

# PARENTAL GUIDANCE HANDBOOK



**ARMY PUBLIC SCHOOLS & COLLEGES SYSTEM SECRETARIAT**

Dear Readers,

'Let's Build Better ...' is a series of Handbooks developed by the APSACS Secretariat to provide guidance to those who are associated with Army Public Schools & Colleges System. These Handbooks may also be of value to all those who are committed to improving the quality of education in Pakistan and who hold the children of this country very dear to their hearts.

The APSACS Secretariat team deserves credit for the development of these Handbooks. The research undertaken to create these valuable resources has been a source of great enjoyment and learning for all of us.

This exciting journey does not end here. As APSACS, being a vibrant and dynamic organisation, continues to expand and reach out to new horizons, the evolution of new concepts and their translation into tools for implementation also goes on.

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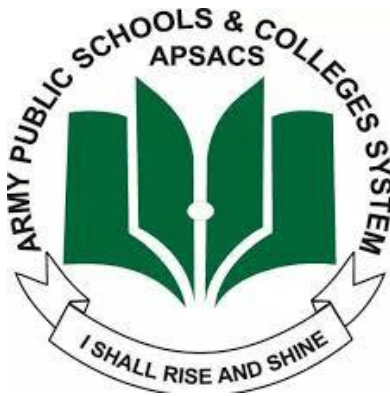
Director  
APSAC System



The Handbook on 'Parental Guidance' is one of the  
'Let's Build Better . . .' series of APSACS Secretariat.

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### **APSACS Vision**

Investing in success for all students

### **APSACS Mission**

Provide exemplary educational programs of international standards that inspire and prepare all students for success in global environment

### **APSACS Motto**

I shall rise and shine

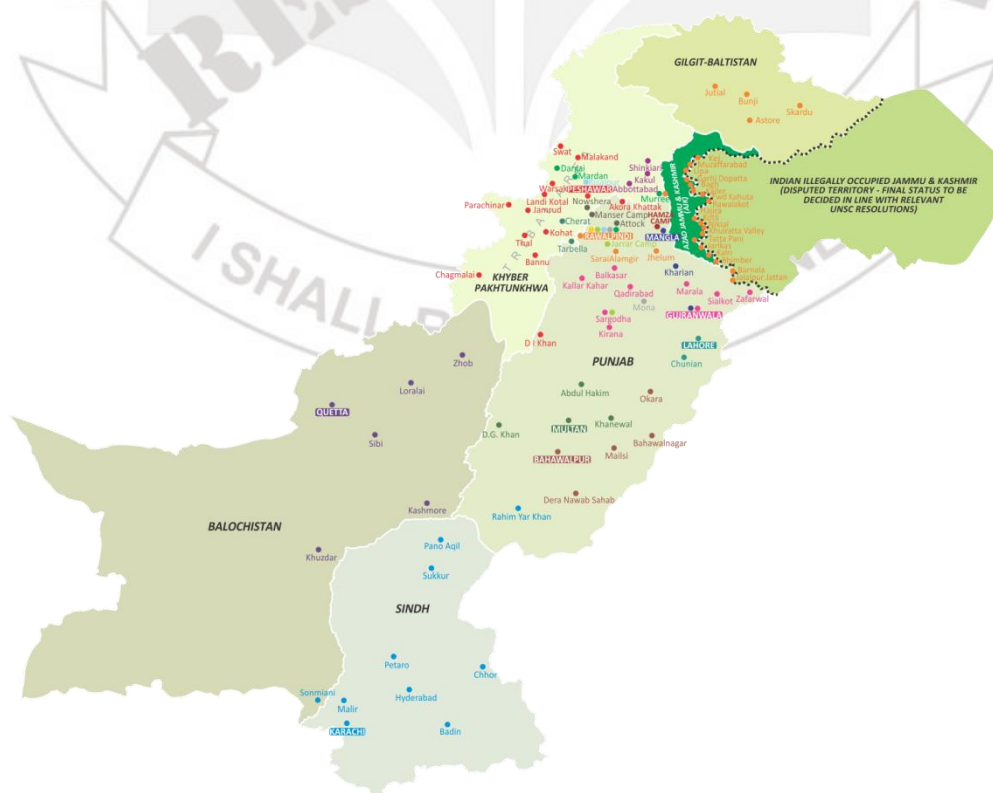


*Dedicated To*  
**APSACS** *Parents*



## INTRODUCTION TO ARMY PUBLIC SCHOOLS & COLLEGES SYSTEM

Army Public Schools have been functioning for the last 25 years; they were brought under the umbrella of one System in 2005. APSACS Secretariat serves as a central unifying body which ensures uniformity and standardization amongst branches of Army Public Schools and Colleges spread across Pakistan. The Secretariat takes responsibility of supporting the System in Academic Planning, Curriculum, Assessment and Examination, Policies & Procedures, Holistic Development Programmes, Staff Training and Schools' Evaluation. APSACS aims to provide a standardized learning environment for its students across Pakistan by incorporating authentic, meaningful, experiential learning and equipping them with 21<sup>st</sup> Century Skills needed to succeed in the ever-changing and challenging world. APSACS recognizes academic accomplishments as well as those in the field of Sports through COAS and APSACS Annual Academic Excellence Awards and Scholarships. Army Public Schools & Colleges are the foremost choice of parents looking for quality education for their children at an affordable cost. APSACS is determined to impart forward-thinking, child-centred and technology-friendly education to transform students into future-ready citizens.



## FOREWORD

Dear Parents,

There is no single manual on how to be a good parent. This document in no way tends to pass judgment on parenting which can be the most enriching experience of one's life. Being a parent is a challenge as well as a pleasure. It gets more complicated when children start school. As a parent, one faces all sorts of factors over which one may not have direct control but are relevant to the role of parenting. All you can hope to do is create the best opportunities for children to grow and prosper. Knowing your role as a parent is only half of the equation; the other half is knowing your child.

Parenthood is a demanding, full time job; at times it demands the patience of saints. The rewards of positive parenting are spiritual satisfaction and contentment. It is essential to spend quality time with our children; each moment spent is certainly worth the trouble. Parents must ensure optimum availability and presence so as to inculcate fine values and help their children grow in to good human beings. They need to be home tutors to children by providing attention, care and guidance; children certainly need their parents around. It is crucial to check the child's daily routine, food, company and home-work personally.

Parental role always demands tremendous presence not presents. Parents should make their children understand that home is a place where they are loved and can return love. Home is a place where children are always welcome. It is a place where they get unconditional love when they need it and where they can seek and get advice; a place where they are always forgiven. We should try to make our home a place where there may be a dearth of material comforts but never a lack of love and affection. This warmth provides a sense of balance and proportion so essential in the holistic development of children who need a safe and sound childhood.

Together we need to develop children's curiosity, creativity, communication, collaboration, compassion, composure, competence and citizenship. There are no second takes or rewinds in life; we pass but once!

## AIM

APSACS Parental Guidance Handbook is intended to familiarize parents, the primary stakeholders about APSAC System so that they can be active participants in the education of their children. As the child's first and most important teacher, it is important that all parents build and maintain strong ties with their child's school. The Handbook also provides suggestions and proffers on how parents can help children at home and in life.

Practical and pragmatic policies of APSACS are aimed at educating and training children for the real world around them. Our aim is to prepare our children for a futuristic education and digitized job markets; therefore, special stress is laid on 21<sup>st</sup> Century Skills. Our philosophy is deeply rooted in the belief that each child matters and it is our endeavour to objectively pursue the desired goal with optimum zest and zeal. Even the most rigorous standards cannot make schools and students successful without the support and involvement of parents. Schools, parents and teachers form the triangle that bears the responsibility of formal education as well as moral and holistic development of each child.

APSACS Parental Guidance Handbook is envisioned to:

- clearly define and communicate the ethos of the APSAC System.
- share research based guidelines for positive parenting.
- uphold the commitment of APSACS to recognize parents as the main stakeholders.
- ensure that parents are meaningfully involved in their child's learning, school life through Whole School Programmes.
- promote, support and strengthen the relationship between schools and parents.



# *Patriotism*



## **APSACS GUIDING PRINCIPLES**

Since its inception APSACS has let its guiding principles drive its 'Mission'. The System envisions its students to be law abiding and beneficial model citizens. To achieve the aforementioned, APSACS has adopted Patriotism and Values Education as the guiding principles.

### **PATRIOTISM**

APSACS Whole School environment is an embodiment of "Patriotism", right from the physical environment including daily singing of the National Anthem & Flag hoisting, Portraits of Quaid-e-Azam & Allama Iqbal, Special School Assemblies, School Uniform, Stationery and Academic Calendars bear testament to APSACS pledge of Patriotism. APSACS House System is based on the motto of the Father of the Nation i.e. Unity, Faith and Discipline. Tolerance has been included as it is a value and virtue that APSACS intends to instil in all its students. It is mandatory for the Principal, Section Heads, Staff and Students to always rise for the National Anthem, sing it with devotion and wear the flag pins on their outfit/uniform.

It is the responsibility of both the parents and the teachers to apprise children about the benefits of living in an independent state, the Ideology of Pakistan and the various stages of its creation. APSACS School environment and curriculum is deliberately designed to sensitize students about the idea of Patriotism.

#### **Role of Parents in developing National Pride:**

Parents must be patriotic role models and bring up their children proud of their culture, traditions and values. This attitude and practice can play a significant role in developing national pride and patriotism in the children.

Parents ought to:

1. always rise in respect of the National Anthem.
2. indicate the colours in APSACS uniform i.e. Green & White and its connotation vis a vis the flag of Pakistan.
3. point out the significance of the colour and design of APSACS stationery.
4. refer to the Quaid's photograph and his quotes on the notebooks.
5. ensure through personal example and stress on buying products 'Made in Pakistan'.
6. highlight and appreciate the skills, talents, creativity and artistic ability of local artisans.
7. make an effort to take your children to visit historical places and archaeological sites.

## **VALUES EDUCATION**

APSACS Values Education Programme aims to provide a planned initiative incorporated in overt and hidden school curricula to enrich students' intellectual, physical, social, moral and spiritual development. In the current environment, the need for Values Education has gained impetus, especially at a time when we are witnessing a general decline in values and changes in the traditional role of adults and the family. APSACS Values Education Programme is a multi-faceted Programme and is implemented through Assembly Presentation, Classroom Learning, Curriculum Strands and Co-Curricular Activities.

### **APSACS DIGITAL LITERACY DRIVE**

**~ TEACHING TODAY FOR TOMORROW ~**

APSACS is a progressive and technology-friendly educational system. Ever since its inception Army Public Schools & Colleges are guided to stimulate a culture of digital literacy. The System realizes that in order to achieve quality education, ICT integration is a permanent 'add-on'. Staff awards and annual themes have been among many incentives for staff and students to shift slowly but surely towards tech-learning. 'Saving for e-education' was APSACS catchphrase for Academic Session 2019-20; the theme of the year was 'Digital Literacy'.

The System was well prepared when a digital emergency was declared in the Schools. As the year 2020 unfolded, it had to deal with a real life emergency i.e. COVID-19, the 'option' of reliance on e-gadgets suddenly changed into an urgent necessity. The foundations of digital literacy were already laid by the System through APSACS Management System (AMS) and later APSACS Information System (AIS) that facilitated the integration of ICT with Academics. Hybrid Learning (face to face & online) is already witnessed in homes and schools. Today home-school partnership constitutes a viable learning environment; children are no more passive recipients of teachers' knowledge. It is not only STEM (Science, Technology, Engineering & Mathematics), STEAM (Science, Technology, Engineering, Arts & Mathematics) or STREAM (Science, Technology, Research, Engineering, Arts & Mathematics) that needs to be envisaged; it is about making every student a fully erudite 21<sup>st</sup> Century citizen.



