explored, both in vertical and horizontal patterns. Concepts are integrated with other disciplines and are not introduced in isolation. Cambridge endorsed books are applied to introduce concepts and its application branches out to real life scenarios, case studies and out of the book context.

Upper Secondary Program

International General Certificate of Secondary Education (Grades 9 & 10)

IGCSE is a two-year Cambridge programme leading to externally set, marked and certificated examinations from the University of Cambridge. When teaching the curriculum, the approach adopted is learner centric, keeping the cultural and social context of the student in view. Based on international standards of teaching, it retains a local relevance for each region. There is an interesting blend of relevant syllabus, international standards of delivery and a Montessori approach to an "Active-Learning" classroom set-up.

When children are provided self-direction, and learn through self-discovery, they cultivate strong characteristics such as motivation, concentration, self-discipline and a genuine love of learning.

Goals to introduce and successful implementation of Cambridge Program in our school:

As Sprouts Montessori High School moves forward as a school that will follow international standards of teaching and learning, there are deliberate steps that we will adopt to ensure that we meet the quality standards set by Cambridge for our school.

Leadership & Management Team

- Clear steps will be identified to continue the practice of supportive, learner-centered and informed culture in the school for teachers, students and parents respectively.
- Provide the necessary training and programs to ensure that the principal and the other senior leadership team of the school, are well versed with the Cambridge program and its requirements.
- Well designed performance review format will be set, to evaluate the performance of the leadership team in the school.
- Evaluation will be based on multi-level feedback format, from different sources, check on clarity of goal setting and following of protocols to achieve and maintain international standards of practice in and outside the classroom.

Teacher Recruitment

- Well qualified teachers who have good knowledge of the subject, for every subject offered by the school.
- Teachers who possess 21st Century teaching skills to include experiential learning experiences in the classroom
- Practice differentiation, to include every student in their learning process

Teacher Professional Development Programs

- Plan a workshop for all the teachers in the school “Understand and Adopt the Change”
- Enroll in the Cambridge qualification programs to understand curriculum and its learning outcomes
- Attend in 2 workshops over the year to understand Marking schemes and Assessment formats (What, When, Why and How)
- Participate actively in the “How to develop Growth Mindset” seminar, conducted in the school

Examination Officer Training and Preparation

- Create Documents and formats to collect authentic information of all the students in the IGCSE Program
- Assist and assess the quality and security of the Assessments conducted for the Lower and the Upper Secondary Program
- Collaborate with HLC School's Examination Officer to understand and be guided in the processes and the procedures to be followed
- Ensure that the examination process is timely, authentic and clearly informed to the teachers, parents and the students

Syllabus Delivery & Quality of Teaching & Learning

- Language support, international awareness of global issues, will be promoted through the introduction of Global Perspectives.
- Classroom activities and Scheme of work, will include opportunities for high order thinking, reflective practices, collaborative work and self-construction of knowledge in the delivery of the content.
- Provide for Practical Learning subjects and opportunities to every student
- Clear understanding of the Learning Outcomes of the syllabus

- Adopt recommended resource books, research material and work books to deliver the syllabus
- Well-equipped Library, with opportunities to read and access different reading materials, authors and sources for in-depth research.
- Create opportunities for associated field trips, talks by experts and real-life experiences to “experience” the concepts delivered.
- Collaborate with other subject teachers, for inter-disciplinary projects
- Diverse teaching strategies, tools and methods are used in the classroom, to meet the diverse needs of the learners.

Language Support

- Offer English as the first language to all students
- Include the Cambridge English Syllabus learning outcomes for all the grades in the school.
- Offer English as the second language to the students who require support
- One second Language will be offered to all the students up to grade 8
- Second Language for IGCSE Program will not be made compulsory

Lab Facilities & Infrastructure Support

- Fully equipped Science labs for Physics, Chemistry and Biology, for experimental learning and real-life application of the concepts
- Follow and include all the safety protocols as stated by the Cambridge Handbook
- Collaborate with Cambridge to understand the nuances of conducting practical exams in the school
- Make lab sessions mandatory for all students from grade 6 onwards.
- Provide specialized spaces for examinations, and ICT sessions to be conducted.
- All legal formalities are dually fulfilled, as per the government and Cambridge requirements

Extra-Curricular Subjects

- Holistic learning integrated with other areas of academic classes
- Mandatory activities in life-skill development, regulating emotional quotient of the self and physical training for all students.
- For Lower Secondary students, farming project integrates all aspects of learning from Math, Geography, Sciences and English.
- Formats for different cultural expressions (dance, theatre, art) will be provided to all the students
- Opportunities to learn different sports and engage in different physical activities post school will be provided, to meet the developmental needs of the different age groups of students

School Academic Plan

Academic Plan:

The academic plan at Sprouts Montessori High School is designed to provide a well-rounded and inspiring educational journey with a focus on a student-centric learning plan. It is thoughtfully designed to inspire and provide a comprehensive educational experience, spiralling upward with advanced thinking concepts and enriching learnings. Our scheme of work is creatively and meticulously planned for each unit, building upon the students' previous experiences and knowledge, ensuring a seamless transition to higher learning.

At Sprouts, we believe in the power of education to nurture growth: "Plant the seeds of learning with rich and diverse experiences, and watch as our students flourish into confident, empowered individuals, ready to explore their passions and carve their own paths."

Our academic framework caters to each student's specific developmental stage, with cosmic education forming the core. This approach helps students understand the interconnectedness of all knowledge, cultivating a well-rounded world view.

Program	Academic Plan
Toddler Program	Based on age and date of joining
Primary Program	3 year plan
Lower Elementary Program	3 year plan
Upper Elementary Program	2 year plan
Lower Secondary Program	3 year plan
Upper Secondary Program - IGCSE	2 year plan

Each plan outlines the 'what' and 'why' of the learning process, leveraging high-quality resources and experiential learning opportunities. Each Program works towards a common goal of inspiring learners to become confident and independent workers, life long learners who can reflect on their own learning process and take responsibility and accountability for the same.

At Sprouts Montessori, we believe in a dynamic and responsive approach to education. Our academic plans are meticulously organized into annual, term, monthly, and weekly segments, each uniquely tailored to the needs and progress of our students. These plans are not static; they are living documents, subject to regular monthly reviews to ensure we're on track with our educational objectives.

During these reviews, we carefully evaluate the effectiveness of our plans. Should we identify any learning gaps, we engage in thoughtful internal discussions to devise solutions that cater to the individual needs of each student. This process allows us to continually refine our approach and develop new short-term goals, ensuring that every student receives the support they need to thrive.

Our academic plans are comprehensive roadmap that chart each student's learning journey, rich in experiences that foster interdisciplinary learning and the practical application of knowledge and skills. We recognize that each student is unique, and as such, their academic plan is customized to reflect their individual learning style and needs.

In addition to our rigorous academic curriculum, we place a strong emphasis on holistic development. Therefore, each student's academic plan includes at least two extracurricular activities alongside their physical education curriculum. Older students are given the opportunity to choose their extracurricular activities based on their interests and experiences, allowing them to pursue their passions and develop new skills in areas they are genuinely interested in.

Art, music, and field trips form integral components of every child's academic plan at Sprouts. Our Program Coordinators take great care in crafting age-appropriate and developmentally suitable plans that weave these essential elements into the fabric of our students' educational experience.

To ensure the highest standards of education, our academic planning encompasses:

- A glossary of academic programs, including degrees, majors, and certificates for both new and existing programs.

- Clearly defined research priorities.
- A robust academic policy framework.
- Comprehensive assessment strategies.
- A well-structured academic framework.
- Institution-wide learning outcomes and competencies.
- Specific goals for each division or department.

We are not just aiming to impart knowledge; we aim to nurture well-rounded individuals who are prepared to face the world with confidence, creative thinking, and a lifelong love for learning.

Our Academic Goals:

- Set clear mastery levels of knowledge and skills to be achieved with each learner.
- Foster confident, independent decision-makers through collaborative and individual work plans.
- Encourage exploration and curiosity in every learner, with opportunities for creative expressions
- Provide diverse subject exposure, to help learners discover personal strengths and interests.
- Define clear, measurable outcomes for success assessments.
- Offer constructive feedback for continuous improvement and goal setting.
- Serve as a guide for teachers and academic heads in student development.

Our academic plan is more than a curriculum; it's a journey of discovery, growth, and empowerment for every student at Sprouts Montessori High School.

Toddler Program – (1.5 years – 3 years)

In this nurturing environment, children are introduced to foundational skills in language, art, music, movement, and practical life activities, setting the stage for future independence and academic excellence.

Practical Life Activities: These activities are designed to instil a sense of order, coordination, and independence. These help toddlers develop fine motor skills and concentration. Three distinct subcategories of activities have been identified under the umbrella of Practical Life Skills.

- **Food Preparation:** Toddlers will partake in basic food handling and preparation activities, promoting early exposure to healthy eating habits.
- **Grace and Courtesy:** The activities aim to instil polite phrases, develop social skills, and encourage good manners.
- **Movement:** The activities for movement focus on gross motor skill development through physical activities, outdoor play, and exploration.
- **Sensorial Activities:** The Sensorial component of the curriculum emphasises the exploration of sensory materials, promoting activities that refine tactile and visual senses and enhance sensory discrimination. These early sensorial experiences are the building blocks for more complex mathematical and geometric concepts in the future.
- **Art and Music:** In the realm of art, toddlers will explore various artistic materials, participate in activities that enhance fine motor skills through drawing and painting, and engage in creative expression exercises. Introducing music involves rhyme, rhythm and beat awareness, exposure to different musical instruments, and activities incorporating singing and movement.
- **Language:** The focus on Language Arts remains paramount in the toddler community curriculum. Toddlers will engage in activities introducing basic vocabulary, storytelling, and listening skills, fostering an early appreciation for language development. It also

introduces the idea of communication and the importance of language in conveying thoughts and ideas. Through a variety of oral activities and conversations, English, Tamil, and Hindi languages are practised and nurtured.

- **Manipulatives:** The focus here is on hands-on activities to develop fine motor skills, using manipulative materials that introduce basic shapes, spatial concepts, and problem-solving.

Primary Program (3 years – 6 years)

The educational program for our students is rooted in a comprehensive Montessori curriculum designed to foster both cognitive and motor skill development, as well as to promote independence among students. Our approach encompasses a diverse range of learning areas, including Language, Mathematics, Environmental Studies, and Cultural Studies. This rich tapestry of education is further enhanced through the celebration of significant dates and festivals, illustrating the interconnectedness of different learning domains. Essential components of our daily schedule include Art, Singing, Yoga, and Physical Education, ensuring a well-rounded educational experience for every student.

As students transition from the Toddler to the Primary program, they delve deeper into subjects such as mathematics, language arts, science, and cultural studies.

- **Practical Life Activities:** These activities enhance the development of hand-eye coordination, gross motor skills, fine motor skills, spatial relations, physical movement, and cognitive order through self-care and care of the environment. These skills are essential for later scientific and mathematical explorations.
- **Sensorial Activities:** These activities enable the children to order, classify and describe sensory impressions in relation to real-life concepts like temperature, depth, length, weight, size, etc.
- **Language Arts:** English is the primary medium of communication and expression. Reading and writing activities become more prominent with the introduction of

grammar activities. This process fosters language skills and introduces them to the power of written communication and its role in sharing knowledge and stories. Hindi and Tamil continue predominantly as oral activities and graduate to the introduction of symbols in preparation for leading the child into writing.

- **Mathematics:** Introducing mathematical concepts in the Casa community helps children see the connection between numbers, patterns, and relationships. They explore basic arithmetic operations and understand the mathematical principles underpinning the natural world.
- **Science and Cultural Studies:** This broad category encompasses geography, history, cultural exploration, and science. Children learn about different cultures, countries, people, and faiths. This early exposure to cultural diversity sets the stage for understanding the broader concept of cosmic education and the natural world through hands-on experiments and exploration.

In both the Toddler and Primary Programs, the emphasis is on hands-on learning and exploration, allowing children to discover and experience the world around them. This experiential learning forms the basis for understanding the connection of various subjects and the sense of wonder that comes with exploring the mysteries of the universe.

Elementary Program (6 years – 11 years)

The academic plan adheres to the cosmic education model integral to the Montessori curriculum. At Sprouts, the learning journey breaks away from the traditional linear approach and embraces a holistic view where subjects are not treated in isolation. This interdisciplinary method is maintained throughout, with teachers tailoring their approach to match the development and pace of each student. This ensures that new knowledge builds upon what students already know. The social development of each student is further enhanced by engaging them in collaborative learning and peer assessments.

Included in the plan are compulsory areas such as Physical Education, Art, Personality Development, Life Skills, and Dance or Theatre. These elements are crucial in fostering a well-rounded educational experience. Our monthly and term planners incorporate Field Trips, Outstation Experiences, guest sessions from industry experts (Coming-in Programs), and student-led Going-out Planning. For Upper Elementary students, we have a dedicated five-year Finance Learning Module. This program is integral to enhancing their life skills and preparing them for real-world financial understanding and management.

Our Elementary Program guides students on a deep dive into Cosmic Education to explore the Universe of knowledge, recognise their role as the stewards of the planet, and to become global citizens with a profound sense of responsibility.

The Great Stories: The five great lessons in Montessori include lessons on the Creation of the Universe, the Coming of Life, the Evolution of Humans, the Development of Language, and the History of Numbers. These collectively represent a holistic view of the universe, fostering a sense of awe, curiosity, and interrelation in students, encouraging them to see themselves as integral parts of the vast cosmos. Furthermore, Impressionistic charts and time lines in Montessori environments provide students with a concrete visual representation of historical and scientific concepts, enhancing their comprehension and fostering a deeper appreciation for learning.