21<sup>st</sup> Century is an age of active participation and the youth must be given the freedom to express their opinions, feelings and ideas candidly and without hesitation. They must have a strong voice & influence that will help shape their future. The youth of today will assume full parity in the world tomorrow and need not only ask probing questions but they must also voice their concerns. The young people today are living in an era of two constants:

- Their present living conditions are much better than the earlier generations
- Fifty years ahead these living conditions will continue and maybe there would be further prosperity, facilities, opportunities and ultimately optimism

Educational systems need to foster students who are motivated and competent in bringing forth solutions to tomorrow's problems. The world relies heavily on the optimum use of enormous new technologies including Artificial Intelligence, Genetic Engineering and Digital Economy. The world outside is a reservoir of knowledge, children need to be taught to unlock the secrets which are just a click away. It is now clear to all of us that this generation must focus not only to learn things but 'learn how to learn'. Innovative technologies will be massive creators and massive destroyers of jobs.

### **Information Communication Technology (ICT): The Indispensable Tool for the Future**

Educational Systems all over the world are re-contextualizing teaching-learning as a whole new concept of education and an entirely different notion of employment is fast emerging. Dreams will become nightmares if we do not change our mind-set today. ICT plays a catalytic role in enhancing learning in classroom and beyond. A growth mindset must be instilled in children on a war footing, especially the readiness to adapt, transform & change. APSACS realizes that the 'digital literacy' is one of the necessary competencies of a modern student. ICT is not only a subject or a profession; rather it is an aid to the development of the entire set of 'functional skills' of the present generation who will be the future professionals. Our students are growing up alongside a changed and ever evolving vocabulary i.e. working remotely, online education, telecommuting, work from home, offshoring, e-commerce and b2b marketing, online shopping, social media connectivity and a new normal lifestyle etc. These terms may be alien and unfamiliar for the parents but are the current academic and professional currency of the youth. Acquiring knowledge and skills in the field of ICT is one of the prerequisites for success in contemporary educational settings and the job market.

## APSACS Virtual School



APSACS Virtual School (AVS) is an initiative to counter the crisis created due to the Corona Pandemic and its resultant school closure. AVS is based on a multi-pronged approach to provide short term and long term online solutions to continue student engagement, learning and assessments. AVS is made up of; Online Support Plan (OSP), Homework Packs, Study Packs and Virtual Lessons (Video Tutorials). At APSACS, it

will be ensured that the gains of 'Online Teaching' are not lost entirely even during normal face to face teaching and learning. Online learning will continue to be a permanent feature of APSACS academic landscape. APSACS Virtual Lessons will be an e-resource based on the prescribed Textbooks and will be prepared by the highly competent Subject Specialists of the Schools. Complete AVL packs will be available to Schools on AIS to be used whenever a School:

- a. closes due to any unforeseen cause.
- b. wants to use these lessons as guidance for the teachers or to supplement teaching.

## APSACS Online Support Programme



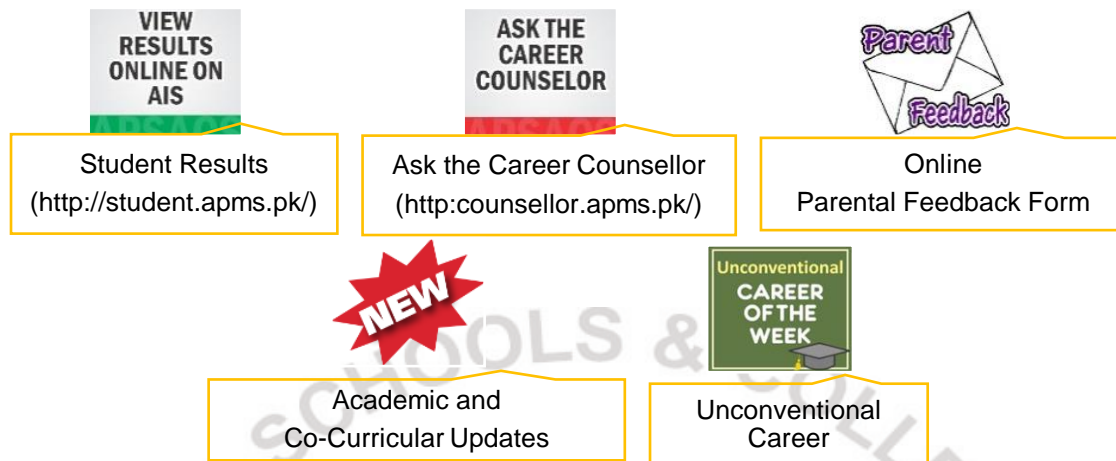
With the advent of COVID-19 the entire global educational scenario turned chaotic. APSACS took the challenge to evolve itself during the 'Global Health Emergency' and launched the digital learning portal i.e. 'APSACS Online Support Programme' (OSP). Through this portal, students from Early Years to Class XII were enabled to Access, Upload and Submit Assignments.

The role of 'Home - School Partnership' took the lead for the success of this comprehensive digital facilitation package.



## APSACS DIGITAL FACILITATION FOR PARENTS

Parents may access the following online facilities on APSACS official website:



- Major school events are uploaded on '**Picture Gallery Page**'
- Regularly uploading '*Unconventional Careers*'.
- FAQs Page is maintained and regularly updated to facilitate Parents, Teachers and Students. Department wise list of Questions is available on website

## APSACS CYBERCRIME AWARENESS PROGRAMME

In view of the inevitability of computer usage in APSACS, this Programme aims to create awareness amongst users about different types of cybercrime, its prevention, procedures and solutions. 'Cybercrime' is an amorphous field, it refers broadly to any criminal activity that pertains to or is committed through the use of the Internet. The programme aims to create awareness amongst users about different types of cybercrime, its prevention, procedures and solutions. Cybercrime is any criminal activity involving computers and networks; it can range from spam to fraud at any level.

Internet may also be used to threaten or stalk people; online fraud; "hacking"; online distribution of child pornography; and cyber-terrorism. For children, psychological and emotional outcomes of cyber bullying are similar to those of real-life bullying. The difference is that real-life bullying often ends when school ends, cyber bullying can take place at anytime, anywhere. Protection must be ensured through preventive measures i.e. use of firewall, safe surfing & shopping, strong passwords, turning on spam blocker, encrypt important data and never share personal information.

## **APSACS FACILITATION FOR PARENTS**

APSACS Secretariat is mindful of the significant role of parents in the Learning Triangle and always endeavours to facilitate parents in the educational journey of their children. The facilitation extended by APSACS is augmented from time to time according to the pedagogical needs and demands. The aim is always to ensure optimum engagement and participation which is maximized once there is clarity and cohesion between all stakeholders.

### **Hifz-e-Quran**

Two years' promotion granted to Hafiz/Hafiza-e-Quran, subject to provision of Hifz-e-Quran Certificate to re-join the School or get admission in any other APS & C.

### **School Book Bank**

At the end of the Academic Session, Textbooks are collected from volunteer students that desirous students may collect, saving money and reuse old books.

### **Smiles - Ask the Expert**

'Ask the Expert' is a space at website where parents post their queries and concerns related specifically to children's behavioural and emotional health. APSACS Psychologist regularly responds to online queries and maintains the data base. (<http://www.apsacssecretariatedu.pk/ask/index.html>)

### **Student Dossiers**

Student Dossiers facilitate transfer cases as they hold students' Personal Information and Academic achievements. Parents must ensure that they carry their child's Dossier along with the School Leaving Certificate in case of transfer/posting.

### **Short Term Migration (STM)**

Short-Term Migration entitles a student to attend an APS in another station for a short duration (maximum 3 x months; extendable in extreme emergencies). This includes permission to attend classes and appear in assessments.

It is permissible in inter-city / inter-regional movement, under the following conditions only:

- movement of parents due to operational / exigencies of service.
- interim arrangement due to posting / transfer, temporary duty, pilgrimage (Hajj, Umrah) and hospitalization etc.

## **APSACS Academic Support Plan**

APSACS believes in curbing tuition culture and the sheer waste of time, effort & money. A practical Academic Support Plan has been designed. It is a free of cost extra coaching for students obtaining less than 45% marks. It is mandatory for schools to ensure implementation of the Programme so as to facilitate students in need of academic assistance in the familiar, safe & secure confines of their own School.

## **Student Diary**

Student Diary is a significant communication tool between parents and school. Parents must go through their child's diary to be informed about their ward's progress and consult for:

\*Academic Calendar

\*General School Instructions

\*Home Work and Assessment Policy

## **School Bag Organization**

Schools must ensure sufficient storage in the classrooms to retain class/project material. Parents must play their role in addressing the issue by helping children in bag organization according to the class time-table. Once the children develop the habit early in life; the routine and organizational skills will continue for the rest of their life.

## **Students' Assessments**

APSACS Assessments are based on reliability, fairness, flexibility and validity. They aim to improve students' learning and teachers' teaching practices. Human intelligence is diverse; it is compromised by the toxic pressure of fear, competition and exam phobia. As parents, let learning be natural & not constantly imposed. All types of tests/assessments are intended to gauge students' attainment and not add to their stress. APSACS designs preparatory and admission tests for professional colleges (PETS) to gauge students' performance level with progression and not regression in mind.

## **Introduction of Humanities Group at SSC Level (2021-22)**

APSACS students can opt for Humanities Group at SSC Level and as per APSACS policy; one APS & C in city will offer Humanities. APSACS has provided the following options:

**Option 1:** General Science, General Mathematics, Computer Science, Economics

**Option 2:** General Science, General Mathematics, English Literature, Elements of Home Economics/ Economics

**Note:** Detailed information and guidance may be sought from the School Management.



*Parents  
As Partners*



## **PARENTS AS PARTNERS: A SHARED RESPONSIBILITY**

Our children are lucky and fortunate as they grow up in a protected and supportive family system. APSACS compliments family values, traditions and norms by creating vibrant schools that instil a sense of pride in national identity, traditions of moderation and cultural heritage. An effective school has a robust home-school partnership, striving together to perform to their finest. This partnership has emerged as a pivotal point of curricular and co-curricular features of APSACS education policies.

The home-school nexus needs to be placed on a strong foundation as it plays a significant difference in a child's personality development. Students are prepared for the diverse demands of the future with a poised and balanced IQ and EQ. Parents can exert a substantial influence by modelling responsible behaviour, in stating family rules, recognising the early signs of cognitive, emotional and behavioural changes by maintaining communication within the family and the school. APSACS ensures that all Army Public Schools and Colleges establish a culture of high performance that reward determination, provide opportunities for all, tap all available resources and ensure their equitable distribution.

### **Parent Teacher Meeting (PTM)**

APSACS provides a platform for Parent School Partnership by scheduling Parent Teacher Meetings to apprise parents about their ward's personality development as well as academic performance from time to time. In addition to this, their feedback is sought to eradicate any shortcomings and to strengthen existing policies and procedures.

Home, school and child form the triangle which, if well connected spells success for the child. The APSAC System values active involvement of parents in their child's progress. Parents must ensure their presence at Parents Teacher Meetings (PTM) and active participation in Parents Teacher Association (PTA) to guarantee maximum communication. Discussions during PTMs must be kept healthy and productive. Parents' positive input will go a long way in getting the desired results in the child's academic progress and personality development.

### **Orientation Day (Open House for Parents)**

Orientation Day is mandatory for every school at the beginning of a new Academic Session and is aimed to familiarize parents with APSACS educational policies and procedures. An introduction to the System helps parents understand what their children



will be doing in school throughout the year. It also offers an opportunity for detailed explanation to satisfy the concerns and queries concerning syllabus, assessments & examinations, co-curricular activities, project work etc.