Language Arts: The students continue to refine their language skills in reading, writing, grammar, and vocabulary development. They read a wide range of literature and explore various genres. They use their knowledge to produce written works that include creative writing and different formats of text. It emphasises and lays focus on language analysis and critical reading skills to foster literary appreciation. The English language application is facilitated through a student-centred approach that integrates language skills within the context of broader interdisciplinary studies by intertwining with other subject areas. This comprehensive approach to language arts builds effective communication and critical thinking skills.

Mathematics: The study of mathematics becomes more advanced, focusing on deeper and wider concepts of arithmetic, algebra, and geometry. Students explore mathematical operations, develop problem-solving skills, and discover the application of math in real-world scenarios. The curriculum recognises the importance of repetition and lends to the progressive understanding of concrete concepts towards the passage to abstraction.

Science: Students explore biology, physics, chemistry, and environmental science as they engage in hands-on experiments to develop a deep understanding of scientific principles. They are guided to join the dots of the natural world, which connects all the biotic and abiotic environments of the earth and the laws of nature.

History and Geography: History lessons expand to encompass world history, including the study of ancient civilisations, explorations, inventions, and major historical events. Geography studies include the physical and political geography of countries and regions, natural and man-made land and water forms, and geologic and natural events, fostering an understanding of global diversity and interdependence.

Vernacular Languages: At Sprouts, all students receive language instructions in Tamil and Hindi based on the Montessori model. Tamil and Hindi languages become second-language and third-language options in the Elementary Program, paving the journey to higher grades.

Independent Research and Projects: Students are encouraged to pursue independent research projects that cover a wide range of topics. They develop research and presentation skills and gain experience in self-directed learning. These skills are crucial to developing their skills to support their learning beyond the textbooks in higher grades.

Integration with IGCSE Program (Upper Elementary): As our students embark on their journey through the Upper Elementary years (grades 4 and 5), we thoughtfully weave the Cambridge curriculum into their learning path. This integration includes formative and periodic assessments to gently guide students into answering and analysing questions in specific formats, encouraging them to provide evidence-backed responses. This approach ensures a smooth and confident transition to the international standards set by Cambridge, all while continuing to nurture critical thinking, self-directed learning, and research skills.

Secondary Programs (11 years – 16 years)

Our Secondary Programs are designed to be more than just academic pursuits. They include student-led conferences, reflective sessions, and weekly teacher meetings, encouraging students to introspect and enhance their learning experiences and goals. These programs merge a contemporary curriculum with global teaching standards in an interactive classroom environment, fostering both vertical and horizontal exploration of subjects. Concepts are not only introduced through Cambridge-endorsed textbooks but are also extended to real-life applications, resonating with the local and cultural contexts of our students.

Students in the Secondary Programs are encouraged to join a Club for the year, in addition to dance or theatre. Farming and Financial Literacy are integral modules for Lower Secondary students, providing them with comprehensive and practical learning experiences.

Lower Secondary Program (11-14 years)

This program is rich in diverse learning opportunities across various fields of study, characterized by:

- Intellectual inquiry in social contexts.
- Responsive and flexible teaching methodologies.
- English as the medium for communication and learning across subjects.
- Cultural awareness in a global context.

Subjects Offered:

1. Math (Arithmetic / Algebra / Geometry)
2. English (First Language)
3. Computer Science
4. Social Science (History / Geography)
5. Sciences (Physics / Chemistry / Biology)
6. Languages (Hindi / Tamil / French)
7. Any one Club (Debate / Cooking / Digital Media)

Compulsory Additional Courses:

- Farming (Grade 6 & 7)
- Finance Literacy (Grades 6 – 8)

Upper Secondary Programme: International General Certificate of Secondary Education (14-16 years):

Our commitment to continuous improvement is evident in this program, offering interactive sessions and learning beyond the curriculum. Students are prepared to set and achieve their personal goals independently. Subjects, suggested based on individual aptitudes and interests, include a mix of core and extended papers. Students are encouraged to opt for 5-7 subjects, depending on their capacity and interests. Compulsory subjects include English, Extended Math, a choice of Second Language, and at least two Sciences.

The program develops students' confidence, critical questioning skills, collaboration abilities, and technological competencies, preparing them for future challenges.

Teaching focuses on developing the student's understanding, skill, and knowledge in the following areas:

- The Subject content with challenging learning outcomes
- Application of the new knowledge to new situations
- Peer and Self Assessments, to encourage motivation and self-learning
- Reflect to improve through constructive feedback
- Critical Questioning skills to make the learners think hard

The program aims to develop the following learner skills:

- Confident and independent students to face new challenges
- Awareness of their own knowledge and skills; their strengths and areas of improvement
- Develop Critical Questioning skills
- Collaborate with respect with peers to produce good work
- Become responsible and accountable for their own learning
- Equip them with latest technology skills, to enhance the way they think, work and approach problems

Subjects Offered:

Minimum of 5 subjects must be taken by each student. Recommended maximum number is 7 subjects. The students can choose any subject from the following groups.

Compulsory Subjects:

- English First Language (Compulsory)
- Extended Math
- Choice of Second Language
- Coordinated Sciences (OR) at least 2 Sciences

Second Language Options (O-Levels)

- Tamil
- Hindi
- French

Humanities and Social Science

- Accountancy
- Economics
- Business Studies
- Information and Communication Technology
- Computer Science
- Environmental Management

Sciences

- Physics
- Chemistry
- Biology

We understand the significance of the transition to Lower and Upper Secondary Programs. Our focus is on developing strong writing skills, creative expression, and effective note-taking strategies. Preparation for IGCSE Examinations is balanced with holistic learning experiences.

The students begin their preparation towards the IGCSE Examinations and all focus is placed on their practice and improvement sessions. But the holistic learning experiences continue, without any interruptions to their academic sessions. Our academic plan fosters a love for learning and equips students with the tools and knowledge they need to excel in the Cambridge program.

Sprouts Curriculum:

Our curriculum blends Montessori philosophy with the Cambridge curriculum, catering to the developmental needs of students from toddler through grade 10. It includes both structured and spontaneous learning activities, ensuring a broad, balanced, and coherent education.

Our Curriculum aims to

- Includes both planned and unplanned learning activities and schedules.
- Provide a broad and balanced education that are coherent and sequential plans for the students, to culminate sufficient knowledge and skills for future learning and employment.
- Keep the learner at the centre of all teaching and learning plans and activities at all times
- Provide high quality teaching and instruction resources, which are informed of the needs of each student
- Promote moral, social and cultural development, with a positive attitude towards learning.
- Ensure equal access to rich learning materials and experiences for all students, with high expectations and challenges for them
- Provide subject choices to support student's interests, progress and learning
- Encourage reflective practices, to help students achieve their learning goals
- Develop independent and critical thinking skills to encourage decisive and confident learners
- Develop resilience and motivation, to equip them for further education
- Provide opportunities for collaborative team work and individual self – learning experiences
- Lay importance on the values of diversity and respect and promote cooperation and different view point.

Skill development programs for the students:

Art and Theatre: Creative expression remains a vital curriculum component. All students engage in various visual and performing art forms, fostering their artistic talents and appreciation for the arts.

Physical Education: Physical education programs are compulsory and promote fitness, teamwork, and motor skills.

Life Skill and Personality Development: Students engage with different Life skill activities to reinforce skills related to independence, organisation, confidence and responsibility. They are made aware through individual and group activities, the importance and need to understand, accept and regulate their emotions and behaviour in a social set up.

Clubs: Students of grades 6 – 10, engage with one club of their choice for the academic year, to learn both the knowledge and the skills, that the particular program offers.

Debate

Cooking

Digital Media

CLUB NAME	KNOWLEDGE	SKILLS
Debate	Format of a formal debate Deep and good research on the topic Steps to follow and present Difference between debate and argument	Public speaking Voice Articulation Presenting opposing viewpoints Convincing On-spot thinking Decisive and Confident
Cooking	Varied recipes Names and availability of edible items Names and application of all appliances Nutrition and diet Writing Recipes Understanding measurements Terminologies associated with cooking	Correct usage of knives Baking / Steaming / Stirring Creative skills of alternate ingredients Interesting and innovative recipes Measuring to precision
Digital Media	Coral Draw Design elements Terminologies associated with Designing Colour Schemes Fonts	Creativity Graphics Design thinking

Assessment Approach:

Our assessments, both formal and informal, measure learning outcomes effectively. Details of assessment plans are outlined in our Assessment Policy.

Role of Management:

Management ensures that academic planning aligns with the school's vision, is inclusive, and fosters holistic development. Regular reviews of student progress, teacher feedback, and specific strategies are employed to enhance learning outcomes.

Management also provides professional development opportunities for teachers, including workshops and interdisciplinary learning strategies, ensuring the highest standards of teaching and learning.

At Sprouts Montessori High School, we are dedicated to nurturing confident, independent, and globally aware citizens through a stimulating and supportive educational environment.

Understanding the important role of teachers in formulating and executing the academic plan to its best potential, management will be responsible to provide learning opportunities to all the teachers.

- Collaborated meetings to share experiences, improve practices and receive help from colleagues will be identified and planned.
- In-house workshops will be organized, targeted at specific teacher needs (Eg: Writing HOTS) Learning objectives, setting question papers, Asking the right question, etc)
- Management will continuously guide and encourage teachers to enrol in qualification programs beyond academic content, for skill development and practice interdisciplinary learning strategies. (Eg: Art, Music, Poetry writing, etc)

Future Goals

Sprouts Montessori High School has originated from Sprouts Montessori House of Children, which started 18 years ago as a backyard school, in the house of the Founder Director Ms. Smita. Since then, our journey of growth has been organic and in the true sense unstoppable. Taking small yet confident steps forward, today we are proud of the space Sprouts had created for itself, in the field of education. Keeping our vision in view, our mission has directed us to achieve great goal with both our teacher and student body.

Today as Sprouts Montessori High School takes another leap, at applying for Cambridge Affiliation for their Lower and Upper Secondary Programmes, we map our travel, with clear and specific goals to achieve.

Three Year Plans:

- Introduce new subjects – Global Perspectives and Art into our IGCSE Program
- Introduce GP and EVM for our Lower Secondary Program
- Upgrade and set up a fully equipped library for research and reading
- Bring in digitization for Graphing, Evaluating and recording student and teacher performances
- Upgrade to apps to share communication and student work with the parent body
- Gradually improve our school infrastructure to increase spaces of work

Five Year Plans:

- Introduce Advanced levels in the school
- Buy our own space for the physical growth of our school
- Look for like-minded individuals to invest further in the development of the school
- Introduce alternate board for students with specific needs, to complete their education with our institution

One way to keep the momentum going, is to have greater goals. Thus as we achieve our stated goals, we will set new ones, so that we continue to grow and develop as an organization!!

Ensuring Cambridge Values are encouraged in both the students and the teachers

By incorporating the steps detailed in 2nd point, Sprouts Montessori High School stands committed to empowering its learners with the Cambridge International Learner Attributes and Values. Every experience and learning module are planned carefully, to ensure that multiple and repeated opportunities are given to each learner to engage with their learning processes. This learning process is aimed to inspire creative thinking, responsible working, reflective learning and confident exchange of knowledge and ideas.

Teachers and every member of the school, work in tandem to ensure that they model the following attributes, to inspire each learner to become:

- Confident
- Responsible
- Reflective
- Innovative
- Engaged

Confident: Teachers with their good content knowledge, plan Classroom interactions to ensure that students can access and apply new information to different situations. With a pause and bounce approach to questioning, each student is given the voice and the confidence to explore their thinking and ideas. English is taught at a Mastery level to all the students at various stages, to equip them with the language of expression and communication. Field trips and engaging with experts from the different fields, allows the learners to gain real-life perspectives, further cementing their knowledge and information about that topic. This gives them the conviction to engage with discussions with their social learning groups.

Responsible & Respectful: Our One-on-One student conferences, allow for a 2-way feedback loop to be shared between the teacher and the student. Here the teachers give timely, critical and specific feedback to each learner. Dialogues between the teacher and the student, guide the learner to set individual learning goals, based on their areas of work and improvement. This encourages the learners to reflect critically and take responsibility of their own learning.

As they collaborate intellectually with their peers, they also derive the understanding that they need to be mindful and respectful of every individual they engage with. Personality development sessions at Sprouts, address emotional and behavioural attributes like gratitude, kindness, empathy and friendship and help build emotionally strong individuals.

Reflective: Teachers periodically reflect on their teaching practices, before, after or during a session. The outcomes of these reflections, guides them to plan improved lesson plans and strategies in their classroom, to make their learning process meaningful. Teachers ensure that time and space is given to the learners to think about what they are learning, why they are learning and how will their learning be useful to them. This gives meaning and purpose to their learning process. Reflecting on questions asked, tasks given and on the outcome of their own products, allows learners to develop the skill of self-assessment, which will make them responsible learners. Students are counselled and guided to reflect on their feelings and emotions, which may affect their learning experiences.

Innovative: Teachers are constantly upgrading and learning different aspects of teaching, to make their sessions creative, interesting, active and meaningful. New ideas strategies and tools for teaching when applied, will also encourage learners to view and think differently. New ideas are encouraged in discussions and learners are motivated to reflect on prior knowledge, when faced with a particular situation. Learners are actively involved to discuss and find solutions, when any issue arises in the classroom. These conversations, help to develop their questioning and analysing skills, where they reflect collectively to find intellectual solutions to the task in hand.

Farming engages the Lower Secondary learners as one team, in an inter-disciplinary learning process, where academic knowledge is applied to real life production. Hard work makes them understand and develop empathy for human labour. Learners think of innovative ways to package, price and market their produce, applying Math, Art and Business information to this process.

The various clubs introduced to the Secondary students in Sprouts, aim to engage them in innovative and constructive learning processes. Students interact with one another to plan, design and execute their own ideas and think creatively to improve team performance.

Engaged: Teachers are responsible for designing, developing and delivering content and tasks, that support learners in their zone of development. They plan events and practical work, to engage all learners with experiential learning. Students collaborate in different academic, social and skill-based learning modules to construct new knowledge. Moving away from blackboard or instructional teaching, teachers plan the lesson tasks, to engage learners socially, to research, discuss, share and debate ideas. The tasks spiral from simple to complex, to push learners to think hard and differently.