### **Visiting Hours**

Parents must follow School Visiting Hours; access is not allowed to the classroom or staffroom. In case of an emergency, the Principal may be contacted directly; otherwise prior appointment must be sought as per school SOP.

### **Punctuality & Regularity**

Students must come to school in time. Late comers are not allowed to attend Morning Assembly and are dealt with according to school rules. Parental intervention will be solicited for habitual late comers, strict regularity, discipline and attendance must be ensured.

### **COVID-19 Protocol for the Unusual Academic Year (2020-21)**

APSACS adopted 'Care Driven' decision-making and protocol for students, parents and school staff. APSACS took the unprecedented step to timely close down all schools nationwide to protect the health and well-being of students and school staff. 'Schools re-opening' in no way means that the System will not take the preventative step of closing it again should government order or local conditions warrant. Parents must adhere to COVID-19 protocol and thoroughly familiarize themselves with the guidelines provided in 'School Re-opening SOPs Booklet' on APSACS Website.

### **Cleanliness & Personal Hygiene**

- Children must be immunized as per schedule. History of their illness, along with the treatment prescribed, must be filled up in the Student Diary.
- Parents must check the personal hygiene, haircut, uniform and shoes of their child.
- Parents should get an annual dental and eye sight check-up of their children.
- If there is an infectious disease at home, report to the Principal/Section Head immediately and do not send your ward to the school till complete recovery.
- Students suffering from chronic diseases i.e. Asthma, Epilepsy and Rheumatic Heart Disease etc. must be under continuous medical supervision.
- Inculcate the habits of cleanliness, orderliness and personal hygiene in children.

- Make children wash their hands before/after eating, after sports and after using the toilet. Children must be taught to keep their rooms, home, classrooms, school and streets clean.
- All children under the age of 12 must be de-wormed at least once a year on the advice of the physician.

### **Lunch & Water**

Parents must ensure water bottles and healthy lunch boxes for their children. Avoid pre-cooked (frozen, packed), high sodium, high sugar and high preservative foods.

### **Homework Monitoring**

Parents must check the Student Diary/Online Assignments daily for homework, circulars or teachers' remarks. They must also regularly check the notebooks to keep abreast of the child's daily progress. Here are some ways to help the child with homework:

- Have a special place for the child to study. The homework area does not have to be fancy. A desk in the bedroom, kitchen table or a corner of the living room is a good option. The area should have sufficient lighting and it should be fairly quiet. Make provision for basic stationery, dictionary, calculator and any e-gadget. Be mindful of the fact to instil the value of saving for e-education. These essential supplies save time and the child's learning is not disrupted.
- Set a regular time for homework.
- Try to remove distractions by turning off the TV or lowering the volume during homework time. If there is a relatively small or noisy household, try having all family members take part in a quiet activity during homework time.
- Do not expect or demand perfection when the child asks to take a look at his homework/assignment. Show interest and praise the effort no matter how insignificant. Parents may be reluctant to help children with homework because they feel that they do not know the subject well enough or because they do not speak or read English. Helping with homework does not mean doing the homework; it is about supporting children to do their best.

### **Reading Habits**

Helping your children become a reader is the single most important thing that a parent can do to help the child succeed in school and in life. The importance of reading simply cannot be overemphasized. Following are tips on helping children become good readers:

- Make sure that your home has ample reading material appropriate for children. Reading material does not always have to be new or expensive. Ask family members and friends to give books and magazine subscriptions as gifts for birthdays or other special occasions.
- Parents must show that they value reading. Plan visits to the library and bookshops.

### **Cyber Safety for Education and Entertainment**

Transformation of conventional schooling to digital learning has considerably amplified the responsibility of parents; since use of e-gadgets has become inevitable for online learning, research and entertainment.

Technology can be a great tool and resource, but also has the potential to turn into a nightmare if used unchecked and unrestricted. Open conversation with the child is of utmost importance with regard to cyber safety. Experts warn that children are most vulnerable to online dangers while at home. They often have complete, unrestricted access to inappropriate sites from home devices or mobile phones. There are parental control filtering tools and products available that offer additional protection features that may be activated. Parents are responsible for monitoring and managing Internet activity outside the school, much the way they do with other information sources including television, telephones, movies and other media. They must also check religious, political propaganda, sectarianism and foul-mouthing the national institutions especially the Armed Forces of Pakistan.

Parenting knowledge is multi-dimensional as it caters to the varied needs of children. The present day advice and guidance parents need to give to their children is about smart phones, gaming devices, tablets and other internet connected devices. Parents must talk with children about using technology in a safe, positive and useful way and building the trust that children report to the parents if they come across anything inappropriate or alarming. It is important to maintain regular, open dialogue about Internet use, access and responsibility. Parental and school controls on devices must be activated and their use discussed with children. Appropriate levels of filtering and monitoring must be ensured to safeguard children.

It is difficult for children to resist the temptation of gaming devices; parents must set time limits on their use. Explore parental controls available on the console, home Wi-Fi and talk to the children about the controls. Parents must ensure that children surf the internet at a central place at home, rather than away from adult supervision or behind closed doors. Location of the console must be in a shared family space and preferably not in the bedroom.

Federal Investigation Agency (FIA) Pakistan provides detailed definitions and guidelines on its website about cyber safety.

Following is the link for complaints to FIA's Cyber Crime Cell: **helpdesk@nr3c.gov.pk**  
Parents can view FIA's downloadable informational leaflet:

**<http://www.fia.gov.pk/en/coronavirus/CyberCrimeadvisory.pdf>**

Research reveals that Cyber Bullying is on a steep rise despite rules and regulations. Parents and teachers play a key role in helping children stay safe online. Children must be made to understand, prevent and respond to online bullying/cyber-bullying:

- students must be encouraged to report concerns immediately for cyber bullying
- teachers can embed e-safety across curricula through classroom teaching
- inform children about risks of other players/friends on gaming devices
- always encourage children to come to parents/teachers if there is anything worrisome
- apart from supporting students, staff also needs to protect their own online activities

## **E – Gadgets & Safety**

**Smartphones, Tablets:** Parents must ensure safe and responsible smartphone use; set and agree to family rules that includes not meeting up with people children come across online, what websites are to be accessed and which not to be visited and why.

**Gaming Devices & Smart PCs:** Teach children responsible use of the gaming console/ Smart TV/Smart PCs. Restrict undesirable Apps and programs and clearly identify the risks e.g. personality development, deep dynamics, influence on personality development, mismatch of real and virtual world, what is acceptable and what is unacceptable, anger and violence. Irresponsible use can lead to extreme danger, even serious tragedies.

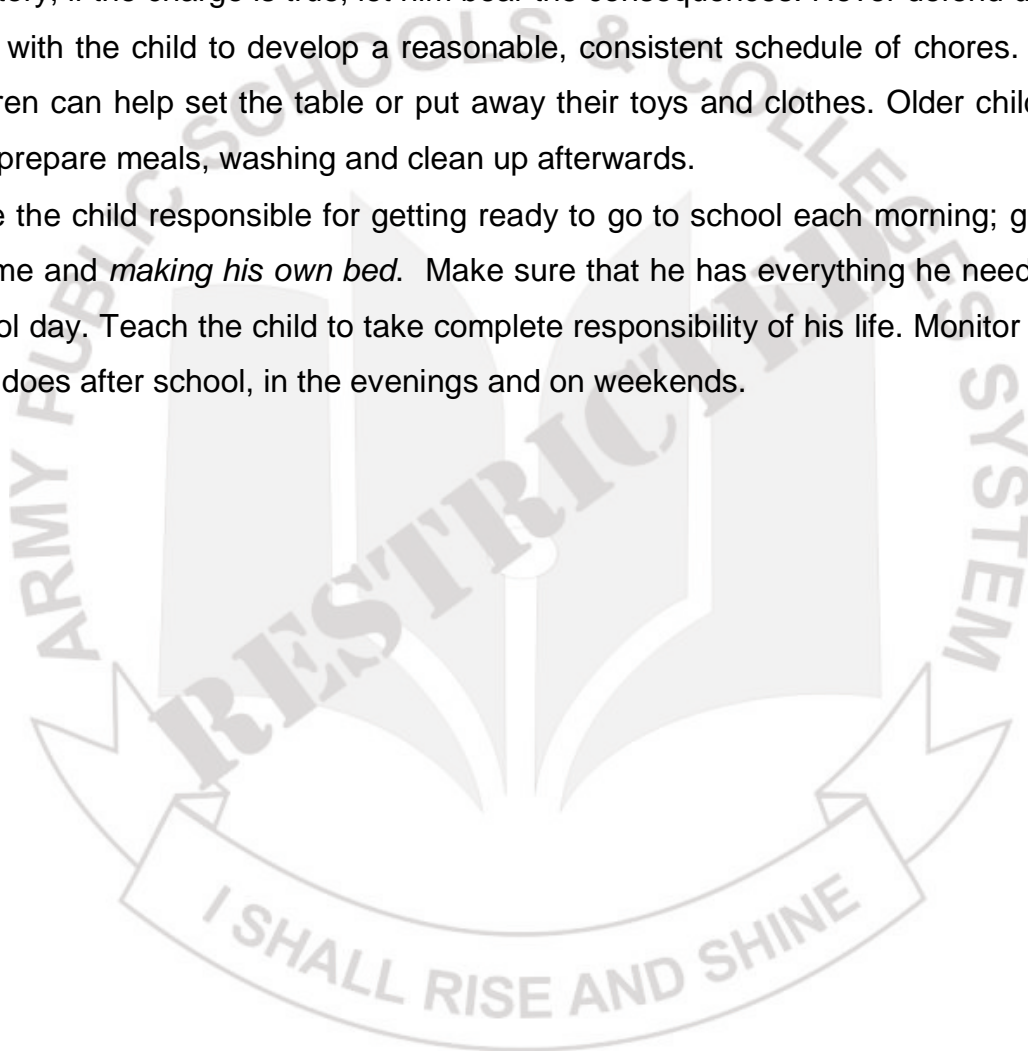
**Scheduled Leisure Screen Time:** Children should be taught to place all technology devices i.e. cell phones, tablets and laptops in a common spot overnight so as to discourage late night, unmonitored use and sleep disruption. Parents should model appropriate use and balance of technology in their own life too.



## Encourage Children to be Independent & Responsible

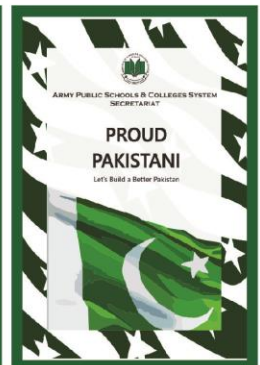
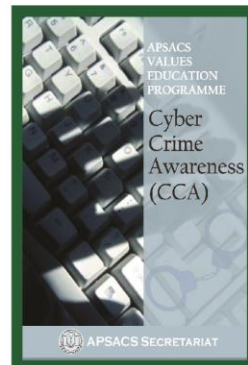
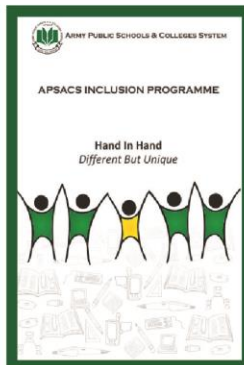
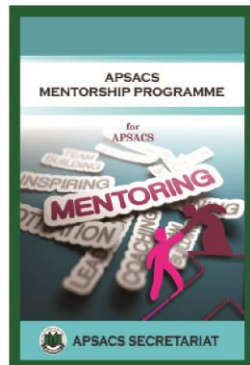
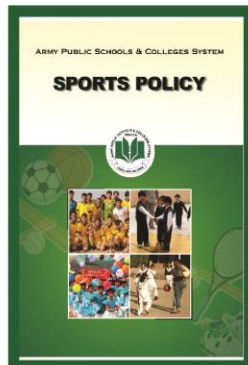
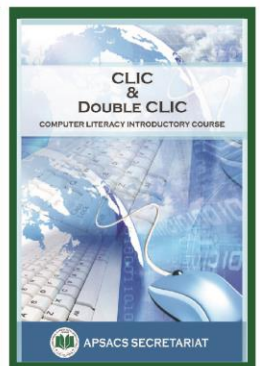
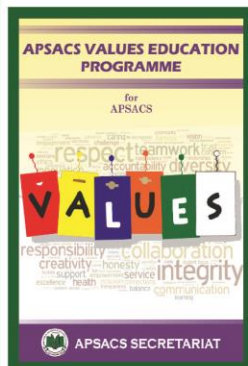
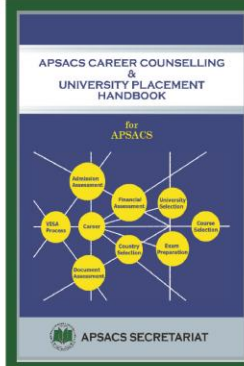
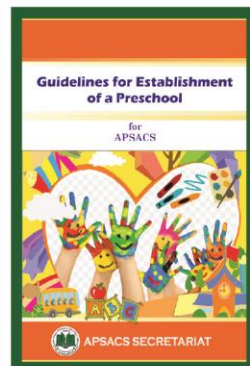
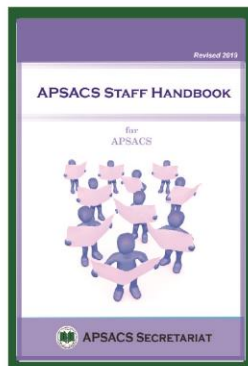
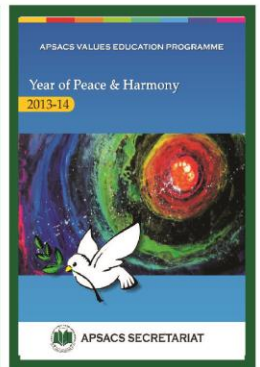
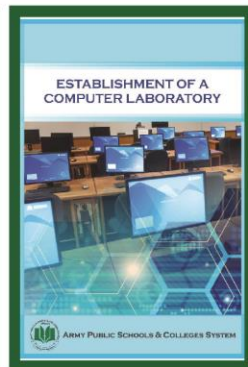
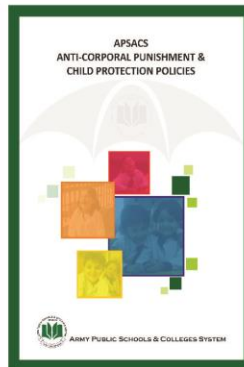
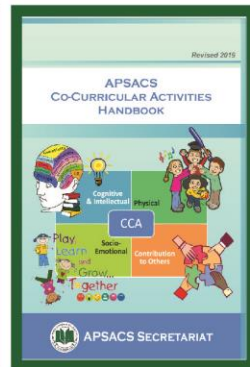
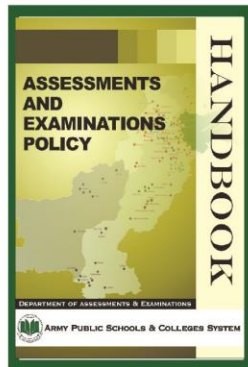
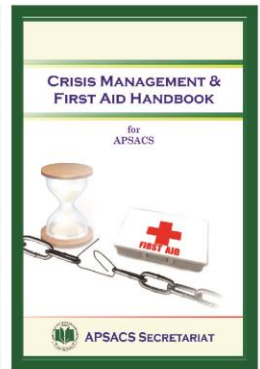
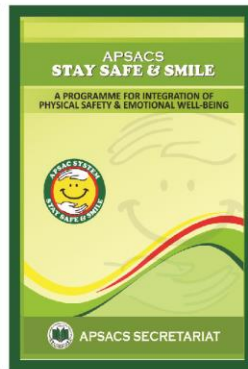
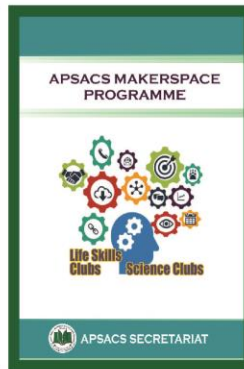
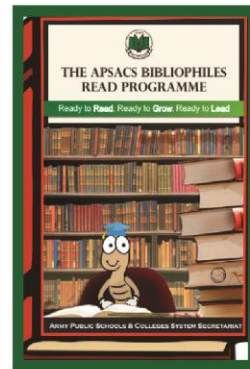
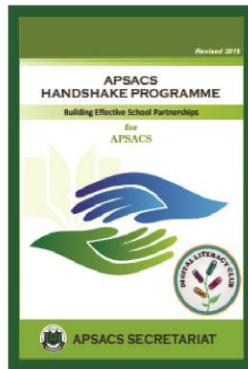
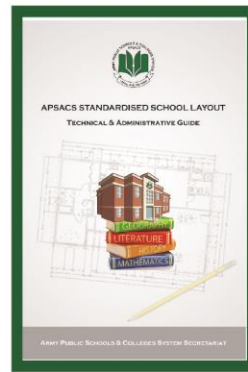
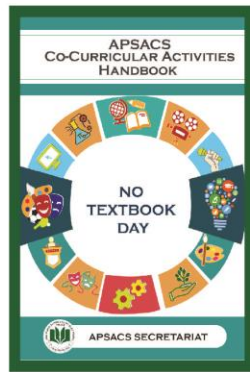
Following are some suggestions for making children independent & responsible:

- every home needs reasonable rules that children know and follow. Have children help to set rules, make sure that the rules are enforced consistently.
- teach children the sense of accountability, make it clear to them that they have to take responsibility for what they do, both at home and at school. Do not unreasonably defend the child if his teacher reports of disruptive behaviour. Get the child's side of the story, if the charge is true, let him bear the consequences. Never defend unfairly.
- work with the child to develop a reasonable, consistent schedule of chores. Younger children can help set the table or put away their toys and clothes. Older children can help prepare meals, washing and clean up afterwards.
- make the child responsible for getting ready to go to school each morning; getting up on time and *making his own bed*. Make sure that he has everything he needs for the school day. Teach the child to take complete responsibility of his life. Monitor what the child does after school, in the evenings and on weekends.





## APSACS POLICY & PROGRAMME HANDBOOKS



# APSACS Whole School Programmes

~ Whole School Programmes are Networked through Digital Literacy ~





## APSACS HOLISTIC DEVELOPMENT PROGRAMMES

APSACS has evolved into an internationally recognized education system that provides a rich landscape to its students for experiential learning. APSACS offers a distinctive learning environment focusing on 21<sup>st</sup> Century Skills, promoting digital learning, enhancing student-educator interactions, providing Co-Curricular & Holistic Development Programmes. APSACS aims to prepare students as global citizens, socially responsible and conscientious individuals of a global community.

Whole School Programmes are in-line with the United Nations' Sustainable Development Goals i.e. Agenda 2030 (SDG 4). These Holistic Development Programmes let children know what their real talents are, apart from attainment of good grades. As parents, do not let your children go through their lives without knowing what their real talents are, or wondering if they have any at all. The world of work is changing rapidly and the job market is expected to change dramatically. New digital technologies are practically the '*in thing*'. APSACS Programmes capitalize on Multiple Intelligences of students and aim to bring out their hidden potential.

Active learning through Whole School Programmes involves interactive discussions, solving problems and exploring interests. It can also take place when your child plays sports and is engaged in healthy activities with friends. To promote active learning, APSACS emphasize that parents should let their children choose the clubs as per their aptitude and inclination. Parents should listen to their child's ideas and opinions and encourage them to come up with questions.

## APSACS CO-CURRICULAR ACTIVITIES

APSACS believes that academics is augmented and complemented by engaging students in Co-Curricular Activities (CCAs). CCAs are an integral part of students' holistic education and lifelong learning. It transforms students into well-rounded and well-grounded individuals by infusing a positive mindset. Through CCAs, students discover their interests and talents while developing values and competencies that prepare them for a rapidly changing world. This covers hard and soft skills i.e. Academic, Physical, Intellectual, Life, Aesthetics etc. at Junior, Middle and Senior levels. Club Activities are a practical measure in developing the *Maker Mindset* amongst students and they have structured, future-focused, well-defined, purpose, expectations and outcomes.

Students' involvement in different Club Activities unlocks their passion and enhances their mental abilities in a joyful environment. It will also provide a platform to students to kindle the 4Cs and beyond i.e. it will stimulate critical thinking, communication and collaboration skills whereby students use their creativity to design through hands-on exploration and also provide students with '**Real World**' skills.

### APSACS Online Co-Curricular Activities

APSACS Co-Curricular Activities were timely modified to cope up with the ever evolving, changing circumstances. During the prolonged confinement it was essential for student's well-being to balance out Academics and Co-Curricular Activities.

APSACS up-scaled its existing Academic facilities while not being negligent of Para-Academics. Uninterrupted learning and skills' enhancement opportunities for students were catered for during school closure. APSACS developed and shared Online Co-

### Student Council as a Leadership Platform

Student Council is a representative structure through which students are involved in the affairs of the school, working in partnership with School Management and staff for the benefit of the school and the students. Schools provide Student Council the opportunities to enhance a sense of ownership and **student leadership** through positive engagement. The Student Council is actively engaged in Co-Curricular Activities, Whole School Programmes, Community Service, Ideas Expo, Internal and External School Events.

Curricular Activities on the Student Portal. Level wise online links for the following *optional* indoor/outdoor (home-based) Co-Curricular Activities were shared:

Jnr – Mid Lvls	All Lvls	Mid - Snr Lvls
<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting &amp; Coloring</li> <li>• Grooming (Table Manners)</li> <li>• Role Play</li> <li>• Clay Modeling</li> <li>• Handmade Cards</li> <li>• Storytelling</li> </ul>	<ul style="list-style-type: none"> <li>• Na'at &amp; Qirat</li> <li>• Gardening</li> <li>• Brain Games</li> <li>• Physical Fitness</li> <li>• Music</li> <li>• Cooking</li> <li>• Reading</li> <li>• Vehicle Wash</li> </ul>	<ul style="list-style-type: none"> <li>• Online Video Making</li> <li>• Baking</li> <li>• Lang- Building Activities</li> <li>• Home Sense &amp; Decoration</li> <li>• Journal Writing</li> <li>• Essential Stitching</li> <li>• Calligraphy</li> <li>• Robotics</li> <li>• Household Repairs</li> </ul>

### **APSACS IDEAS EXPO “Celebration of Learning”**

At the end of the Academic Session, schools hold a week-long event ‘APSACS IDEAS EXPO’ to showcase and put students’ products/projects for sale. The students are encouraged to present and thoroughly explain their product/project including the research involved in the process to the visitors. Parents/ Guardians/Grandparents are encouraged to attend the event.