Our extracurricular programs are holistically designed and aim to instil life-skills that are crucial for an individual's social survival. For eg: Finance ingrains in the learners, an early awareness of the role and importance of money. Clubs and Co-curricular activities, create confident, reflective and multi-skilled learners, who have the opportunity to identify their individual strengths.

Teachers collaborate with their peers in and outside school, to receive and give teaching support. Feedback through observations from their peers, helps them to constantly improve their classroom planning and delivery of lessons. They ensure there is timely, mindful and appropriate communication maintained with the parent body, to inform them of the progress of their children. Each teacher at Sprouts High School, strives to follow and maintain the protocols set by the management, and work beyond their scope to reach out to every student in their class, with their unique and differentiated teaching practices.

Teacher standards identified at Sprouts

Developing Policies to Support Improvements in teaching and learning

A Teacher is the agent of change, which influences the mindset, motivation and interests of the learners. Hence it becomes important to continuously analyze and evaluate their impact on the learning of the students.

At Sprouts Montessori High School, teacher performance expectations are clearly stated and discussed with the teachers in the beginning of the academic year, to ensure that they have complete clarity of their roles and responsibilities. The same is also stated in the Teacher Handbook, for their reference at any point of time.

Teachers are encouraged to be innovative and creative, bringing into the classroom their individual flavors to make learning an enjoyable and experiential process for the students. Here, teacher evaluation becomes important, to understand individual performances and identify areas of teaching and learning that can be improved.

Teacher standards and criteria for evaluation

Every teacher at Sprouts will:

- Adopt an active and constructive approach with students, to deliver content and assess their individual knowledge and skills.
- Have high expectations of academic performances, behavioral conduct and work habits from each and every student
- Introduce innovative, creative and different range of resources, tools and strategies, to actively and constructively engage the students in classroom learning
- Use effective teaching techniques that appropriately challenge the students and ignite the spark of curiosity and learning in them
- Monitor, Observe, Records and Analyze the work and progress of the students, to derive at logical and valid inferences of their level of progress

- Demonstrate a fair knowledge of the syllabus and the content and use varied formats to teach and guide the learners.
- Engage in regular and constructive feedback to the students; individually and as a class; to understand and plan to meet their needs
- Ensure that the parents are at all times well and correctly informed about the progress of the student
- Encourage parents sensitively and respectfully, to participate and support student learning
- Will take initiative and interest to involve in learning and upgrading their knowledge to the current curriculum and educational needs of the school
- Participate actively in all the subject, team and whole school meetings and workshops planned to upgrade their knowledge, skill and understanding of the education system.
- Will build positive team relationships to nurture, share, adopt and exchange effective practices to enhance student learning
- Commit to professionally engage with all aspects of student learning and peer interactions, to contribute productively to the larger vision of the school
- Will demonstrate and practice empathetic approach at all times, with students, colleagues and parents in all interactions.

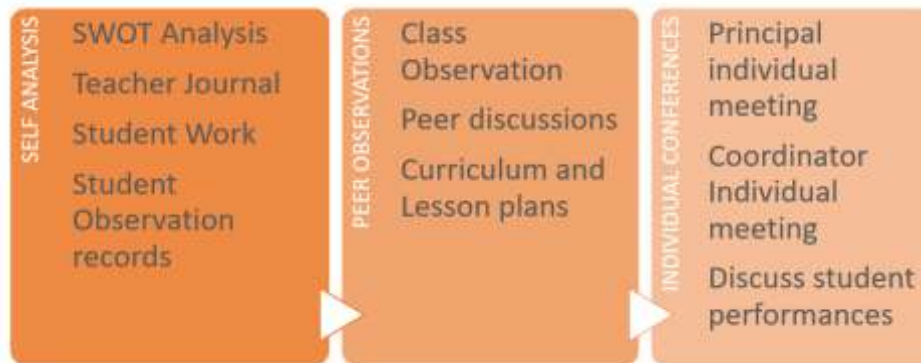
Sprouts practice continuous, transparent and formative teacher evaluation processes. Evaluation rubrics and expectations are shared with and informed to all the teachers. Focus of these evaluations are strictly professional and include all areas that involve teacher inter and intra relationships, within this organization. Where applicable, exemplars will be shared with the teachers (report writing, writing observations, writing challenging learning objectives, etc.), to give further clarity of good work expected.

The outcomes of these evaluations, are aimed to enhance and improve learning experiences for the students and therefore their learning outcomes. It provides constructive feedback for

the teacher to improve and grow in areas of their expertise. Sprouts provides multiple opportunities to its team, to empower them to become more knowledgeable, responsible, and effective in their teaching practices.

Tools to evaluate teachers:

- Classroom Observations by Principal
- Peer Observations
- Student observation records, work and assessment results
- Self-Evaluation of their individual practices
- Teacher portfolio of the work
- Teacher Conference Meetings – Individual and as a team



The Academic Calendar of the leadership team and the teachers, have well planned staff evaluation and reflection meetings stated.

Team Collaborations & Planned Meetings:

1. Periodic Peer classroom observations
2. Bi-weekly meetings
3. Full team meeting – monthly
4. Term meetings with the whole school body

Purpose of the Planned Meetings & Collaborations:

- Reflect individual / collectively on student performance and classroom practices
- Effective Assessment Practice: Identify Areas of Improvement and account for their actions
- Share practices across grades and environments
- Allow teachers to demonstrate their student knowledge with homogenous and heterogenous activities
- Give constructive feedback
- Re-set new or improved strategies for learner development, achievement, progress and well-being
- Identify specific areas for knowledge and skill development

The Leadership team, addresses all concerns from the parents and sets clear pathways of communication between the teachers and the parents, for smooth and productive conversations and meetings. Collaborating with the parents, is crucial to the overall learning process of the students. Teachers have regular and periodic Parent Meetings planned to know more about the student outside the school, so that they can apply this understanding to engage them better in the classrooms.

***Every child has a unique growth story;** the Teaching and Learning strategies and tools adopted in Sprouts revolve around the unique needs of the students of various age groups. Our Professional development plan, is a result of these unique needs that the teachers need to meet, to fulfill and achieve the learning outcomes as planned.*

School Professional Development Policy

School professional development policy. Plan and approach for professional development of teachers and staff along with pd schedule for the next 2 years.

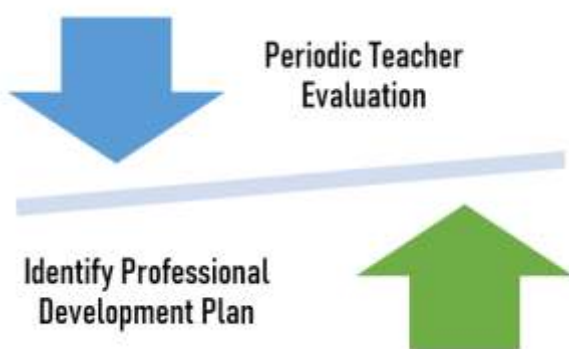
Sprouts Montessori High school provides the opportunities for professional and personal development to all its staff members. The support and camaraderie ensure that every member grows with the organization. The approach of working as one unit gives Sprouts a positive working ambience, where all are valued.

Every subject teacher in Sprouts High School, is well qualified and is required to attend further training in that subject delivery, with the Cambridge Professional Development courses.

Professional development plan for every staff member, across the different stages and divisions of the school, ensures that the teachers and the support staff are prepared well, to take the students on an experiential learning journey.

The Professional Development Planning begins early in Sprouts; at the end of an Academic year. The Summer break for the students is the time, where well planned workshops are conducted for the teachers. The need for these workshops emerges, after reflecting on the learning outcomes and student performances during the year. The specific gap in teaching / learning is then targeted for improvement.

During the academic year, classroom observations, peer observations, student performances are reviewed periodically, and inhouse / external meetings, conference and workshops are identified to resolve the emerging gaps.



Professional Development at Sprouts is focussed at:

- Understanding and achieving the mission and goals of the institution
- Incorporating and following the school's policies and protocols to enhance learning
- Identifying and planning the learning and teaching outcomes to be achieved
- Improving program plans, content and format
- Revisiting educational and learning theories, to discuss its application
- Developing growth mind set of learners with timely, specific and critical feedback

Professional Development at Sprouts is supported through:

- Teacher and staff mentoring
- Specialist and Collaborative Coaching
- Mentoring and Support from Experienced teachers
- Inter-class discussions to address common issues
- Encouraging Teachers to conduct workshops internally, based on their prior knowledge
- Experts from the field
- Cambridge Professional Development Qualifications

Sprouts follows an annual evaluation plan with its teacher body, to identify what help the teachers need to improve their classroom learning outcomes. This is done in collaboration with the principal, senior leadership team, co-teachers and students.

DOCUMENTATION: Data of student work and performances through the year

EVALUATE: Learner attitude, work and outcomes: Clear levels of evaluation are identified to know if the Learning outcomes have been achieved. This evaluation is conducted on data collected from different sources; classwork, assessments, projects, demonstrations. Questionnaires, reflective journals and others.

OBSERVE learning gaps that exist: Cognitive, Metacognitive, Affective and Psychometric

RECOGNIZE: Teaching goal(s) to be re-defined and the skills, competencies, and knowledge needed to resolve them.

IDENTIFY & ORGANIZE the workshop to achieve the goal recognized

PRACTICE the new learning from the workshop

REFLECT on its outcome in improving students' learning

EVALUATE & IDENTIFY area for further improvement of student performance

Teacher professional development involves a continuous process of reflection, learning and action to further a teacher's knowledge and skills, leading to enhanced teaching practices that positively impact on students' learning.

Teachers are the brand ambassadors of Sprouts, and are required to present themselves with a 'Spirit of open inquiry and receptivity' as they fulfil their role.

The school mandates that teachers engage with students, colleagues and other staff of the school from a platform of respect, sensitivity, empathy, kindness and courtesy, and refrain from operating from within 'own conditioning and beliefs'.

To ensure adherence to School guidelines and as part of orientation, Principal inducts new Teaching staff by assigning Shadow Teacher for 2 months. Principal also takes multiple in-house training sessions to train the Teachers and admin staff on the practices to be followed in the school. Individuals are constantly encouraged to certify themselves and remain updated with the current practices.

A good percentage of our high school teachers are CIDTL certified, this had started as Voluntary initiative. In addition, please find attached the list of workshops attended by The Principal and teachers during Academic year 23 -24, part of the expenses were funded by the school as part of Faculty engagement.

Professional Development Courses Identified for the teachers at Sprouts:

- Assessment and Marking Schemes – subject wise
- Subject based Cambridge workshops

- English as the first language TEFL
- Leadership Qualification course
- First Aid – Annual workshop
- School Policies and Vision – Annual Workshop
- Classroom Management – Annual Program
- Parenting Matters – How to communicate with Parents – Annual Program

School Budget Plan

Budget planning is predicated with the integration of financial and program factors. School budgeting is essential and its purpose is very straightforward – to create a financial plan to support the school. As a growing entity, we plan our budget to translate the vision and mission of the school. SMART budget planning helps the school management to manage the resources and achieve the yearly goals.

Budget:

- Planning – Plan for BAU – Business as Usual and exceptional incidents if any for the year
- Funds – Availability of funds, planning the revenue, budgeting the regular expenses
- Allocation – Fixed and Variable Costs, sleeve for exceptions
- Utilization – overview of subheads on regular basis
- Expenses – Vs. budget, any incidental expenses
- Review – Evaluate the actuals vs. the budgets and take rectification steps. Expansion Plans, Cost save if required

Major Components of the Budget are :

Teachers – Training, Salary and Staff welfare

To this end the greatest asset of a school is the personality of the teacher. Sprouts takes pride in nurturing these assets and acknowledges the famous quote of Henry Adams “ A teacher affects eternity; he can never tell where his influence stops.”

Teachers are the brand ambassadors of Sprouts Montessori High school. School being a centre for learning requires teachers to present themselves with a 'Spirit of open inquiry and receptivity' as they fulfil their role.

Sprouts has an annual performance evaluation where teachers review their performance for the year, evaluate and develop a working plan to improve which is Specific, Measurable, Ambitious, Reasonable and time bound. This plan has the concurrence of the coordinators,

Principal and is completed in timely manner.

During the academic year teachers are kept informed of the various workshops, individual teachers are encouraged to take up appropriate sessions. As part of career development many of these workshops the Course fee is absorbed by the school.

Accounting system of the school:

At Sprouts Montessori high school we have computerized financial system with an in-house operator along with the overview by our Advisors - Qualified Chartered Accountant. We use Tally to record and summarize the financial data required for successful operations - this system captures Payroll, Fee Collections and Expenditures, this data is also then used for financial reporting which helps to eliminate duplicate data entry and the related risk of error. Any change statutory guidelines is advised by the Auditors and for any system up dation we have a tie up with Tally support. Both these firms also support us for training our staff as and when need arises.

Students Information:

We capture the database of Students with Parents name, address, phone no's etc. in Microsoft Excel. These details can then easily be integrated for any Other mailing, email communication, tracking enquiries.

Infrastructure maintenance and development:

"Childhood is the most beautiful of all Life's seasons"

Two decades, from a humble backend premises to three full bloomed campuses Sprouts Infrastructure journey also has been beautiful and inspiring. Just goes to prove that once you decide to do something, initiate action the whole universe comes along with you. Sprouts Montessori campuses are located in the heart of the city but so much away from the regular hustle and bustle of traffic, in the streets of Mylapore under the shade of lovely green cover of trees and by lanes are beautifully painted by our own children. The premises are child friendly and provided with appropriate utilities for the concerned age group. Through play, children challenge themselves, learn to deal with risk, and find their own limitations. At play,

children are in control of what they do and how they do it, accordingly the facilities have been provided play area, swings etc., similarly the Primary and High school has places for children to explore during their breaks. High school is a heritage building and Sprouts takes pride in maintaining the same along with providing a green play area for senior children. We have even maintained the decades old tree as a Mylapore tradition to have this pious Nagalinga tree in the premises.