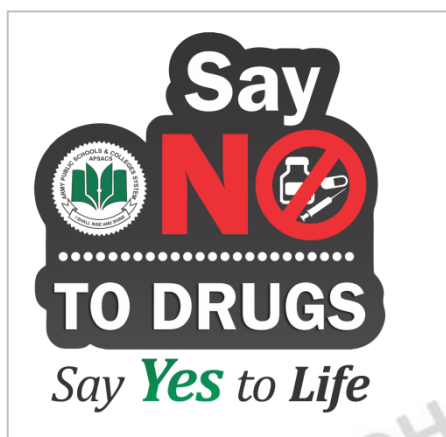
### **Smiles - Emotionally Healthy Children**

Smiles is an APSACS initiative to empower teachers and parents to play their important role in the emotional development of the students and for early detection of emotional and social difficulties that students might be facing. APSACS has leading psychologists on its panel who provide consultancy as well as training services to successfully run the Smiles Programme. Training of Trainers (ToT), Step Down Training (SDT) and emotional wellness activities embedded in the curriculum are an effective part of APSACS Stay Safe and Smile Programme. APSACS also provides online mental health support to students and teachers through its online ‘Ask the Expert Page’.

Scope of the Programme has been further expanded to comprehensively address the emotional health needs of students and provide substantial intervention through a whole-school based approach. All APC&Cs have appointed designated School Emotional Health Counsellors/ Focal Persons who are being validated by APSACS Emotional Health Experts.



## APSACS ANTI-DRUGS AWARENESS PROGRAMME



Home environment plays a significant role in a child's personality development. There must be a strong communication among teachers, students and parents. Home and

APSACS Anti-Drugs Awareness Programme is not only about; **'Say No to Drugs' but also 'Say Yes to Life'.**

School must strive towards the elimination of the shame and stigma attached to discussing drugs. Parents find it hard to come to terms with reality and adopt a dismissive attitude and complete denial of the situation in case they find their child indulging in drugs. It is difficult for them to admit or even accept the sad fact about their own child. Many fine families and their bright children have been destroyed by the menace, especially the state of self-denial. Unfortunately, there is no shying away from addressing the issue head-on and seek professional assistance. Parents cannot absolve themselves of this duty. They must help their children improve their life skills and form healthy routines, develop self-control, self-confidence and self-management. They should teach their children to resist temptation and negative peer influence. Parents must listen to the child's fears, cares and worries. They must understand their role in drug abuse prevention and as primary educators. Parents must be made to understand that life is too precious to be wasted.

The educational ecosystem directly influences health and emotional well-being along with academic outcomes. APSACS has already enforced Anti-Drugs Awareness SOPs to educate, inform and empower Schools for the prevention of drug abuse. These initiatives and practices are based on the input of the Schools themselves as well as reputable organizations with which APSACS has formed formal collaboration. APSACS Anti-Drugs Awareness SOPs are shared with Schools for provision of practices to achieve the goal of safer, healthier and drug-free APS & Cs.

Appropriate and timely preventive measures taken by Schools against drug abuse mitigate risk factors and result in positive youth development. Parents and School education must stress on the underlying causes and work on prevention; *they must empathize not ostracize*. Children must be guided and provided better, higher, meaningful

and worthwhile hobbies and activities as an alternative. They must be taught to seek refuge in faith, family and friends: to cherish and celebrate life.

### **Bibliophiles READ Programme**

The Programme aims at developing in APSACS students an aptitude for reading for leisure and pleasure by promoting the values of sharing and caring for books; thereby strengthening children intellectually, broadening their mental horizons and enabling them to face global challenges.

### **APSACS e – Write Programme**

e-Write Programme aims to inculcate 21<sup>st</sup> Century Skills i.e. confidence, creativity, critical thinking, computer literacy in its students through online writing competitions.

### **APSACS Model United Nations (AMUN)**

AMUN is an educational simulation that was introduced under APSACS Co-Curricular Activities. Senior School students i.e. Class IX –XII and O/A levels participate in the AMUN event. APSACS Model United Nations is a conference format that aims to simulate the procedures of the United Nations. Students participate as 'Delegates'. With AMUN being a regular feature of CCAs, APSACS aims to empower students with skills of leadership, diplomacy and tolerance for conflicting opinions.

## **APSACS CAREER COUNSELLING & UNIVERSITY PLACEMENT PROGRAMME**

There is no extensive system in place for counselling and guidance for school-going children in Pakistan. Consequently, students usually opt for the subjects that do not match their aptitudes. APSACS has designed a broad Programme to help students clear the obstacles in their career choices. This Programme is tailored to individual needs and will lead to personality development of students, polish their skills and make careful career decisions.

This service should not be confused with emotional health counselling. The main focus of this Programme is to provide free of cost Career Counselling to APSACS students to save them the cost of private consultancies who charge exorbitant amount of money. This Programme is aimed to facilitate students with the information, knowledge and skills required to make sensible educational, career and life decisions. The Programme is student centred and consists of the following steps:

- helping students develop awareness in order to choose their careers according to their personality, aptitude and lifestyle.
- enhancing communication skills and time management skills.
- providing students with necessary assistance to make a realistic educational decision.
- guiding students for Local and International scholarships and University Placement.
- supporting students in English language requirements for International Universities, Preparatory steps for University's Credibility Interview and Visa

It is important for parents to understand upcoming careers and their scope and prospects. Career choices which might not have ample latitude in the past, but they might turn to be lucrative and financially rewarding. Parents can seek guidance from APSACS Validated Regional/School Career Counsellors about the aspects of the different careers so as to analyse the benefits and challenges associated to a particular field. APSACS Career Counselling and University Placement Programme is designed to assist not only the students but also their parents for continuous support and guidance.

Information regarding Career Opportunities, Summer Camps, Language Courses, University/Colleges Admissions and Scholarships is regularly uploaded on APSACS website.

## **APSACS Internship Programme**

APSACS Internship Programme is the concluding milestone in polishing the profile of an APSACS student. It is the logical conclusion of Whole School Programmes before launching the students in the Professional Colleges, Universities & most importantly; real life. APSACS plans to offer Internships, within APSACS Secretariat and in collaboration with national and international organizations.

### **Online Aptitude and Personality Assessment Tests**

Aptitude and Personality Assessment Tests are meant to facilitate students to understand their personality type, aptitude, career orientation as well as strengths and weaknesses. Aptitude Tests are the bedrock for career choices compatible with student's interests, skills, values and personality. The Secretariat regularly shares the Links for Online Personality Assessment Tests for students on APSACS website. Parents should visit these links to ascertain their child's aptitude and personality type to help them choose suitable courses leading towards the right career choices.

### **APSACS Senior Citizens' Volunteer Programme**

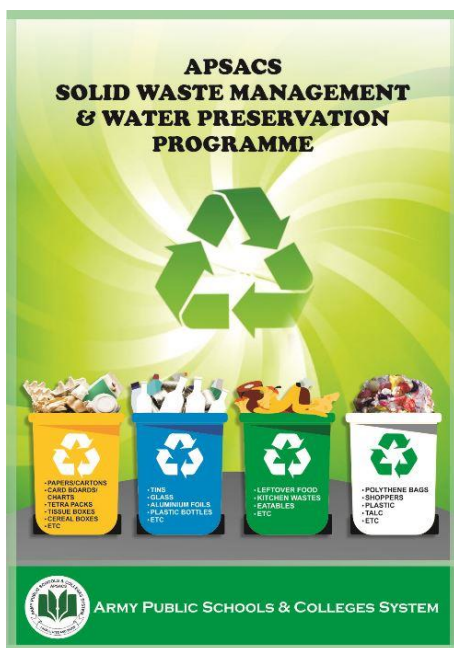
Globally, the concept of inter-generational engagement is not new but somehow in Pakistani Education System volunteering in schools by Senior Citizens has yet to materialize. When we glance at the opportunities of students' engagement in school environment there are virtually none that involve Senior Citizens. Volunteers can share their life experiences, knowledge, memories and technical know-how and can make a huge impact on students' life and achievement. Senior volunteers whose children or grandchildren studying at any **Registered APSACS Campus** can perform a wide range of tasks under the umbrella of the Whole School Programmes.

### **APSACS Children's Literature Festival**

APSACS Children's Literature Festival is another joyful and striking initiative of APSACS to instil the love of Reading amongst students. The aim of this endeavour is to provide a platform for students to enthuse, stimulate and inspire the love of books. This literary gala will connect parents, schools and students to bring 'Books to Life'.



## APSACS SOLID WASTE MANAGEMENT & WATER PRESERVATION PROGRAMME



Globally, Environmental Protection has attained concentrated attention, receptive audiences and acknowledgement but the practices of basic concepts i.e. solid waste management are largely neglected. People around the globe are aware of the impact of improper waste disposal practices, but the negative attitude for implementation still widely prevails. It gives rise to the dismal and chaotic state of communities.

The aim of the APSACS Solid Waste Management & Water Preservation Programme is to stress the utmost necessity and urgency for creating Litter-Free Schools.

As a society, there is an urgent need to plug the gap between the knowledge and practice of waste disposal. APSACS is cognizant of the fact that committed solid waste management education will inculcate discipline and appropriate environmental awareness amongst the students. The Programme offers level wise, low-cost practical activities for the development of the **5Rs** i.e. Raising awareness, refuse, reduce, recycle and reuse. Students will be guided towards all aspects of waste segregation, composting and water preservation. Orientation to the Programme in APS & Cs will be done through:

- awareness Sessions for staff, parents and students
- circulars, flyers, banners and soft board displays
- poster making competition and cleanliness campaigns
- orientation and refresher training of Ancillary and Sanitary Staff
- acquainting the concept of Waste Segregation using the following dustbins:

**Blue:** Tin, Glass, Aluminum foil, etc.

**White:** Polythene bags, plastic, talc, etc.

**Yellow:** Papers/cartons, /charts/tetra packs, tissues etc.

**Green:** Organic Waste (Fruits/ Vegetable peels, leaves & leftover food)

The expected outcome of the Programme is that the students will become the green ambassadors of 5Rs in their homes and communities. Parents can play a valuable role in practicing, sensitizing and mobilizing their children about Solid Waste Management and Water Preservation at home.

## **APSACS SPORTS PROGRAMME**

APSACS has taken the initiative of strengthening and revitalizing Sports by allocating special slots to a wide range of Sports in schools. APSACS Sports Programme provides a systematic programme for developing the athletics and sports in schools. The System envisions schools as nurseries for national and international players winning accolades for country. APSACS Sports policy & implementation is integrated in school planning.

Parents should encourage children to participate in School Sports and must make a deliberate effort to attend the Sports Events.

### **APSACS Approved Games:**

- **Indoor Games:** Carom Board, Chess, Scrabble and Ludo
- **Outdoor Games:** Table Tennis, Cricket, Squash and Hockey  
Netball and Badminton (Girls only)  
Basketball and Football (Boys only)

### **Sports Competitions:**

- Inter-House Sports Competitions
- Inter-School Sports Competitions
- Inter-Regional Sports Competitions
- Inter-Zonal Sports Competitions

### **Jinnah Hockey League**

In order to revive and promote the passion for the National Game of Pakistan, APSACS took the initiative to launch the competition named after the Father of the Nation. Week long Hockey Training Camps are being organized by APSACS across the country for Middle, Senior and College Level Students. Trainers from Pakistan Hockey Federation will be engaged to train APSACS Students.

## **APSACS EXTERNAL COLLABORATIONS**

All young people are entitled to be given opportunities to develop the necessary skills for life and work. It is important for parents to understand and appreciate the efforts of Army Public Schools for encouraging pupils to become successful global citizens. Parents need to support and appreciate the role of APSACS and its collaboration with national and international organizations in ensuring foreign visits, certified workshops, community service and internships opportunities for students.

APSACS is a partner with well reputed International Organizations such as **British Council and Cambridge International** to provide the 21<sup>st</sup> Century learning to the educators in the System. APSACS Teachers/ Educators have got chances to receive trainings abroad. Book Based and Subject Based trainings have been conducted at Regional Hubs for teacher empowerment. These initiatives guarantee a positive change and improvement in quality of classroom teaching and learning experience.

APSACS has trained teachers in Continuous Professional Development (CPD), Leadership, Core Skills and ISA Trainings. The trainings extensively focus on Instructional Leadership, Modern Pedagogy and 21<sup>st</sup> Century Learning. This investment in Teacher Training directly affects the quality of teaching and enhances student learning.

**The British Council International School Award (ISA)** accredits schools that have an outstanding level of support for nurturing global citizenship in students. It gives students a window into different cultures and countries, helping them develop as responsible global citizens and preparing them for life and work in a global society.

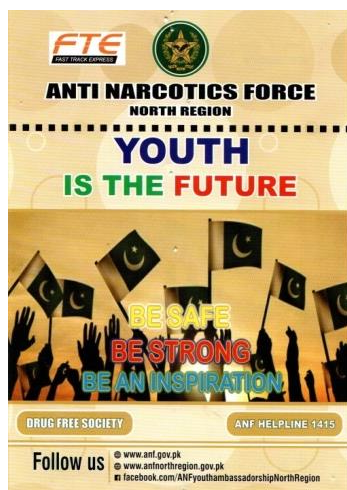
### **Collaborations for Anti-Drugs Awareness Programmes**

#### **a- Anti-Narcotics Force (ANF)**

Following has been accomplished so far:

- Awareness sessions for senior students by ANF Staff across Pakistan. So far 4,623 students have participated in these sessions from Rawalpindi, Quetta, Zhob, Loralai, Karachi, Lahore and Peshawar.
- 320 Teachers were trained in an Anti- Drug Awareness Mega Session.

- The typical cascading model of training cannot be followed for 'Anti-Drugs Awareness Sessions' due to the sensitive nature of the programme. The \*above indicated numbers have been given training by serving Army & ANF Officials.
- APSACS Team and students attended Drug Burning Ceremonies in 2018 and 2019.



- APSACS being mindful of the menace of drugs has always been an active participant of Narcotics Control Meetings. ANF Conferences for educational institutions were attended in February and June 2019.
- In November 2019 students from Rawalpindi Region were screened, interviewed and shortlisted at the Secretariat for representing Pakistan at an International Youth Conference. The event has been postponed due to COVID-19.

#### **b- United Nations Office on Drugs & Crime (UNODC)**

APSACS collaborated with UNODC for Strengthening Families Programme (SFP, 10 – 14). 120 participants from Rawalpindi Region were trained in SFP, 10 – 14. The Training Programme is designed for families with pre- and young adolescents, from about age 10 to 14 and includes specific activities designed to:

- a. help parents/caregivers learn nurturing skills that support their children
- b. teach parents/caregivers how to effectively discipline and guide their youth
- c. give youth a healthy future orientation and an increased appreciation of their parents/caregivers
- d. teach youth skills for dealing with stress and peer pressure





**APSACS**  
*Awards and Scholarships*

## **COAS ANNUAL EXCELLENCE AWARDS**

Recognition and appreciation teach individuals the value of persistence and inspires a lifelong passion for learning. Academic incentives by educational institutions are vital ingredient in the overall recipe for students' success. The purpose of organizing award ceremonies in academic institutions as formal events is to celebrate students' and staff's achievements and provide them with an impetus to be the catalyst that sets individuals and schools on an upward academic path.

Excellence awards are a source of encouragement to set high goals and meet the challenges of reaching beyond personal limits. The Chief of Army Staff (COAS) Excellence Awards serve as a means to honour, recognize and celebrate academic and non-academic accomplishments of students, staff and schools. Awards are recognition of talent at the highest level and the zenith of APSACS efforts in directing personal and professional path.

APSACS maintains the tradition of acknowledging not only academics but all contributions made by schools, staff and students in diverse fields of performance. Each year, APSACS recognizes accomplishments in the field of:

- Academics
- Sports
- National & International Co-Curricular Activities

Students' achievements in the aforementioned categories are appreciated through COAS Annual Academic Excellence Awards. The Chief of Army Staff bestows Academic Excellence Awards to the students of Army Public Schools and Colleges System who distinguish themselves in the FBISE examinations. Simultaneously, the COAS confers Trophies, Medals (Gold, Silver & Bronze) and Appreciation Certificates to the students of Army Public Schools & Colleges who excel in the field of Sports. Co-Curricular Activities are also recognized and students' performance is appreciated. The awards in different categories include trophies, certificates, cash prizes and e-gadgets.

There is a lasting lesson that each award carries i.e. not to get ahead of other people but to get ahead of one's self. This is the key to success in life as success is not a solitary process; it is a combined effort of individuals, home, schools, management and APSACS.

## **APSACS ACADEMIC AWARDS & MERIT SCHOLARSHIPS**

### **APSACS Secretariat Merit Scholarships**

‘APSACS Secretariat Merit Scholarships’ are offered in order to provide incentive to bright and talented students. The scholarships are approved by IGT&E and cover 50% of tuition fee and 50% of books / stationery for a complete Academic Year. All Regions follow a uniform criterion and forward particulars of three students i.e. (one student each from Junior Sec (Class I, II & III), Middle Sec (Class IV – VII) and Senior Sec (Class VIII only) who are selected on merit.

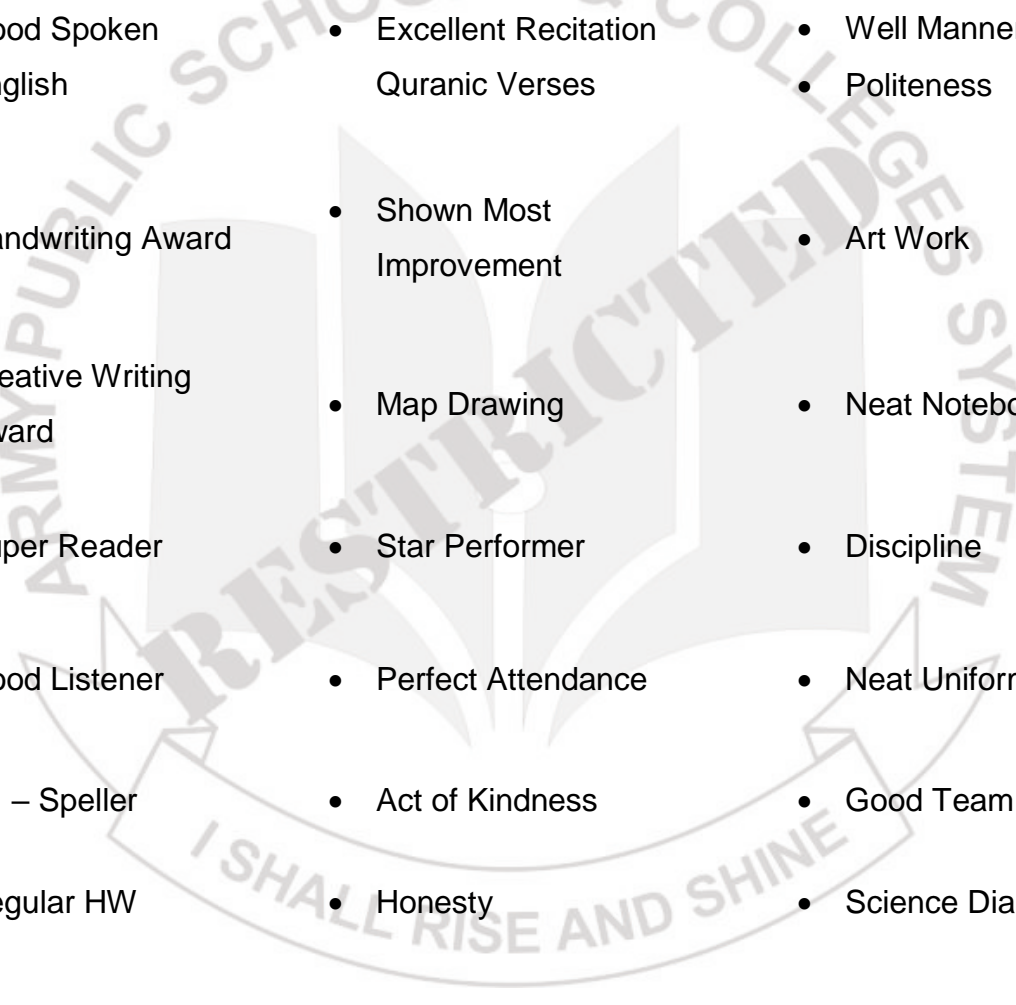
### **Miscellaneous Awards & Souvenirs**

1. Winners/Position Holders in National & International Competitions
2. Formations, RDs, Principals & Section Heads Awards include :
  - a. Office Planner
  - b. Greeting Cards
  - c. APSACS Annual Calendar
3. Recognition in newspapers through Academic Achievement Supplements for SSC, HSSC & O Levels results.

## APSACS CLASS AWARDS

APSACS believes in recognition, appreciation & motivation in all areas of a student's performance as it enhances proportionately to positive acknowledgement. Awards and Certificates are an instant acknowledgement and gratification of a student's class work, art work, display of good values or skills etc. without having to wait for formal end of year annual ceremonies.

Class Awards and Appreciation Certificates are awarded in the following categories:

- 
- Good Spoken English
  - Excellent Recitation Quranic Verses
  - Well Mannered
  - Politeness
  - Handwriting Award
  - Shown Most Improvement
  - Art Work
  - Creative Writing Award
  - Map Drawing
  - Neat Notebooks
  - Super Reader
  - Star Performer
  - Discipline
  - Good Listener
  - Perfect Attendance
  - Neat Uniform
  - A1 – Speller
  - Act of Kindness
  - Good Team Member
  - Regular HW
  - Honesty
  - Science Diagrams
  - Work Presentation
  - Independent Learner
  - Sports
  - Helpful and Cooperative
  - Class Champion
  - Project Work



## APSACS STUDENT CODE OF CONDUCT

Every school aspires and strives to develop high moral, ethical precepts, civic sense, academic excellence and dignity in conduct and behaviour of its students. All these attributes are learnt behaviour patterns which are acquired through conscious effort, deliberate/positive reinforcement. Students should be informed regarding what is right, acceptable and productive in our socio-cultural and religious parameters. To achieve the above objectives, a desirable code of conduct is to be inculcated in the students jointly by parents and school. Parents are requested to read and understand the document and help their children abide by the rules and regulations indicated in APSACS Student Code of Conduct.

*APS students are expected to carry themselves with grace and dignity at all times; under all circumstances.* Army Public Schools & Colleges Code of Conduct dictates that all students must display exemplary personal behaviour especially during:

- School Hours
- In-school Transport
- Break and Pack-up Time
- Co-Curricular Activities and Trips
- External Visits
- School Functions (Internal & External)

APSACS is making an effort to promote “Safe Schools” and to provide secure learning environment and exercises ZERO TOLERANCE regarding drugs, substance abuse, possession of arms and ammunition, vandalism, offensive religious, ethnic, social material or Anti-State, Anti-Pakistan / Anti-Armed Forces propaganda / literature. APSACS solicits parental cooperation in making the schools a place where the welfare and safety of every child is guaranteed.