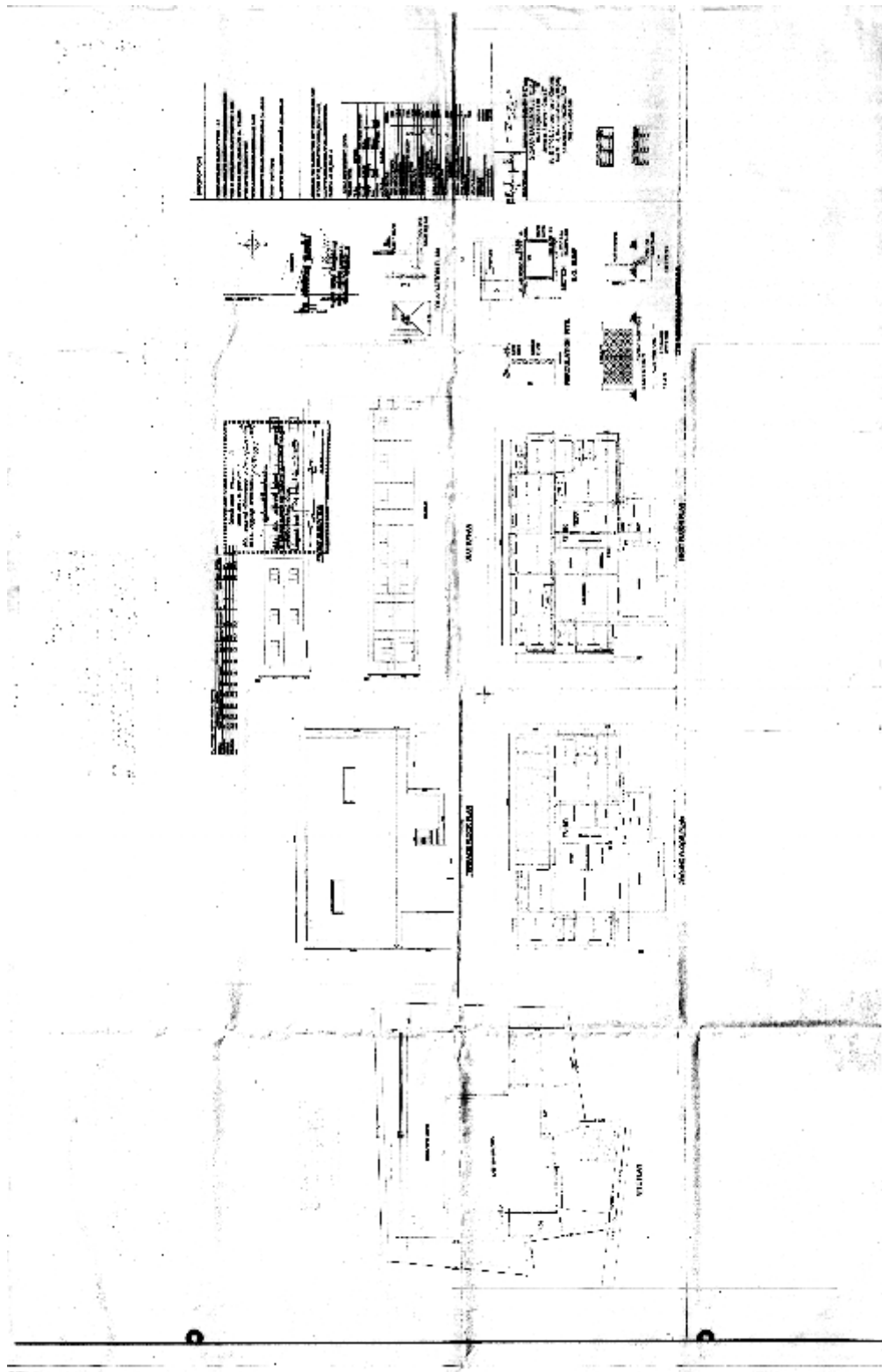
At the same time classes are fully equipped for Learners, the teachers along with learners provide the necessary material required for their learning and keep them engaged.

Management has future plans for Investing in their own premises and reallocate the current space to make it more spacious for all environments. However we strongly believe in doing the best in the present even as we prepare for the future.

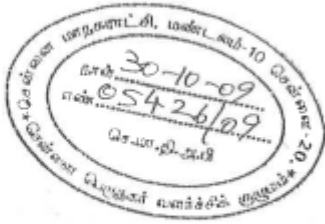
As a matter of practice Management reviews the monthly financial reporting and presents the same to Trustees on quarterly basis. Review comprises of penetration into the annual budget, detailed backup information for any account with a sudden change or discrepancy from the budget.

Legal and Compliance

Building Plan (1/2)



Building Plan (1/2)



Security Deposit is a refundable non-interest carrying amount, which shall be refunded on claim on completion of development as per approved plan as certified by Corporation of Chennai. If there is any deviation from the approved plan or violation of the D.C Rules/Building Rules or change of use of any part or whole of the Building site, the security deposit will be forfeited. This will not however prevent the Corporation of Chennai from proceeding against the owner/builder, any other persons for demolishing of the building and imposing recurring penalty. U/S 256 and 244 A of C.M.C. Act respectively.

சென்னை மாநகராட்சி
 மாநகராட்சி - 10 துறைமுகப் பகுதி
 குறிப்பு

1. மதுராஜா தங்கன் வீட்டின் மூன் பகுதியில் அவர்கள் சொந்த செலவில் கட்டப்படக்கூடிய குப்பைத் தொட்டி (நீளம் 2 அடி அகலம் 2அடி) கட்டிக்கொள்ள வேண்டும்.

2. பகுதாரி தங்கன் வீட்டில் மழைநீர் சேகரிப்பு முறையை கண்டிப்பாக பின்பற்றவேண்டும்.



Fire NOC

எண்: 45/ MYL / V / 2023

மயிலாப்பூர் தீயணைப்பு - மீட்புப் பணி நிலையம்
நாள்: 21/07/2023

தடையின்மை சான்று

பொருள்: தீயணைப்பு - மீட்புப் பணித்துறை - மயிலாப்பூர் தீயணைப்பு - மீட்புப் பணி நிலையம் - பள்ளிக்கூடம் நிறுவல் - பள்ளிக்கூடத்திற்கு அங்கீகாரம் வழங்கி, தடையின்மை சான்று வழங்குதல் - குறித்து.

பார்வை: 1) அரசு ஆணை எண் 122, பள்ளிகல்வி (2) துறை நாள்: 14.09.2004
2) அரசு ஆணை எண் 123, பள்ளிகல்வி (2) துறை நாள்: 14.09.2004
3) CORRESPONDENT, SPROUTS MONTESSORI HIGH SCHOOL, CHENNAI - 600 004
என்பவரிடமிருந்து பெறப்பட்ட விண்ணப்பம்.

பார்வையில் காணும் அரசினர் ஆணை மற்றும் விண்ணப்பத்தின்படி, கதவு இலக்கம் NO:117, LUZ CHURCH ROAD, MYLAPORE, CHENNAI - 600 004, நிறுவ / நிறுவப்பட்டுள்ள "SPROUTS MONTESSORI HIGH SCHOOL" என்ற பள்ளியின் 20/07/2023 அன்று நிலைய அலுவலர் திரு. R. ஆரோக்கியசாமி என்பவரால் ஆய்வு செய்யப்பட்டது. இவ்விடத்தில் பள்ளிக்கூடம் நிறுவ / பள்ளிக்கூடத்திற்கு அங்கீகாரம் வழங்கி, தீயணைப்பு மற்றும் மீட்புப் பணி நோக்கிலிருந்து யாதொரு தடையும் இல்லை. (மேலும் இத்தடையின்மை சான்று தீச்செய் தூதத்திற்கு பொருத்தாது.) மேலும் இச்சான்று வழங்கப்பட்ட நாளிலிருந்து ஒரு வருட காலத்திற்கு மட்டும் செல்லத்தக்கது.




பெறுநர்: CORRESPONDENT,
M/S. SPROUTS MONTESSORI HIGH SCHOOL,
NO:117, LUZ CHURCH ROAD,
MYLAPORE, CHENNAI - 600 004

நகல்: மாவட்ட அலுவலர், தென்சென்னை மாவட்டம்
நகல்: சம்பந்தப்பட்ட உரிமம் வழங்கும் அலுவலர்

நினைவிய அலுவலர் 21/7/23
தீயணைப்பு - மீட்பு பணிகள் நிலையம்
மயிலாப்பூர், சென்னை-600 004

Sanitary Certificate



GREATER CHENNAI CORPORATION
PUBLIC HEALTH DEPARTMENT
ZONE - IX

Date : 08.08.2023

SANITARY CERTIFICATE

I hereby declare that the building and premises of '**Sprouts Montessori High School**' No.117, Luz Church Road, Mylaore, Chennai - 600 004, have been inspected on 03.08.2023 and certified that the building as properly ventilated and lighted, that it is maintained repair, that it is neat and clean that the latrine arrangements are adequate and satisfactory, that the supply of drinking water is wholesome and good and that in all others aspects the sanitation is good.

This certificate is valid for one year from the date of issue.


Sanitary Inspector - 123


Sanitary Officer- 25


Zonal Health Officer - IX
Zonal Health Officer
Zone-9
Corporation of Chennai

Form D

K.Dis A1/5354/2022
 Date: 28.02.2023

O/o The Revenue Divisional Office
 South Chennai Division,
 Guindy, Chennai-32

FORM - D


Licence under sub - section (i) of section 6 of the Tamilnadu Public Buildings (Licensing) Act, 1965 (Tamilnadu Act 13 of 1965) referred to in rule 6 of the Tamilnadu Public Buildings (Licensing) Rules, 1966.

Licence No: MYL-01/2023
 Register No: A1/5354 /2022

Licence fee of Rs. 1,000/- (Rupees Thousand only/-) Remitted in State Bank of India in Treasury Branch, Chennai-1, vide Challan No: 183 Dated 27.02.2023.

Licence is hereby granted to M/s.SPROUTS Montessori High School, No.117, Luz Church Road, Mylapore, Chennai -04 for the purpose and in respect of the building specified in the statement below and subject to the conditions and for the period mentioned here under.


- (1) The period of validity of the licence shall be from 28.02.2023 to 31.05.2025 (Both days inclusive)
- (2) The building shall be used only for the purpose noted in column 2 below.
- (3) The number of persons to be accommodated should not exceed the number specified in the column.
- (4) Subject to the conditions that no-objection certificate from Fire & Rescue Department and Sanitary Certificate from the GCC should be renewed every year.
- (5) The purpose of the building should be used in the plan approval area only

 28 FEB 2023

Revenue Divisional Officer,
 South Chennai Division, Guindy, Chennai-32.

STATEMENT TO ACCOMPANY THE LICENCE

Location of the Building, Door No., Street No. & Name of the Place.	Purpose for which the Building is licensed to be used as a public building	Number of persons to be accommodated
M/s.SPROUTS Montessori High School, No.117, Luz Church Road, Mylapore, Chennai -04 (Ground +First Floor Only)	SCHOOL	600

 28 FEB 2023

Revenue Divisional Officer,
 South Chennai Division, Guindy, Chennai- 32.

Stability Certificate (2/8)

FORM OF APPLICATION UNDER SUB-SECTION (1) SUB-SECTION(2) OF SECTION 4 OF THE MADRAS
PUBLIC BUILDING ACT (LICENSING) ACT 1965 (MADRAS ACT 13 OF 1965) REFERRED TO IN RULE 3
OF THE MADRAS PUBLIC BUILDINGS (LICENSING) RULES 1966

From

M/s. SPROUTS Montessori High School,
No. 117, Luz Church Road,
Mylapore, Chennai – 600 004.

To

The Collector of Chennai,
Chennai Collector's Office,
Rajaji Salai, Chennai - 600 001.

1. I intend to use the building / to continue to use the existing public building / to use the existing building not to present used as a public building which is situated in the site or plot of land, Town or Survey No./ Door No. No. 117, Luz Church Road, Mylapore, Chennai – 600 004. for the period from 01-06-2022 to 31-05-2025 (Three years).
2. The year of construction and the present approximate cost of construction and purpose for which it is to be used or is being used as public building are also furnished in the Statement accompanying this application.
3. I enclose a Challan of Rs. _____.
4. I also enclose a certificate of structural soundness in the prescribed form furnished by engineer Dr. B. N. Gupta, No. 6, Damodara Murthy Road, Kilpauk, Chennai 600 010.

Dated:

Signature of the Owner

Enclosures:

1. Statement.
2. Challan for Rs. _____ towards the application for renewal of Building License.

EXPLANATION: Separate application shall be made in respect of each building.

Stability Certificate (3/8)

STATEMENT ACCOMPANYING FORM-A.

- | | |
|--|--|
| 1. Name and Door No. of Building | M/s. SPROUTS Montessori High School, |
| 2. Location (Street Name, Ward No., Name of Place (Corporation, Municipality, Panchayat, Panchayat Union, Township, Cantonment)) | No. 117, Luz Church Road, Mylapore, Chennai – 600 004. |
| 3. Year of Construction | 2009 |
| 4. Approximate Cost of Construction | About Rs 1.35 Crores |
| 5. Purpose for which the building is being used or purpose to be used | School |
| 6. Purpose for which the building hitherto been used | ----- |
| 7. Details of construction of the building (particulars) of the foundation soil, specification of the various parts under | |
| 1. Foundation: | Independent RCC Column footings/ PCC 1:4:8 |
| 2. Basement: | Brick work in CM RCC plinth beams |
| 3. Superstructure: | Two storied (GF+FF) Building RCC framed Structure / Partly load bearing Structure with brick work in CM plastered over on both sides. Central Portion of the building has RCC roof Slabs in GF & FF. Extensions to this central (Core) portion, in GF, on East, North and South Sides have terracotta box elements roofing over RSJ main beams and cross beams. FF over these areas have Mangalore Tiled roof over Structural Steel members. (At some places Cut-stone columns are used in these extended portions) . It has mostly Vitrified tiled flooring. (Very small areas in GF & FF have pre-coated metal sheet lean to roof). |
| 4. Floor and Roof (are to be given): | Total Carpet Area is about 8,100 Sq. Ft. |
| 8. Period for which license is required: | 01-06-2022 to 31-05-2025 (Three years) |
| 9. Number of persons to be accommodated: | 800 Persons |

Dated: 17.06.22



Dr B N GUPTA BE M Sc(Engg) Ph D
 FIE FIV FIGS MISET
 Chartered Engineer & Regd Valuer
 Signature of the Engineer:
 Kilpauk, Chennai-600 010.
 Ph: 2363 7146 Mob: 98406 31653

Signature of the Owner of the Building

Stability Certificate (4/8)

FORM - B

I certify that the building of M/s. SPROUTS- Montessori High School, No. 117, Luz Church Road, Mylapore, Chennai - 600 004 was inspected on 10-06-2022 mentioned in the statement below. I have satisfied myself that the building structurally sound to be used as a Public Building for the purposes noted in the statement. The structural soundness of the building has been verified taking into account the loading as per the latest Indian Standards IS: 895. The scope of this Stability Certificate is limited only to the structural soundness of the subject building (and no other structure in the premises) as per BIS 456 - 2000; this does not include the eventualities caused by natural calamities like cyclone, earthquakes, high gales & storm, lightening, floods, fire etc. Certified that no thatched buildings are used in the premises.



Signature of the Engineer.



Dr E N GUPTA BE M Sc(Engg) Ph D
FIE FIV FIGS MISET
Chartered Engineer & Regd Valuer
No.6, Damodara Murthy Road,
Kilpsauk, Chennai-600 010.
Ph: 2383 7146 Mob: 98406 31853

Certified that no addition or alteration has been made to existing building or portion of a building for which this application has been made. I undertake to obtain a fresh license in case any addition or alteration is made to the existing building or portion of building. I also undertake to obtain a license if the purpose for which the license was granted for the use of the building or a portion of the building originally is changed or altered subsequently.

If any thatched buildings are constructed after the issue of this license, we are held responsible for any fire accident that occurs later and that we are aware that our license will be cancelled.

Date:

Signature of the Owner of the Building

Stability Certificate (5/8)

FORM - C

(Form of certificate of structural soundness under sub-section (4) of Section 4 of the Tamil Nadu Public Building (Licensing) Act 1965 (Tamil Nadu Act 1 of 1965) referred to in Rule 4 of the Tamil Nadu Public Buildings (Licensing) Rules, 1966.

I certify that the building mentioned in the statement and furnished below the salient technical features was inspected.

1. Foundation:


i. Depth below ground level:	2.13-M
ii. Nature of soil set out in the foundation level:	Clay- Sand Mix
iii. Pressure at foundation:	About 6.00 t/Sq.m.
iv. Probable safe bearing capacity of strata met at the foundation:	About 15.00 t/Sq.m.


2. Superstructure:

i. Maximum stress in the most critical section of masonry and concrete	a. Brick Work in CM = 2.75 kg/Sq.cm	b. RCC = 30.00 kg/Sq.cm
ii. Nature of masonry and concrete and its safe permissible stress	a. Brick Work in CM = 5.00 kg/Sq.cm	b. RCC = 50.00 kg/Sq.cm

The structural soundness of the building has been verified by me with reference to ISI loading standards IS: 895 (latest version) and other relevant Indian Standard code of practice and I declare that the building is structurally sound to be used as a public building for the purpose noted in the statement. A license may be granted for the period from 01-06-2022 to 31-05-2025 (Three Years).

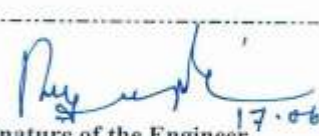
Date: 17.06.22
Place: Chennai - 10



Signature of the Engineer


Dr B N GUPTA BE M Sc(Engg) Ph D
FIE FIV FIGS MISET
Chartered Engineer & Regd Valuer
No.6, Damodara Murthy Road,
Kilpauk, Chennai-600 010,
Ph: 2383 7146 Mob: 98405 31653

Stability Certificate (6/8)

STATEMENT TO ACCOMPANY THE CERTIFICATE OF STRUCTURAL SOUNDNESS				
Location of the building, Door No., Street Name, and Name of the Place (1)	Age of the Building (2)	Value of Building at Current Rates (3)	No. of Stories (4)	Short description of structure & RCC framed or Load Bearing Masonry (5)
M/s. SPROUTS Montessori High School, No. 117, Luz Church Road, Mylapore, Chennai - 600 004.	About 13 Years	About Rs. 1.35 Crores	Two	Two storied (GF+FF) Building with RCC framed Structure / Partly load bearing Structure with brick walls in CM plastered over on both sides. Central Portion of the building has RCC roof Slabs in GF & FF. Extensions to this central (Core) portion, in GF, on East, North & South Sides have terracotta box elements roofing over RSJ main beams and cross beams. FF over these areas have Mangalore Tile roof over Structural Steel members. (At some places Cut-stone columns are used in these extended portions). It has mostly Vitrified tiled flooring. (Very small areas in GF & FF have pre-coated metal sheet lean to roof).
Purpose for which the building is Certified for use. (6)	Period for which the building will be structurally sound (7)	No. of Persons to be accommodated (8)	Remarks (9)	
School	01-06-2022 to 31-05-2025 (Three years)	800 persons	Building is structurally sound	


 Signature of the Engineer
 Designation.


Dr B N GUPTA BE M Sc(Engg) Ph D
 FIE FIV FIGS MISET
 Chartered Engineer & Regd Valuer
 No.6, Damodara Murthy Road,
 Kilpauk, Chennai-600 010,
 Ph: 2363 7148 Mob: 98406 31653


Stability Certificate (7/8)


FORM - E

Form of Report to be made to the competent authority by inspecting authorities or officers appointed under other act under Section 25 of Madras Public Buildings Authorities Act 1965 (Madras act 13 of 1965) Referred to in rule 7 of the Madras Public Buildings Licensing Rule, 1966.

1. Name and Designation of inspecting authority or officer appointed or having jurisdiction under any other act or law.	: B N Gupta, Panel Engineer (Class IA) of Collector of Chennai for issuing Certificate of Structural soundness of the public buildings.
2. Location of the building inspected D. No., Street name of place, ie., Municipal Corp. / Municipality / Panchayat / Panchayat Union / Township / Cantonment	: M/s. SPROUTS Montessori High School No. 117, Luz Church Road, Mylapore, Chennai - 600 004.
3. Date of Inspection	: 10-06-2022.
4. Purpose for which the building is used	: School
5. Nature of defects noticed	: -- Nil --
6. Suggestion for rectifying defects	: -- Nil --
7. If in a dangerous conditions immediate action recommended to be taken.	: -- Nil --

Date: 17.06.22
 Place: Chennai-10



 Signature of Inspecting Authority /
 Officers appointed or jurisdiction.


Dr E N GUPTA BE M Sc(Engg) Ph D
 FIE FIV FIGS MISET
 Chartered Engineer & Regd Valuer
 No.6, Damodara Murthy Road,
 Kilpauk, Chennai-600 010.
 Ph: 2383 7146 Mob: 98408 31653

Stability Certificate (8/8)

GOVERNMENT OF TAMIL NADU
2004

Registered No. M.



CHENNAI
DISTRICT GAZETTE
 PUBLISHED BY AUTHORITY

CHENNAI, AUGUST 3, 2004

No. 7 J

Aadi 19, Tharana, Thiruvalluvar Aandu-2035

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NOTIFICATION BY THE COLLECTOR.

Approved Panel list of Private Practising Engineers in Chennai district for the purpose of issuing certificate of Structural Soundness of the public buildings.
 (Lr. No. V2/59911/2003, 17-6-2004)

The Superintending Engineer, Public Works Department, Buildings Maintenance Circle, Chennai-5 has recommended to elevate and include the name of Dr. B.N. Gupta under Class I-A Panel for Private Practising Engineers.

The Collector of Chennai has approved the name of Dr. B.N. Gupta for elevation and inclusion of his name in the panel of Private Practising Engineers under Class I-A in respect of Chennai district for the purpose of issuing certificate of Structural Soundness of the public buildings under the purview of the Tamil Nadu Public Buildings (Licensing) Act 1966 and Rules issued thereunder.

Chennai,
17th June 2004.

V. KANNUCHAMY,
Collector.


[15]

PRINTED BY THE COMMISSIONER OF STATIONERY AND PRINTING AT THE GOVERNMENT BRANCH PRESS, PUDUKKOTTAI AND PUBLISHED BY THE COLLECTOR OF THE DISTRICT.

Stability Certificate (8/8)

GOVERNMENT OF TAMIL NADU
 2004

Registered No. M.



CHENNAI
DISTRICT GAZETTE
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Chennai,
 17th June 2004.

V. KANNUCHAMY,
Collector.

[15]

PRINTED BY THE COMMISSIONER OF STATIONERY AND PRINTING AT THE GOVERNMENT BRANCH PRESS, PUDUKKOTTAI AND PUBLISHED BY THE COLLECTOR OF THE DISTRICT.

Trust Deed (1/12)



தமிழ்நாடு தமிலநாடு TAMILNADU

1682
28-4-14

Sprouts Educational &
Charitable Trust

776061
V. Shantha
V. SHANTHA
STAMP VENDOR
Lic. No. 28/1406/93/99 Ms (C)
No. 9 (5), Dr. SUBBARAYAN STREET,
MARWADI GARDEN,
MYLAPORE, CHENNAI-600 004.

DECLARATION OF TRUST

THIS DEED OF DECLARATION OF TRUST executed at Chennai on this the 28th day of April 2014: BY :

Smt. SMITA VISHWESHWAR, W/o. Sri. H. Vishweshwar, aged about 45 years residing at 356, TTK Road, Alwarpet, Chennai 600 018, hereinafter called the AUTHOR OF THE TRUST, in favour of "SPROUTS EDUCATIONAL & CHARITABLE TRUST".

Whereas, the Author of the Trust along with the Founder Trustee H. VISHWESHWAR S/o Sri. C. Hariprasad, aged about 48 years residing at 356, TTK Road, Alwarpet, Chennai 600 018 decided to create a Public Charitable Trust.

Smita Vishweshwar



Trust Deed (2/12)

-2-

And Whereas it is felt expedient and necessary to declare a Trust duly framing the rules and regulations for the proper functioning of the Trust and to carry out the several objects of the Trust and to have a deed for the same;

NOW THIS DEED OF DECLARATION OF TRUST WITNESSETH AS FOLLOWS:

1. NAME OF THE TRUST:

The name of the Trust shall be **"SPROUTS EDUCATIONAL & CHARITABLE TRUST"**.

2. REGISTERED OFFICE:

The Registered office of the Trust at present shall be located at No. 356, TTK Road, Alwarpet, Chennai 600 018. The Board of Trustees shall have the power to change the address of the Registered office of the Trust to such other place as they deem fit from time to time and also have its Administrative offices, Branch offices at places deemed necessary.

3. THE OBJECTS OF THE TRUST are as follows:

- a. To establish and run a school names as **"SPROUTS MONTESSORI NURSERY & PRIMARY SCHOOL"**.
- b. To promote, run and assist in running other schools, colleges and other educational institutions.
- c. To assist in providing health care and medical relief to deserving sections of society.
- d. To promote and assist all forms of Music, Dance, Drama and other cultural activities and to provide financial and other assistance to performing Artists, technicians and other people.
- e. To support the education of poor students.
- f. To provide financial assistance for alleviating poverty and to assist in the uplifting of backward areas and rural areas.
- g. To assist in finding employment and means of livelihood for underprivileged sections of society.



Sanita Vishweshwar

Trust Deed (3/12)

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- h. To contribute to other trusts, societies, funds, institutions and schemes having as their object (s) all or any of the aforesaid purposes.
- i. For advancement of any other object or objects that are legally charitable and of general public utility.
- j. To publish books, booklets, journals, manuals etc., to promote the objects of the Trust.
- k. To receive or collect funds by subscriptions, donations or any other means for the aforesaid purposes.

The Trust shall be a PUBLIC CHARITABLE TRUST and a non profit organization and the income accruing to the Trust shall be used only and totally for furthering the objects of the Trust and no part of such income shall be shared among the Trustees or distributed to any one or more of the Trustees. The objects of the Trust shall be for the benefit of the general public irrespective of caste, creed or religion and as required by the Income Tax Act, not more than 5% of the income of the Trust will be used for religious purposes.

4. TRUST FUND:

- a. The sum of Rs.1001/- (Rupees One thousand and one only) contributed by the Author of the Trust. Any sum of money donated in the future by the Trustee, Members of their families, General Public, any firm or institution unless specified, shall also form part of the corpus of the Trust.
- b. Properties and assets including assets that may be contributed by the founder of the Trust hereafter.
- c. Properties, movable and immovable which the Trust may receive as donations and subscriptions to augment the Trust Fund without any condition that would give scope for interfering with the management of the Trust.
- d. The funds of the Trust will be invested only as prescribed under Section 11(5) of the Income Tax Act, 1961.



Unita Veisheshwar

Trust Deed (4/12)

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5. THE BOARD OF TRUSTEES:

The Board of Trustees shall at present consist of the above named Author of the Trust Smt. SMITA VISHWESHWAR, and Founder Trustee, Sri H.VISHWESHWAR who shall hold office for their life.

If they consider it necessary, they may appoint any number of Trustees and such appointed Trustees shall hold office for life or for a specific period as may be stipulated by the founder Trustees. Such appointments shall be recorded in the minutes book.

6. The Author of the Trust i.e. SMITA VISHWESHWAR shall be the Managing Trustee as well as Chair Person of the Board of Trustees.