School is a place for teaching and learning and students are expected to:

- attend school regularly
- abide by all school regulations
- come in neat and proper uniform
- be kind, courteous and respectful
- complete all assignments in time
- respect anti –drugs, smoking and weapons policy

- respect the rights of the elders and the opposite sex
- display appropriate, dignified conduct, good manners
- accept responsibility for their own behaviour and actions
- respect the personal belongings and property of others and of the school
- cooperate with school officials in the investigation of any violation of school rules
- refrain from any action, which interferes with other students' safety. Students should respect that girls' and boys' washrooms are "off limits" to members of the opposite sex
- understand that undesirable and unsuitable reading material, books or magazines are not allowed in school
- not to cheat or plagiarize. Students should understand that using unfair means during examinations will result in severe disciplinary action
- display immaculate manners and etiquettes. They must refrain from shouting, hitting, ridiculing, fighting and bullying whistling, use of foul and improper language
- ensure that the supervisors/ chaperones know of their whereabouts at all times
- not to bring money in excess & sharp instruments to the school
- not to bring cell phones on campus without authorization
- avoid putting on jewellery, make up or cosmetics
- not to leave the school premises without permission
- avoid inappropriate dress sense, tight, revealing, see-through, thin dresses are strictly prohibited

#### **Attendance:**

An excused absence is awarded only if requested on an application from the parents/guardians and if required attached with a medical certificate. Continuous Assessment and balanced schooling demand regular attendance. Parents must make an effort to ensure attendance unless circumstances are unavoidable.

#### **Bullying/ Harassment/ Vandalism:**

- school will show zero tolerance to any form of bullying, harassment or vandalism inside the school premises or transport.
- physical retaliation to provocation will be dealt with in the same manner.
- wilful harm to person and property will be considered vandalism.
- zero tolerance for weapons.

**Anti-Discrimination:**

- APS staff extends equal opportunities to all students to participate in educational and school- sponsored activities.
- APSACS Schools and Colleges are equal opportunity providers for staff and student irrespective of their religion, race or gender.

**School Property & Use of Facilities:**

Students should not damage school property. Graffiti on the walls/desks is strictly forbidden. Damage done, even accidentally, will be reported to the class teacher or to the Principal. The damages will be paid by the student responsible.

**Search and Seizure- Students / Lockers/ Storage Spaces:**

- students are responsible for cooperating with school authorities in case of suspicion of possession of illegal /prohibited material.
- school officials, customarily the Principal may conduct two types of searches:

**i. General Search:** The Principal may conduct unannounced general inspections of school property, including desks and storage spaces provided to students by the school, when there is a general notice that such searches may be undertaken.

**ii. Targeted Search:** Area or person under suspicion may be subjected to search; as an extreme measure to recover stolen goods, drugs, tobacco, weapons or contraband items.

**Underage Driving**

APSACS strictly prohibits underage driving outside or close to the school premises and the offenders will be harshly dealt with as per law. Parents are expected to cooperate in this regard. Helmets are must for all APSACS students commuting on Motorbikes so as to avoid head injuries in case of accident.

### **Terms & Conditions for Suspension**

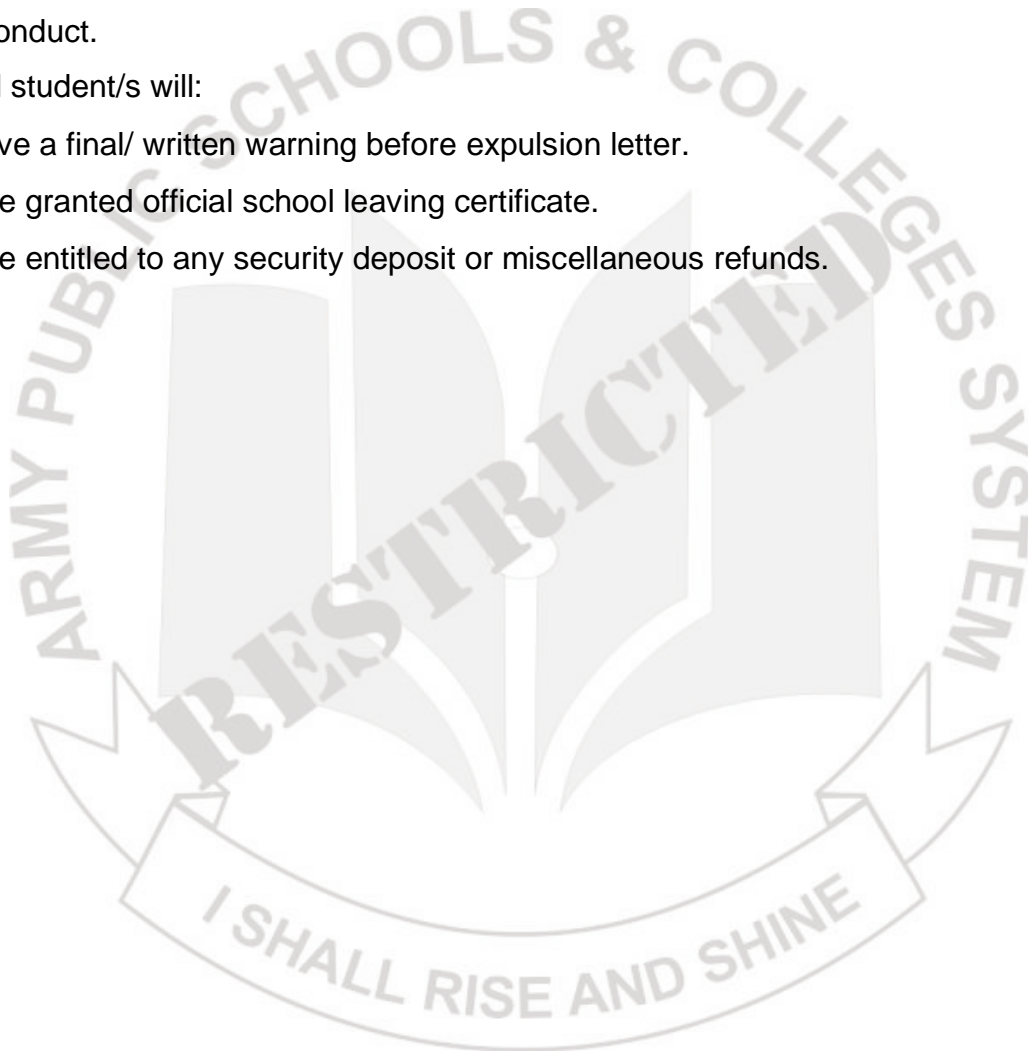
- suspension means that the student will not be allowed to attend the school during the period of suspension.
- suspension period will be marked as unexcused absence.
- suspension form will be filled and filed in Student Dossier.

### **Terms & Conditions for Expulsion**

- school reserves the right to expel a student on any 'extreme first instance' of misconduct.

Expelled student/s will:

- receive a final/ written warning before expulsion letter.
- *not* be granted official school leaving certificate.
- *not* be entitled to any security deposit or miscellaneous refunds.





## **APSACS ANTI CORPORAL PUNISHMENT & CHILD PROTECTION POLICY**

APSACS Secretariat has always aimed at creating safe schools 'for children where they have the freedom to learn, prosper and grow at their own pace. All the schools and organizations working with children have a legal, moral and ethical binding to protect the children within their care from any form of physical or psychological abuse. Humiliating children with the aim of educating them is counterproductive. Humiliation debilitates children more than it helps them learn.

Corporal punishment makes children fearful and ashamed. It does not teach them what is wrong with their behaviour. Disciplined students are a hallmark of APSACS but under no circumstances is the staff allowed to resort to any form of physical, emotional or psychological abuse. Research proves that physical punishment badly tarnishes a child's psychological development. Teachers/staff are strictly forbidden to resort to corporal punishment as means of disciplining.

APSACS holds a *Zero Tolerance Policy* against any form of physical or psychological abuse. A teacher is strictly prohibited to resort to physical chastisement no matter what the case. All forms of corporal punishment are strictly forbidden in the APSAC System. Physical punishments do not improve students' behaviour or academic performance; it rather aggravates the issues. APSACS has laid down clearly defined guidelines, which if ignored or abused, the culprits must be held responsible by the school administration and must face severe consequences including Termination of Service.

APSACS ensures that everything about a school makes children feel as safe and supported as possible in all areas of their development, in all aspects of growing up. This kind of school is termed by APSACS as a Safe School.

Children must be protected from all forms of humiliating and inhuman punishment. The parents, care givers and teachers often need guidance on alternatives to any form of harsh punishments. The starting point is not to replace one form of punishment with another, but to view discipline as a positive not a punitive process and an integral part of the communicative relationship between adult and child. 'Good Discipline' which must ultimately be self-discipline depends on adults modelling and explaining positive behaviour; having high expectations of children's willingness and realistic expectations of

their developmental ability and rewarding their efforts with praise and respect. It is the responsibility of the School Principals to create an environment in which APSACS Anti-Corporal Punishment & Child Protection Policy can be implemented in its true spirit.

APSACS enforces stringent Complaint Procedures and Reporting Mechanism comprising of School Child Protection Committee officially handled by the School Principal and teachers. Parents can lodge written complaint in case of any violation of APSACS Anti-Corporal Punishment Policy by any school official. APSACS Secretariat has put major deterrents in place to check against any violation of students' right to self-defence and self-esteem. The constrictions include Complaint Registers, Visiting Hours displayed by Section Heads/ Principals, Parent Teacher Meeting (PTM), Student Diary and Online Parental Feedback Form on APSACS official website.

APSACS Secretariat has categorically indicated in definite terms that teachers who resort to punishment or display rash behaviour towards students must be strictly checked and counselled by Section Heads, Principals and if the behaviour persists, they should be terminated. Teachers displaying negative tendencies are not to be appointed in any other APSs.

***“TOGETHER WE PLEDGE TO MAKE OUR SCHOOLS, SAFE FOR OUR CHILDREN”.***





# *Positive Parenting*

- Emotional & Behavioural Competence
- Cognitive Competence
- Physical Competence
- Social Competence

## POSITIVE PARENTING

Parental Guidance is an essential component in shaping the child's life. It identifies parenting knowledge, attitudes and practices associated with positive developmental outcomes in children. The approach makes parents more sensitive, responsive and consistent in their interactions with their children. It makes children happier, optimistic and more intrinsically motivated to choose the behaviour that parents prefer. Parents must be a role model for teaching good manners.

A child is the greatest miracle of life and parents must value and cherish the beautiful gift of God. A child is the greatest gift of God bestowed upon any parent. Parenting is a lifetime assignment and a trapeze that demands extreme balance. There are no set patterns, theories or formulae for parenting. Even with the best parenting style, there can be many different parenting practices that can be chosen according to the child's temperament. Parents *can be* teachers; caregivers, cooks, counsellors, workers, chauffeurs and managers. In the early years, parents are the child's first teachers; exploring, discovering and reading together. This bond strengthens and has a strong impact as the child grows into adulthood. Parenting is painstaking and hard yet it is also extremely rewarding. The experience itself enriches and gives focus to parents' lives and grants a feeling of fulfilment. Parents' attitude about education and life greatly influence the child. The role of parents evolves as children grow, yet one thing remains constant; they continue to be the child's **learning models**.

'THERE IS NO SUCH THING AS ONE SIZE FITS ALL APPROACH IN PARENTING.'

### Parental Modelling

There is a strong association between parents and child behaviours. Each child is modelled through personal example and each action of the parents is a teaching model. Parents play a pivotal role in modelling healthy or bad behaviour in their children. The mother typically spends more time with children as compared with the father. Therefore, Maternal Modelling affects children's health and behaviour in a subtle way but its influence may diminish when children get older, independent and mature.



Parents must strive for a well-rounded personality framework inculcating all 4 quotients physical, intelligence, emotional and social in their children. Parental Modelling should include:

1. Emotional & Behavioural Competence
2. Cognitive Competence
3. Physical Competence
4. Social Competence

### **1. Emotional & Behavioural Competence**

Parents help children build and refine their knowledge and skills, charting a trajectory for their health and wellbeing during childhood and beyond. Parents have responsibility to deal with personal pressure and stress in healthy ways. Parents must promote better adjustment and happiness for themselves that will promote critically important habits and skills in children. Arguments, poor communication skills, fatigue and exhaustion due to busy schedules especially with both working parents must be contained. Try not to bring office stress in the home. Raising children is a challenge and even very young children pose constant challenges and threats while being disciplined. Failure to develop regular habits leads to ill-discipline among children. Parents must practice patience, foster responsibility and work together with their children to resolve issues.