7. If any vacancy arises in the Board of trustees (other than the Author and Founder Trustee), either by resignation or disability or on account of any other reason the Author and the Founder Trustee shall have the right to appoint any person or persons to fill up such vacancy or vacancies. However, they are not bound to fill up any such vacancy as long as the minimum number of Trustees does not fall below two. Filling up of such vacancy is left to the sole discretion of the Author and the Founder Trustees.

8. In case the seat of the Author or the Founder of the Trust falls vacant for any reason whatsoever, then the other Trustee i.e. Author or Founder whoever is in the Board shall have the right to co-opt such person as he may deem fit to fill up the said vacancy. Such person shall have the same position as the Founder of the Trust in the Trust and in the management thereof.

9. The Author of the Trust i.e. SMITA VISHWESHWAR, as managing Trustee shall have the right, power and duty to carry out the day to day administration of the trust including the right to appoint staff and workers for the purpose of fulfilling the objects of the Trust and for running any institutions connected with the Trust



Smitta Vishveshwar

Trust Deed (5/12)

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subject to the superintendence, guidance and control by the Board of Trustees. However, the Board of trustees may nominate, with the consent of both the Author and Founder from time to time, one or more of the members of the Board of Trustees to perform all or any of the above mentioned duties of the Managing Trustee.

10. The Trustees shall not as mere Trustees be entitled to any remuneration for attending to the business of the Trust. The expenses incurred by the Trustees in connection with the business of the Trust shall be met / reimbursed from the Trust Funds and the funds of the Trust shall not be utilized to the benefit of any Trustee / member, by way of profit, interest, dividend etc.

11 .MEETING OF THE BOARD OF TRUSTEES :

- a. The Board of Trustees shall endeavor to meet at least once in three months for discussing the affairs and business of the Trust.
- b. Two Trustees shall form a quorum for a meeting of the Board of Trustees.
- c. At meetings of the Board of Trustees, the decisions will be by simple majority and in case of equality of votes, the chair person shall have the casting vote.
- d. It shall not be compulsory for the Trustees to meet together for taking decision(s) in regard to the affairs or the business of the Trust. It shall be open to the Trustees to circulate any resolution and on acceptance by a simple majority of the Trustees, such resolutions shall be deemed to have been duly passed by the Board of Trustees.

12.FINANCE :

The Board of trustees shall have the discretion and power to do the following :

- a. To collect and raise funds through subscriptions, donation, grants, loans either secured or unsecured to attain the objects of the Trust. To accept foreign contributions / donations for specific causes or general objects of the Trust from persons, organizations, company or any other body registered or unregistered subject to the Government rules and regulations in force.



Sanita Vishweshwara

Trust Deed (6/12)

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- b. To open and operate accounts of any description with any Bank or Banks in the name of the Trust subject to sub clause(d) of clause 4 above.
- c. To invest its funds from time to time in any movable or immovable property, to lend money for any purposes of the Trust and to take and hold any properties as security for such loan subject to clause (d) of clause 4 above.
- d. To help, aid and assist other similar institutions or enter into or carry out any arrangement for working with other institutions.
- e. To sell, convey, mortgage, pledge, lease as Lessor and otherwise dispose of all or part of its property and assets, consistent with its being a Public Charitable Trust.
- f. To purchase, take, receive, lease, take by gift, divide or bequest or otherwise acquire and to hold, use and otherwise deal in and with any real or personal property or any interest their situated by in any state, consistent with its being a public Charitable Trust.
- g. To purchase, take, receive, subscribe for or otherwise acquire, own, hold any investments and dispose of such interests or obligations consistent with its being a Public Charitable Trust.
- h. To grant scholarships, concessions, financial and material aid and other facilities to deserving people.
- i. To institute, conduct, defend, intervene in or comprise legal proceedings by and against the Trust, its officers and Member Institutions and to appoint and terminate Advocates for the same.
- j. To make necessary rules and regulations for the management of the affairs of the Trust and also make amendments to such rules and regulations framed by them.
- k. To appoint committees or sub-committees for looking after the affairs and business of the Trust and all such Committees and Sub-committees shall function under the direct control of the Board of Trustees.
- l. To delegate authority to any person or persons as determined by the Board of Trustees, in connection with the Management of the business or affairs of the Trust and all such person/persons shall function under the direct control of the Board of Trustees.



Sanita Vishweshwar

Trust Deed (7/12)

-7-

m. Generally to do all such other acts, matters and things as may be necessary incidental or conducive to the attainment of the above objectives.

13. INVESTMENT OF TRUST FUNDS :

The Trust Funds shall be invested in such investments as are prescribed by the Income Tax Act for the investment of Trust Funds.

14. OPERATION OF ACCOUNTS :

The Board of Trustees shall have the right to open Bank Account(s) in the name of the Trust with any one or more of the Scheduled banks in India. Such Bank Account (s) of the Trust shall be operated by the Managing Trustee or by any other Trustee as may be nominated by the Board of Trustees from time to time.

15. THE PROPERTY OF THE TRUST:

All the properties of the Trust whether movable or immovable shall be vested with the Trust under the supervision and control of the Trustees. Alienation, mortgage or pledge of immovable property of the Trust shall be done only with prior approval of the Income Tax Department. The Trust does not own any immovable property as on the date above mentioned.

16. CUSTODY OF DOCUMENTS:

The managing Trustees, or any other member of the Board of Trustees nominated by the Board, shall have the custody of all the documents and Deeds of title relating to the Trust and its properties and shall be responsible for the preservation of such documents and deeds.

17. APPOINTMENT OF AUDITORS:

The Accounts of the Trust shall be audited by a qualified Chartered Accountant and the Board of Trustees shall have the right to appoint an Auditor(s) to audit the accounts of the Trust and fix their remuneration.



Smruti Vishweshwar

Trust Deed (8/12)

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18. FINANCIAL YEAR:

The Financial year of the Trust shall be from 1st day of April to 31st day of March in the following year.

19. The Board of Trustees shall have the power to do everything necessary to implement the objects of the Trust and will have the incidental power to effectively administer the affair of the Trust.

20. AMENDMENT OF RULES AND REGULATIONS:

The Board of Trustees shall have the power to alter and amend the Rules and Regulations made under clause 13(j) above and make new rules and regulations with regard to the conduct of affairs of the Trust as and when necessary. However, any amendment shall not be against the objects of the Trust and shall be carried out only after intimating the Income Tax Department.

21. ACTIVITIES:

The activities of the Trust shall be carried on only within the UNION OF INDIA and shall not be carried on outside India.

22. DISSOLUTION:

THIS TRUST IS IRREVOCABLE

In the event of dissolution of the Trust the assets / net amount of the Trust shall be vested in/ transferred to some other Trust (s) having similar objects and enjoying exemption under section 11 of the Income Tax Act.

23. All acts and proceedings of the Trust shall be taken and conducted in the name of the Trust.

24. The Trustees shall not be personally liable in respect of business or affair of the Trust.



Anita Vishweshwar


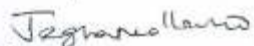
Trust Deed (9/12)

-9-

The asset of the Trust at present is Rs.1001/- (Rupees one thousand and one only).

In witness whereof the founder of the Trust has subscribed his signature here below on this the 28th day of April 2014.


Witness:

1. 
C.S. LOGANATHAN, S/o. Sababathay
248, Mayandi colony, 3rd St;
Lloyds Road, Chennai 600005.
2. 
(JAGANMOTHAN, s/o K. Raghavendran)
8, KP Kote East St.,
Mylapore, Chennai - 600004.


Anita Vishweshwar
Author of the Trust

Drafted By:

2.


K. GANESAN, B.Com., B.L.,
ADVOCATE
230, Additional Law Chambers,
High Court, Chennai - 600 104.
Cell : 9840426162 Ph : 24936303



Trust Deed (10/12)

129/2014/BK4

Presented in the Office of SUB REGISTRAR of Mylapore and fee of Rs. 185 paid between hours of 10 and 11 on 28/04/2014 by

1 Left Thumb




Kuniter Vishweshwar
9841122788

Additions As per the recitals of the document

Execution Admitted by

1 Left Thumb




Kuniter Vishweshwar
9841122788

Additions As per the recitals of the document

Identified by

1  Name : S. LOGANATHAN S/o SARASWATHY No. 248 MAYAPUR, Colony
1st K. V. Road

2  Name : K. RAGHAVENDER W/o K. RAGHAVENDER 8/1 KP K. V. Road
Mylapore, Chennai 600005

28th day of April 2014


 SUB REGISTRAR
 Mylapore

DOCUMENT

No 129 / 2014

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Endorsement Sheet no. 1 of 2

Trust Deed (11/12)



Trust Deed (12/12)



Smita Vishweshwar



Rental Agreement (1/7)



04/03/2022 R. Raghupathy Smaller (HUF) TANANTHA RAMAN
Stamp Vendor
No. 14, Narayani Apts,
R.A.Puram, Chennai-28
L.No: 44/B3/2009

MEMORANDUM RECORDING THE TERMS OF THE LEASE AGREED TO

This Memorandum recording the terms of the lease agreed to, executed this the 14th day of March 2022,

BETWEEN

M/s. R. Raghupathy Smaller HUF, represented by its Karta, Mr. K.S.R. Anirudha, Hindu, aged about 44 years, residing at Old No.53, New No.123, Luz Church Road, Mylapore, Chennai – 600004 and having Income-tax Permanent Account Number: AAFHR2486A, hereinafter called the LESSOR which term shall mean and include his heirs, executors, administrators, legal representatives and assigns of the ONE PART

AND

M/s. Sprouts Montessori Education, having its registered office at 356, T.T.K. Road, Alwarpet, Chennai-600018 and represented by its Managing Partner, Ms. Smita Vishweshwar, wife of Mr. H. Vishweshwar, Hindu, aged about 53 years and residing at No 356, T. T. K. Road,

 For R. Raghupathy Smaller HUF
K.S.R. Anirudha
Karta

For SPROUTS MONTESSORI EDUCATION
Smita Vishweshwar
FOUNDER DIRECTOR

Rental Agreement (2/7)

:2:

Alwarpet, Chennai - 600018, hereinafter called the LESSEE which term shall mean and include her heirs, executors, administrators, legal representatives and assigns of the OTHER PART;

WHEREAS the LESSOR is the absolute owner of the piece and parcel of land together with building thereon, bearing Old No. 50, New No.117, Luz Church Road, Mylapore, Chennai – 600004, with common-access road only from Luz Church Road, particularly set out in the Schedule - A hereto, hereinafter called the 'premises'.

AND WHEREAS the LESSEE is a partnership firm engaged in the business of running a Montessori School in the name of "SPROUTS" and in other related activities.

AND WHEREAS the Parties hereto are desirous of executing a lease, wherein the LESSOR has agreed to give and the LESSEE have agreed to take on lease the said premises from 15-05-2022 to 14-05-2026 on the terms and conditions hereinafter mentioned.

NOW THIS LEASE AGREEMENT WITNESSETH:

1. That the tenancy in respect of the aforesaid premises shall be in effect from 15-05-2022 to 14-05-2026, for a period of four years on the terms and conditions set out herein.
2. That the lease period is only for four years and no further extension will be given and the LESSEE is aware that the LESSOR and his family require the aforesaid premises for their own use, that is to say, for owner occupation. The LESSEE unconditionally accepts to this covenant. It is hereby agreed by and between the parties that after the expiry of the period of four years stated above, the LESSEE shall deliver vacant possession of the premises to the LESSOR forthwith in the same condition subject to normal wear and tear.
3. That the aforesaid premises leased to the LESSEE consists of a total built-up super-structure of about 14,905 sq. ft., approximately.

For R. Raghupathy Smaller HUJ


Karthi

For SPROUTS MONTESSORI EDUCATION

FOUNDER DIRECTOR



Rental Agreement (3/7)

:3:

4. That the LESSEE covenants to vacate the premises without staking any claims on the LESSOR or requiring the LESSOR to pay any monies, dues or further, claim any rights whatsoever as against the LESSOR, for the expenses incurred by the LESSEE both for the interior and exterior, towards decorating the property and any other incidental expenses, whatsoever, made for the embellishment of the property so as to suit their business needs.
5. That the LESSEE shall pay the agreed rental amount of :
- a. Rs 5,50,000/- (Rupees Five Lakh and Fifty Five Thousand only) per month, for a period of two years, which is from 15-05-2022 to 14-05-2024 and
- b. Rs.5,77,500/- (Rupees Five Lakhs and Seventy Seven Thousand Five Hundred Only) per month, for a period of two years, which is from 15-05-2024 to 14-05-2026
- towards rent for the premises, every month on or before the 5th of every succeeding English Calendar Month.
6. That the LESSEE has already deposited with the LESSOR, an interest-free sum of Rs.16,50,000/- (Rupees Sixteen Lakhs Fifty Thousand only) vide Internet Banking transfer: NEFT UTRN073221872438903 on 14-03-2022, towards Security Deposit as on the date of this agreement. This deposit shall be retained until the expiry of this agreement, that is, until 14-05-2026, or termination, whichever is earlier. This deposit will be forfeited if the LESSEE does not vacate on the expiration of this lease and legal action will be taken further, in the event of the LESSEE not giving vacant possession of the premises as contained in Clause 2.
7. That the LESSEE shall not commit any act causing damage to the schedule mentioned property. If any damage is caused by the LESSEE, the LESSOR shall be entitled to recover from the LESSEES such sums of money as may be determined by the LESSOR for and towards damages. In the event of LESSEE failing to pay the amount stipulated by the LESSOR as damages the said sum shall be deducted from the deposit of Rs.16,50,000/- deposited by the FIRST LESSEE and the balance if any shall be returned to the LESSEE.

For R. Raghupathy Smaller HUF

[Signature]
Karthi



For SPROUTS MONTESSORI EDUCATION

[Signature]

FOUNDER DIRECTOR

Rental Agreement (4/7)

4:

In the event of the damages as calculated by the LESSOR being in excess of the deposit then the LESSOR will be entitled to recover such sums of money from the LESSEE and the LESSEE shall also be liable for the cost of recovery.

8. That the LESSEE shall pay for the electricity (Power and Light) and water charges or any other charges in respect of supply of water and electricity on the basis of actual consumption as per the meter reading on receipt of the bills.
9. The schedule mentioned property shall be used by the LESSEE for the business of running a Montessori School in the name of "SPROUTS" and in other activities related to the running of the said school. Any other use to which the said property is put to use will be deemed as "UNAUTHORISED" and the LESSOR will have the right to evict the LESSEE and terminate the tenancy.
10. The LESSEE shall not carry out any structural additions or alterations in the schedule mentioned property without the consent of the LESSOR in writing, but can install telephone, air conditioners, water cooler, or other electrical appliances and interior decorations as and when required at its own cost and expenses and the LESSEE shall ensure the restoration of the affected portion as it existed at the commencement of the lease, at the time of vacating the premises and giving possession to the LESSOR.
11. The LESSEE shall permit the LESSOR or their authorized agents to enter the schedule mentioned property for inspection and carrying out necessary repairs at reasonable hours of the day with prior appointment.
12. The LESSEE shall arrange for the insurance of all their respective equipment, materials and belongings inside the premises at their own cost and expense.
13. The LESSOR and the LESSEE hereby agree that all repairs such as leakage in water taps and electrical fusage, leakage in the electricity, bursting of water supply pipes or structural cracks in the walls, whatsoever, shall be carried out only by the LESSEE. And the LESSEE

For R. Raghupathy Smaller HUF


Kartha



For SPROUTS MONTESSORI EDUCATION


FOUNDER DIRECTOR

Rental Agreement (5/7)

:5:

shall keep the premises in good condition, with regular maintenance and repair any damage caused by the LESSEE or their guests or employees at their own expense.

14. The LESSEE shall not assign, sublet or part with possession of the demised premises or any part thereof, nor shall use it for any purpose, other than those mentioned in clause 9 herein above.
15. The LESSOR shall pay Property tax and CMWSSB tax as may hereinafter be assessed in respect of the aforesaid premises by the appropriate authority.
16. The LESSEE shall pay to the LESSOR, Goods and Service Tax (GST) @ 18% and the corresponding increase, if any, by the Government of India, on the monthly rent, along with the rent, every month.
17. The LESSOR has agreed for deduction of appropriate income tax (TDS) on the rent and the LESSEE shall deduct the appropriate income tax (TDS) and provide with necessary Tax Deduction Certificate to the LESSOR periodically.
18. This lease shall be terminable on three months notice either by the LESSEE or the LESSOR and in case the premises is vacated without any notice, then three month's rent shall be payable in lieu of notice period. The LESSOR shall terminate the lease on the grounds stated below in Clause 20.
19. In case the LESSEE fails to pay rent for any one month the lease will automatically come to an end and the LESSOR shall have full rights to take possession of the deemed premises and there shall be no resistance from the LESSEE in this regard.
20. The LESSOR will have the right of eviction of the LESSEE, if the LESSEE:
 - a. Delays in payment of the RENT fixed for more than 15 days after it fell due for payment;
 - b. Has allowed, without LESSOR's prior consent third parties to occupy the premises or sublet either wholly or in part;

For R. Raghupathy Smaller HUF

[Signature]
Karthi



For SPROUTS MONTESSORI EDUCATION
[Signature]
FOUNDER DIRECTOR

Rental Agreement (6/7)

.6:

- c. Has done any act which has materially impaired the schedule mentioned property or its structure or value or its utility or carried out any alterations in the schedule mentioned property without prior permission of the LESSOR;
- d. Has used the building or has allowed the building to be used for illegal purpose or immoral purposes;
- e. Is making such a nuisance of himself that his continuance is objectionable to other persons in the neighborhood;

21. The LESSEE has inspected the property and are fully satisfied about its conditions and internal arrangement and have thereafter freely and voluntarily agreed to the terms of tenancy hereinbefore provided and shall not hereafter make any grievance on any account whatsoever.

22. The LESSEE shall not store any chattels that are hazardous and unsafe in nature in the scheduled premises. The LESSEE will also indemnify the LESSOR fully, against any damage caused due to any mishap or accident attributable to the LESSEE.

23. The LESSEE shall deliver vacant possession of the premises in the same condition as it was in at the time of inception of the tenancy subject to reasonable wear and tear at the expiration or determination of the tenancy hereby created.

Save as aforesaid the rights and obligations between the parties shall be governed by the Law relating to the statutory tenancy in force for the time being.

SCHEDULE A

All that piece and parcel of land measuring about 14,700 sq. ft. approximately building thereon measuring about 14,905 sq. ft. approximately, with well, bore-well, sump and pump-room with two motors and trees, situated at Old No.50, New No.117, Luz Church Road, Mylapore, Chennai-600 004 in R.S. No.3574/14 Part,

BOUNDED ON NORTH BY : OLD NO.50/A, NEW NO.115,
LUZ CHURCH ROAD,
MYLAPORE, CHENNAI – 4 in
R.S. No.3574/13 (Property belonging
to Jaisree Rangarajan & others)

For SPROUTS MONTESSORI EDUCATION

Sunita Vishweshwar

FOUNDER DIRECTOR

For R. Raghupathy Smaller HUF

R. Raghupathy
Kanna



Rental Agreement (7/7)

:7:

&
 Private common road in
 R.S.No.3574/1
 &
 Indian Bank, East Abiramapuram Branch

BOUNDED ON SOUTH BY : OLD NO.83, NEW NO.20,
 LUZ AVENUE, MYLAPORE,
 CHENNAI – 4 in R.S. No. 3574/15
 (Property belonging to Jaisree Rangarajan &
 others)

BOUNDED ON EAST BY : ANDHRA MAHILA SABHA in R.S. No.
 3574/2 & 3574/3.

BOUNDED ON WEST BY : R.S. No.3574/14 Part &
 R.S. No.3574/1, Old No.51, New No.119,
 LUZ CHURCH ROAD, MYLAPORE,
 CHENNAI – 600 004.

situated within the Registration Sub-District of Mylapore and within the Registration District of
 Chennai-Central.

IN WITNESS WHEREOF THE PARTIES HERETO have set and subscribed their
 respective hands and signature on the day and year first above written.

For R. Raghuopathy Smaller HUF

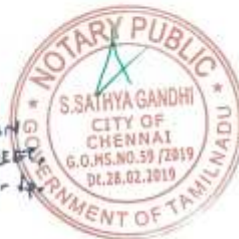
LESSOR *Kartha*

For SPROUTS MONTESSORI EDUCATION

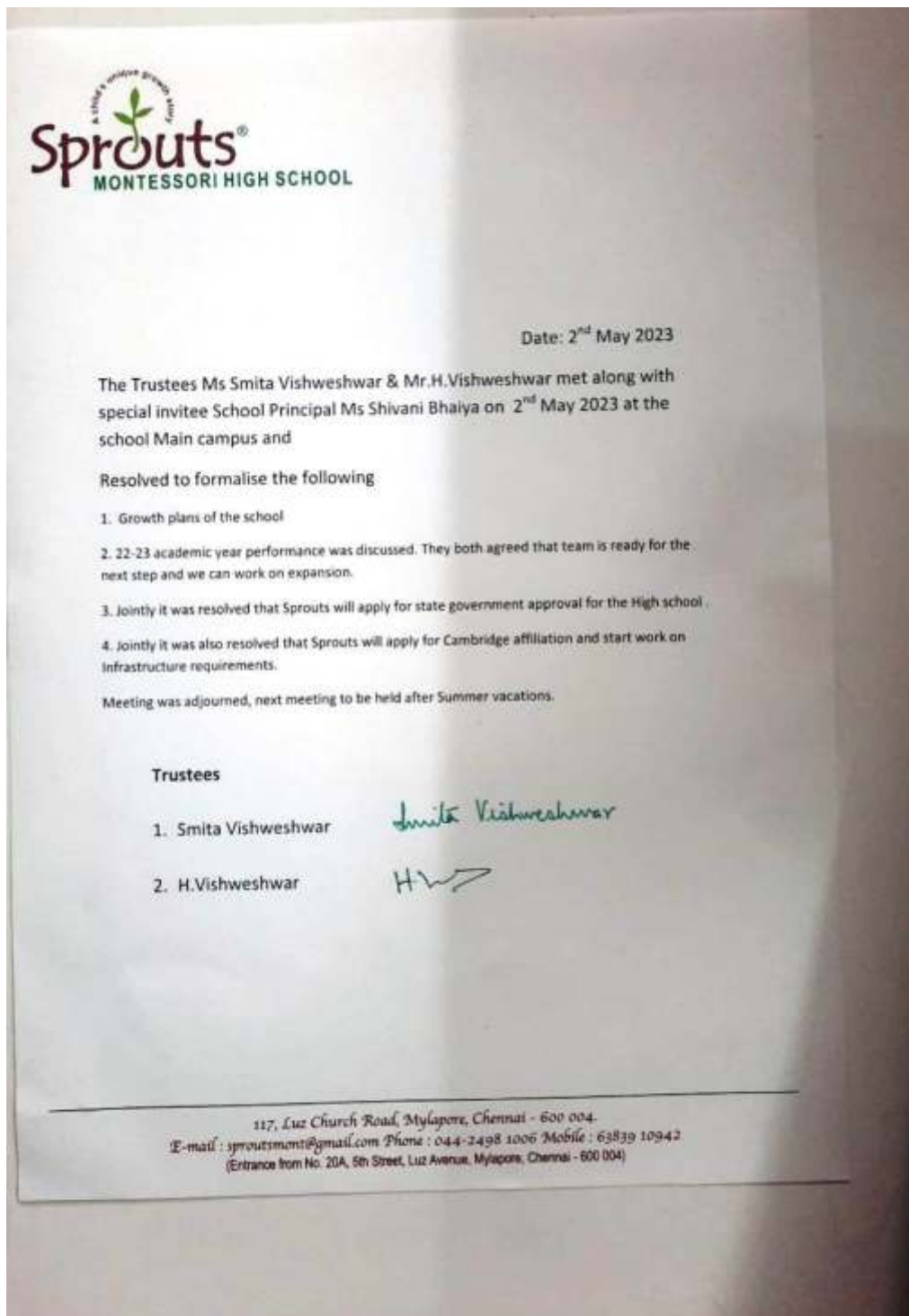
LESSEE *Founder Director*
 FOUNDER DIRECTOR

WITNESSES:

- Vikash N N*
 VIKASH N N
 61061 SVIGNATHAN
 17, KENNEDY APT STREET,
 MYLAPORE, CHENNAI - 600 004
- K. Baby*
 K. BABY
 W/O JAYA GANESH MANI
 OLD NO.53, N-NO-123,
 LUZ CHURCH ROAD,
 MYLAPORE,
 CHENNAI - 600 004



Resolution passed for becoming a Cambridge school



Child Protection Policy

“The child is a great worker. The child is important, not because he needs our love, not because he needs our protection, not because he is a poor beggar, but because he is the creator of man. The child is important, for his powers, though mysterious, are intelligible. We must understand the child’s needs in order to be of help to him.”

Maria Montessori, The 1946 London Lectures

Creating a safe environment for the students requires the involvement and active engagement of all stakeholders. The role each one plays is different and equally important.

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- 2 Our belief
- 3 Policy Guidelines
For Students of varied age groups
- 4 Sexual Harassment/ Child Protection Committee
Members of the Committee
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Responsibilities of the Committee members
- 5 Parent Involvement and Guidelines
- 6 Sprouts Encourages Creating Partnerships with Parents
- 7 Teachers and Staff
- 8 In the event of an Incident that breaches the guidelines stated above

Reporting

Possible Action(s) suggested or taken post Reporting
- 9 References

Indian Laws stipulate the following for Child Protection

Protection of Children from Sexual Offences (POCSO) Act of 2012 is an act by the Government of India that protects all children nationwide from offences of sexual assault, sexual harassment and pornography and provide for establishment of Special Court for trials of such offences and for matters connected therewith or incidental thereto. It also protects the identity of the child victim to anyone other than appropriate authority.

National Child Protection Policy guidelines

- The premise of zero tolerance of child abuse and exploitation.
- Any individual who suspects physical, sexual or emotional abuse including online abuse of children, circulation of child sexual abuse materials, child marriage, child labour, child trafficking, maltreatment of children, discrimination against child on the account of gender, caste, religion, language, disability or any other; abandonment or neglect of a child; must report the incidence to internal Committee. Based on the findings from the internal investigation, the incident will be reported to the respective legal authorities if required. Identity of the informant is protected and will not be made public.
- All employees/contractual workers of the institution must lay down that they should always treat children with empathy and respect, regardless of race, colour, gender, sexuality, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- The language and behaviour used with children must not be inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate under any circumstance.

The Information Technology Act, 2000 recognises production, dissemination and use of child sexual abuse materials as a punishable offence.

Juvenile Justice Act, 2015 and Right of Children to Free and Compulsory Education Act, 2009 recognises corporal punishment in schools and childcare institutions as a punishable offense.

With this in mind, what Sprouts believes is:

- Any student, regardless of gender, race, religion, colour, caste, sexual orientation, body image, socioeconomic status, background etc deserves protection and has a right to safety of all kinds (physical, emotional, psychological).
- Sprouts is in the process of forming an internal Committee which will oversee all matters with respect to child protection.
- To create an environment that is safe from harassment and bullying whether it is virtual or in person. Student has the right to file a complaint with the Committee if subjected to any such form of harassment. Identity of the informant is protected and will not be made public.
- Each member of our Team -Teachers, Parents, non-Teachingstaff are advised to be mindful of their interactions with all members of the community, especially the students.
- Educating the students on their rights and helping them understand what is appropriate and what is not. Along with clearly describing what steps to take when their rights are not respected by anyone around them.