They need to distinguish between responsibilities vs. absolute control of their children. Children wither under stress and pressure whenever they are expected to be perfect children. Parents must be a role model in inculcating the habits of cleanliness, orderliness and personal hygiene in your children. Children must be taught to keep their rooms, home and streets clean.

The high rate of competition, sibling rivalry, parental expectations, exam stress and attainment adds to anxiety and stress in the families. Parents should restrict undue direction, protection and intervention. Children have fragile egos, too much direction and dictation multiplies a child's stress and stunts independence. This leads to children lacking basic manners and life skills in later life. Parents must endeavour and play a balancing role to make their child well mannered, sociable and not lonesome, isolated and awkward. A positive family life is built on strong and lasting relationships which are tested from time to time. Families must strive to create a joyful home environment; a treasure of fond memories which parents and children would ardently revisit and fondly look back to.

## **2. Cognitive Competence**

A child can be perfect on paper or on their CV but painful in person. Do not model behaviour detrimental to the child's development. Parents need to teach long term goals to success as they want their child to succeed in life.

All children are different and require parents to work with them accordingly. Children are beautifully designed by nature to direct their own education and life. For most of human history, children educated themselves through observing, exploring, playing, questioning and participating. These educative instincts still work beautifully for children who are provided with conditions that allow them to flourish. Parents should help polish children's gift of imagination, wonder and creativity. Most parents want their children to learn about the world around them, develop their natural talents and interests, and acquire the skills and knowledge they will need to become good citizens and make a decent living. Good education is the best investment for a child but refrain from inducing undue academic pressure. The performance bar of a child needs to be raised occasionally. As parents, respect children's voice but remain assertive.

Fostering independent thinking is an essential parenting tool. Parents need to develop self-efficacy and endeavour to groom thinking, planning, deciding and coping with children who learn by failing, falling, trial and error. Healthy parental involvement and intervention in the child's day-to-day life lay the foundation for better social and academic skills.

## **3. Physical Competence**

Inactivity has a strong association with obesity thus leads to physical and mental health issues in children. Sedentary lifestyle includes excessive TV viewing & computer use. Parents should role model healthy screen time behaviour. Active lifestyle, with less screen time, provide children with significant health benefits e.g. bone density, good motor skills, physical fitness and most importantly emotionally balanced personalities. Parents should try to stimulate an active lifestyle as physical inactivity and sedentary behaviour can be absorbed in children from childhood, passed into adulthood and lead to chronic conditions such as depression, hypertension, diabetes, cardiovascular diseases etc. Constant communication is extremely important for a strong parent child relationship, wellbeing and healthy development.

Encourage and indulge in healthy food and exercises. Create smoke free homes. Do not smoke in the presence of children; this point needs no further elaboration. Compliance and instant appreciation must also be kept in check. Avoid overfeeding and junk food, as it is not a replacement of love and togetherness. Create family time to relax and recharge. Children are inspired through observations of their parent's active lifestyle. Parents should show a close association with physical activity to inculcate it in children. They should constantly amend themselves as children inherit negative habits and emotional patterns.

Endeavour to maintain a well-balanced life and exert to meet parenting challenges with grace. Parents should never give in to the irrational demands of children; do not bend the rules as it may compromise the child's safety. Warn children against fire, water and strangers. Make children aware about crisis and learn Cardio-Pulmonary Resuscitation (CPR) and first aid for extreme medical emergencies.

#### **4. Social Competence**

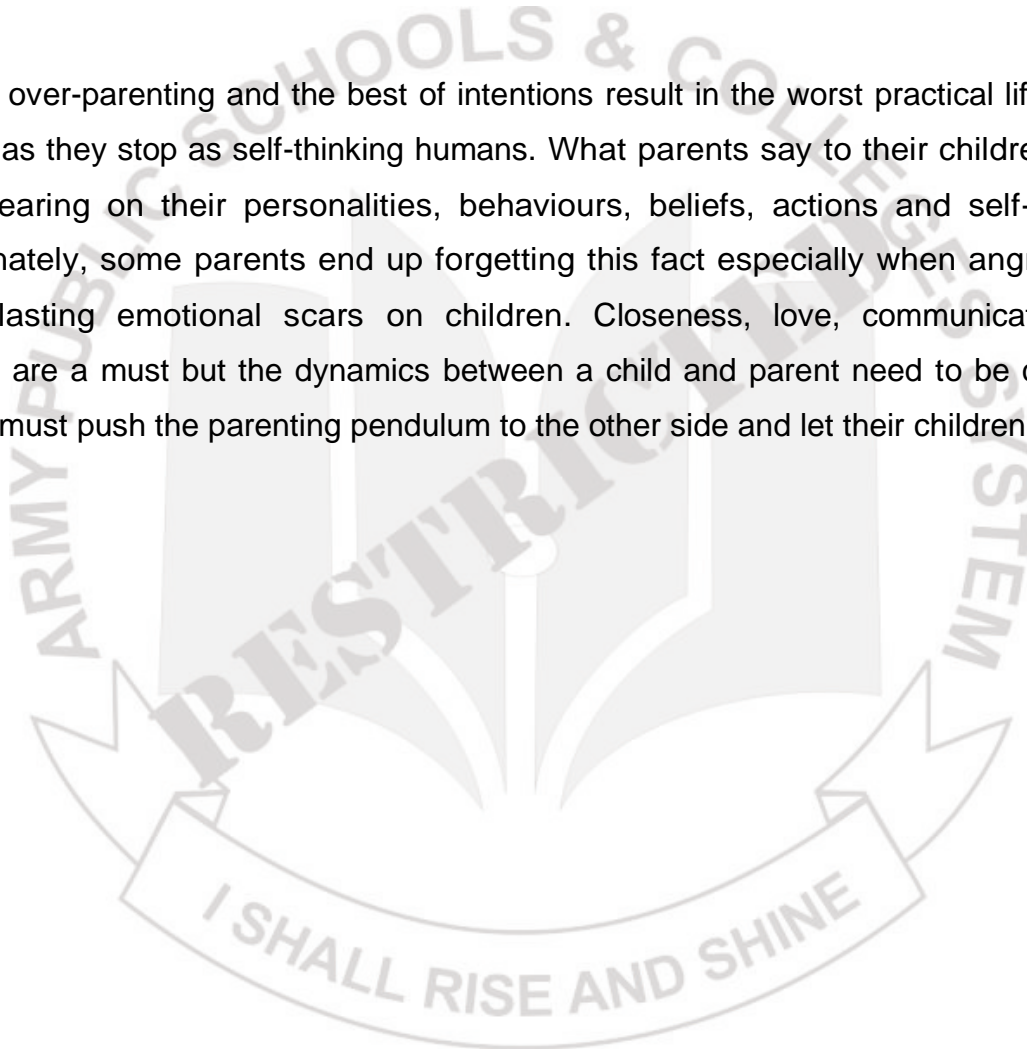
Parents provide the foundation of love, a sense of security and belongingness to their child. They are the architects and conductors of the child's development. They shape and mould children's future. Parents and teachers must teach children the philosophy of respect, human dignity and the sanctity of life. Boys must be taught to respect and protect women no matter who they are. Girls need to be brought up to be strong enough to speak up for their rights and not to fall victim to pressure. There should be a deliberate effort to bring up children in homes where women are treated with respect and men are raised up as true custodians.

God created mothers as a symbol of mercy and the fathers as the encouraging disciplinarian. Parenting choices, priorities and styles are naturally affected by one's own background, circumstances and childhood. Children take time to understand the adult hierarchy and resist giving in easily. Young children can be very smart but not civilized. They are usually pushy and provocative. Children should be made to understand that relationships are complicated and they will need to learn the trapeze of the tight rope of life. Guidance and support are essential for a confident transition into adulthood.

## **Desired Outcomes for Children**

Character Strengths that children must be taught from the early stages are Curiosity, Gratitude, Optimism, Zest, Self-Control, Social & Intellectual Collaboration, Grit, Patience, Perseverance, Resilience and Self-Discipline. Children need to understand that they are responsible for their actions and the bearing of their actions on others. Each action echoes throughout life. Children need to be taught the value of good behaviour and that it leads to good consequences and bad behaviour leads to bad consequences. Inculcate in your child a balance between emotion and motivation.

At times over-parenting and the best of intentions result in the worst practical life for the children as they stop as self-thinking humans. What parents say to their children has a direct bearing on their personalities, behaviours, beliefs, actions and self-esteem. Unfortunately, some parents end up forgetting this fact especially when angry which leaves lasting emotional scars on children. Closeness, love, communication and affection are a must but the dynamics between a child and parent need to be constant. Parents must push the parenting pendulum to the other side and let their children thrive.





## PARENTAL ATTITUDES & PRACTICES

- a. Parents should not segregate between their male and female offspring. Mother and father together should portray the different roles given to men and women to 'bind a family' and make a social fabric'.
- b. Parents need to help children to manage failure as it is a necessary step to success. It is always human to start over again after each failure in life. They need to explain the important fact that failure is not the end; it is always a new beginning. There is a fine line between protecting children from pain and teaching them to handle it; between supporting them where they are and challenging them to stretch themselves; between encouraging them to '*play to win*' and preparing them to handle failure. Children should be made surefooted to pursue the passions and make it the driving force of their life. Children should be taught to live a full life, have goals, be industrious, optimistic, resourceful and brace themselves for failure as a necessary opportunity.
- c. Instil the habit in children to resist temptation as it teaches self-control, confidence and self-reliance. Instant gratification of desires must be checked; children may throw tantrums which need not to be attended to immediately. Delayed gratification teaches that patience always pays off and there are no shortcuts or quick fixes in life. (Mischel, 2016)
- d. Even young children understand the nuisance value of throwing a tantrum and getting what they desire, no matter how unjustified. Don't instantly give in to pressure tactics; parents tend to crack under pressure. With negative reinforcement from parents the tantrum subsides as there is a lot of effort vis a vis the outcome of the tantrum. Young children are primarily controlled by terrible rage, terrible happiness, terrible anger and terrible hunger. The will power of young children is tremendous and is referred to as the wild baboon's blast. Teasing the adults and displaying full-fledged dominant behaviour is an attribute related to our distant behavioural past. Children always pose resistance and over-riding conduct while being disciplined.
- e. Parents should let their child make his/her way in the world and ought not to try to create the best version of themselves in their children. No matter how busy and committed the parents may be with their jobs/commitments they must give enough time talking and listening to their children. Parents must endeavour to create the conditions for the children for a meaningful and rewarding life.

They must encourage their children to be their own best self. Inculcate happiness as a state of positive emotions, engagement, meaning and fulfilment as well as pleasure. Happiness in life comes from love of family that one receives during childhood and it encompasses career, social, physical and community well-being. Help your child to develop the “*Happiness Mindset*” that will get them ahead in their workplace and in life.

*Good Luck & Happy Parenting.*



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## Handbooks by APSACS

- Crisis Management & First Aid
- Guidelines for Establishment of Preschool
- Establishment Of Computer Laboratory
- Staff Handbook
- Co-Curricular Activities
- Computer Literacy Programme (CLIC & Double CLIC)
- Assessments & Examination Policy
- Admission Instructions & Procedures + Admission Tests
- Handshake/ Virtual Handshake Programme
- Mentorship Programme
- Stay Safe & Smile Programme
- Sports Policy
- Cyber Crime Awareness
- Proud Pakistani
- Anti-Corporal Punishment & Child Protection Policies
- Inclusion Programme
- Values Education Programme
- Makerspace Programme
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