Sprouts gives immense importance to the mental, physical and emotional safety of every student in the school. But the role of each student in ensuring that this is possible and reinforced, cannot be undermined. There are various steps taken to educate the students, parents and the team of Sprouts, to work holistically to achieve the safe and positive working environment for each student.

Policy Guidelines

- Every student has the right to a safe environment for living and learning.
- Any matters pertaining to a breach in safety of any child is to be reported to and investigated by the Committee.
- The school provides regular checks with a counsellor to ensure the holistic well-being of all students.
- Students have access to age-appropriate learning on personal safety, their rights, the basic needs etc in a safe environment.
- Behaviours and actions, physical indicators that are suspicious from a student's side that may indicate they are suffering from abuse, assault, violence, harassment, ragging etc in any form are to be made note of and shared with the designated person.
- Concerns such as a student appearing to have a lack of care, facing ill treatment (physical or emotional), alterations in sleeping patterns, weight, attention, mannerisms, hints from peers or classmates etc are to be reported to the Committee. (In accordance with POCSO Act*, 2012)
- The dignity and protection of the students are given prime importance.
- Following the two-step internal investigation (by the Committee) of a report as stated earlier, if a complaint raised requires further support or legal aid, referrals to relevant legal authorities can be done.
- Concerns with respect to conduct of staff, teachers etc are to be brought to notice of the Committee and by extension the management.

Sexual Harrassment/ Child Protection Committee

Sprouts is currently in the process of formalising the Committee. The members comprise of individuals who are directly in contact with the students and play a pivotal role in ensuring that the guidelines of the Policies are rightfully imposed and being followed.

Members of the Committee:

- Two Teacher representatives
- School Counsellor
- Management Representative- Principal / Founder Director
- One Parent representative working on Women issues with legal knowledge to add their perspective and expertise as and when required.

Mandate for Committee meetings – One teacher, School Counsellor and one management member need to be present.

Duties of the Committee members:

The Committee at Sprouts Montessori High School, has been initiated to:

- Emphasise the wellbeing of all students in a holistic way.
- The committee is comprised of individuals who understand that the protection of the students comes before all else.
- The members of the committee are representatives from different factions of the school who are there to ensure holistic protection of all students.

Responsibilities of the Committee Members

- The members must have knowledge about and follow the protocols set in place.
- Focus on the student and their needs, before anything else.
- Confidentiality must be maintained and practiced.
- Act on reports received from the students in an efficient manner.
- Steps of acting on the report
 - a. An internal investigation is done by the members of the Protection Committee.
 - b. Depending on the severity of the complaint raised, the representative parent may be invited to add their perspective and expertise in the field of law to the complaint.
- Get appropriate help for the child based on the nature of the issue.
- Stay updated on latest developments with respect to child protection.
- Stay informed on the status of at-risk students (those with history of abuse, strained family relations etc).
- Regular check in with staff and teachers.

For Students of varied age groups

Sprouts has a collaborative approach to raising responsibility levels in a safe space. The focus is on Restorative Justice, inviting personal agencies through dialogue accountability and building a stronger sense of community. We lay focus on asking and not telling. The You- Me-We approach where a teacher or a counsellor sits with the students and understands the situation, is followed mindfully.

- Age-appropriate safety education is provided, keeping them aware of their needs and rights.
- Students are made aware of their bodily safety, personal boundaries, privacy, saying 'no' etc, consent, safe and unsafe touch. This will be done to their age and understanding level by parents and reiterated at school.
- Teaching them the importance of not keeping secrets and the potential risk involved with it.
- Helping them understand the importance of recognising how people treat them.
- Ensure that the students know it is not their fault and that the one responsible for the harmful actions is the perpetrator alone.
- Encourage the students to talk about what happened to an adult they trust, who can provide help and know there is a safe space to talk about anything that bothers them.
- Guiding them towards appropriate pathways for help. (Parents, School Counsellor, Committee members)
- Educate them about Child Protection and its relevance to them.

Parent Involvement and Guidelines

Sprouts believes that parents are the most important people in the life of every child, as they provide nutrition, protection, care, and love. The role of parents in child development is responsive, responsible and never-ending. The bond of affection between parents and children is necessary for a healthy parent-child relationship, and extends to relationships between their siblings, other family members (e.g., grandparents, aunts/uncles, etc), caregivers and other children.

Positive Parents improve:

- **Cognitive Development:** A child's cognitive, social and problem-solving skills. It affects their responses and helps them grow up to be better humans.
- **Socio-Cultural Development:** Children observe spousal interaction and how arguments are settled in the family. It teaches them a variety of good values that are imbibed and crucial to growing up.
- **Physical Development:** The right guidance and modelling from parents can inculcate in children a good regimen of exercise and diet to achieve ideal physical development.
- **Mental Development:** Positive parenting helps the child learn innovatively, accepting failures and overcoming them, understanding discipline, accepting feedback and the award-and-punishment concept.
- **Spiritual Development:** Teaching your children to be more accepting and believing in the greater good can help them gain a sense of purpose. Try not to conform them to any particular religion and let them explore spirituality on their own.

Hence parents are encouraged to :

- Be positive and encourage positive attitudes.
- Be sensitive to your child's needs.
- Be emotionally present.
- Communicate effectively.
- Be affectionate and empathetic in all situations.
- Set routines for play, eating and sleep.
- Make family outings a part of your routine.
- Talk to the child even when tired.
- Build trust, love and fair play in relationships.
- Help your child understand the importance of speaking right and honestly.
- Assure your unconditional love and support.
- Respect your child's feelings.

Sprouts encourages creating partnership with parents

Parents should

- Be aware and involved in the activities of the child, the nature of interactions, how they are managing in different spaces.
- Know their friends and their peers.
- Educate them to be aware of different signs to look out for in children.
- Behavioural Signs: Eg: distancing from others, change in attitude, changes in school performance, appetite, sleep patterns etc.
- Physical Signs: Eg: scars, marks on the body, excess fatigue, pain, becoming overly conscious of one's body etc.
- Emotional Signs: Eg: unexplained sadness, being unmotivated, lack of interest, irrational anger being irritated etc.
- Keep teachers/school informed and check in with them on a regular basis in case of any concern or changes noticed in the child.
- Attend the training programs organized by the school for parents to understand and handle discussions in a sensitive manner.
- The school must be kept informed of the pickup and drop arrangements for the child with photos of the adults sent to the admin.

- For any change in the pickup and drop arrangements, an email informing the school of the same needs to be sent well in advance.
- Every student will be given an Identity card at the beginning of each academic year, which must be kept safely. The ID cards should be worn by the students on all Field trips, excursions or any other event as advised by the school. For the younger classes, the ID card is an important identification of the approved individual, to pick the child from the school.

In the event of an Incident that breaches the guidelines stated above

Reporting:

- Every student has the right to share their concerns with any adult in the institution, that they feel comfortable with. It is the responsibility of the adult to keep the Committee (and/or other relevant persons) informed of the concerns expressed by the student.
- If a student requests confidentiality from the said person, the adult must explain that in the event of their safety being at stake, they may have to share the relevant information with those who can help them.
- The adult receiving the report must allow the student to speak, ask relevant questions and create a safe and conducive environment for discussion.
- In the event of suspicion (signs or symptoms), reporting can be done to the counsellor who will check in and assess the situation further in a safe manner. Based on severity, reporting may extend to the Committee.
- Following reporting, adequate steps will be taken by the committee members along with the school to ensure the safety of the child moving forward and to provide them with adequate support through the process. (this could be in the form of counselling, regular check ins with child, caregivers etc)

Possible Action(s) suggested or taken post Reporting

- The student facing harassment of any kind will tell the perpetrator to stop, without fear of retribution.
- The adult who is aware of the concern or the harassment, will inform the Committee as well as the management.
- Ensuring the confidentiality of the complaint/concern, the teachers and the Committee will discuss the matter in hand.
- An impartial investigation of the complaint is to be carried out by the committee and completed at the earliest.
- Post investigation, the management carries out the necessary action based on the findings from the investigation.
- Parents will be informed in the same spirit of the confidentiality of the concern and the action decided.

References

- National Child Protection Policy by Ministry of Women and Child Development, Government of India
https://wcd.nic.in/sites/default/files/Download%20File_1.pdf
- Juvenile Justice (Care and Protection of Children) Act 2015
- Protection of Children from Sexual Offences Act (POCSO Act) by Ministry of Law and Justice, Ministry of Women and Child Development, Government of India, 2012
- Tamil Nadu State Child Policy by Government of Tamil Nadu, 2021
- The Information Technology Act, 2000
-
- Right of Children to Free and Compulsory Education Act, 2009

School Campus Photos

*"Education is the key to unlocking the world,
a passport to freedom."*

Oprah Winfrey

Classroom



Classroom



Classroom



Classroom



Classroom



Classroom



Classroom



Classroom



Classroom



Classroom



Classroom



Front Desk/ Visitors Lounge/ Reception Area



Admin Room/ Staff Room



Washroom



Play Area



Activity Area



Specialist Resources



Multi Purpose Hall



Corridor



CCTV Cabin



Main Entrance/ Exit



Anti- Bullying Policies

*“If children feel safe, they can take risks, ask questions, make mistakes,
learn to trust, share their feelings and grow.”*

- Alfie Kahn



Philosophy:

Sprouts Montessori High School is committed to providing a safe, inclusive, and respectful learning environment for all students, staff, and community members.

Parents entrust the responsibility of their children to the school. It is the responsibility of the school to ensure that it is a safe space for all its members and that individuals who feel unsafe can voice their concerns knowing that their well-being will be the top priority.

Purpose

The purpose of the Anti-Bullying policy is to provide all members of the school community the school's view and guidelines to ensure the safety of the children from incidents of bullying across environments.

Bullying, in any form, is unacceptable and will not be tolerated at Sprouts. This policy is designed to prevent bullying, protect the members of the school, and to respond effectively to such incidents that occur.

What is Bullying?

Bullying is the repeated and intentional behavior by an individual or group that causes harm or distress to another person. It can be physical, verbal, psychological, social, or cyber in nature.

Examples include, but are not limited to:

- **Physical bullying:** causing physical harm to anyone- hitting, kicking, pushing, or damaging property.



- **Verbal bullying:** using inappropriate language or words with the intention of causing harm- name-calling, insults, teasing, intimidation.
- **Social bullying:** putting someone down in a social setting in the form of spreading rumors, exclusion, public humiliation etc.
- **Cyberbullying:** sending threatening, hurtful, or embarrassing messages or content via digital platforms.

Scope of the Policy

This policy applies:

- During school hours and on school premises.
- During school-organized activities and trips.
- While traveling to and from school during field trips or outstation trips.
- When using school-provided digital tools.

Prevention Strategies

To prevent bullying and protect students, Sprouts Montessori High School will:

- Continue to promote a culture of respect and inclusion through school-wide activities and curriculum.
- Keep providing regular anti-bullying awareness programs for students, staff, and parents.
- Reiterate values of empathy, respect and other social skills through the ongoing socioemotional learning curriculum.
- Train staff to recognize signs of bullying and respond appropriately.
- Continue to encourage positive peer relationships and conflict resolution strategies.



Reporting Procedures

For Students:

- Students are encouraged to report incidents to a trusted teacher, counselor, or administrator.
- The importance of the reporting and the benefits of doing so will be explained regularly to the students.

For Staff:

- The safety of the concerned children both while reporting and following it as well is of utmost importance.
- Teachers are to take all reports of bullying seriously and respond promptly.
- Based on the nature and intensity of the incident, the incident will be escalated to the respective coordinator and then to the principal.

For Parents/Guardians:

- Parents are requested to foster values of assertiveness in handling such conflict inducing situations.
- Parents are asked to advise children to not retaliate violently to any forms of bullying.
- Parents are asked to check in with their child regularly on how they are doing in school, and to notice any changes in demeanour or behaviour.
- If such signs are noticed, to monitor closely and to create space to have open discussions with the child.
- Parents are encouraged to report concerns in behaviour to the school administration or Student Counselor.



- Encourage your child to speak up if they witness or experience bullying.
- To reassure their children that appropriate action will be taken in a supportive and empathetic manner.

Investigation and Response

- Investigation will be carried out by the environment teachers, coordinator and Principal.
- All reports will be investigated promptly, confidentially, and impartially.
- The bully, victim, and witnesses will be interviewed separately.
- Parents/guardians of all involved students will be informed.
- Findings will be documented, and appropriate action will be taken.

Consequences and Interventions

At Sprouts we believe every child deserves space to learn and grow. Therefore, the consequences of bullying will be aimed to:

- Support all the students involved through the whole process
- Help the students understand the impact of their actions
- Ensure they reflect and learn from the incident
- Making sure such incidents do not happen again

Consequences for bullying may include:

- Verbal or written warning will be issued to the bully from the school authorities.
- Meeting with the parents and head of school to address the issue and for them to understand the consequences of their behaviour.



- The bully will be asked to reflect on their actions and then to apologize to the child that was hurt by their actions. This is done to encourage accountability in the child and to ensure it does not repeat in the future.
- Further the student will write an introspective essay on what they did wrong and what can be done moving forward. This will be reviewed by the principal and the environment Coordinator.
- Counseling and behavioral interventions will be provided by the Student Counsellor for all parties involved.
- Psychological support will be provided for both the victim and the bully by the Student Counsellor to address the root causes of the behavior, prevent recurrence and promote adaptive ways of handling conflict.
- Follow-up from the incidents will be done by the Student Counsellor to help all parties cope effectively with the situation and the fallout from it.
- Students who are found to be bullying others will no longer be permitted to represent the school in major events.
- In the event of an extreme case of bullying that has caused significant distress to a child, the bully may be suspended from the school. This will be decided upon by the principal and the management of the school based on the nature of bullying and the impact it has on the student(s).



Monitoring and Review

- This policy will be reviewed annually by the school administration, with input from students, staff, and parents.
- Reports on bullying incidents will be monitored to assess effectiveness and improve strategies.