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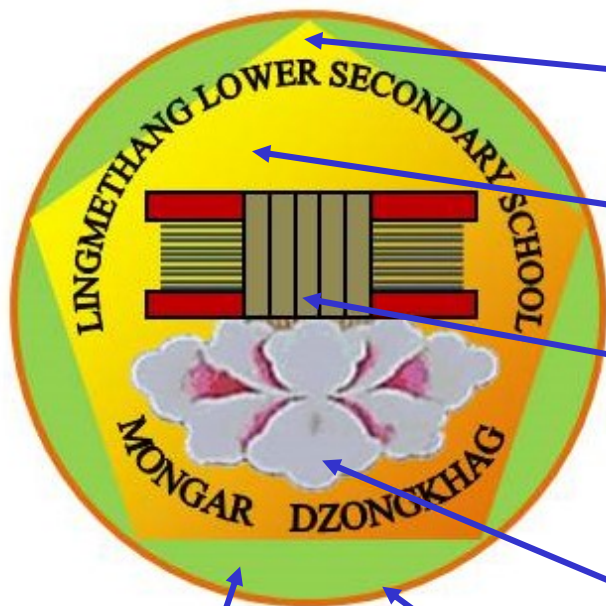


SCHOOL LOGO





Symbolism of School Logo



This edge shows that everything is moving towards right direction.

This yellow color represents our country and its sovereignty

The bound of holy script shows the respect of all the teachers and students towards Buddhism as well as education as a whole.

The blooming lotus shows the progress of the students in their learning.

The orange line shows that the school is united as a very happy family.

The green color shows that the school is working towards the goal of Green School for Green Bhutan.



Foreword

The ultimate goal for educators, schools and other educational institutions and for those who support them is the development of learners. This is dependent on effective teaching, which in turn, relies on the development of effective curricular and supportive teaching and learning environments.

All this can be achieved through the development of sound school management policy. A well written policies and procedures allow all teachers to clearly understand what is expected of them. It is fundamentally important for an institution to develop policy for it decrease the amount of direct supervision by the manager and at the same time increases the efficiency of the work processes.

A policy is a procedure, regulation or administrative action to advance desired outcome. It defines school's guiding principles and provides detail task instructions.

The management hopes that this school level working policy will be helpful to all the users in achieving the desired common goals.



BRIEF HISTORY OF THE SCHOOL

Lingmethang School, established in 1990 was initially located in the present Regional Pig and Poultry Breeding Center. It was then started by a teacher with about 37 students. The school was shifted to present location in 1995. In 1998 the school was upgraded to full-fledged Primary School to cater the Primary Education to the children of Saling Geog.

As per the transition plan of Gyelpozhing Central School to upgrade into the college of Social Science, the school was upgraded to Lower Secondary School in 2017.

Today, besides other sectors such as *Department of Roads, Construction Development Corporation Limited, Basic Health Unit, Agriculture Research Development Sub Centre, Renewable Natural Resources - Extensions Centers, Regional Pig and Poultry Breeding Centers, Mountain Hazelnut Venture Private Limited, Forestry Management Unit, Natural Resources Development Corporation Limited, Thrumsinghla Central Park Range, Gewog, and the business community*, the School also caters the Education to the children of Tshenzibi, Pangsibi, Masangdaza, Jangdung and Menchugang.

The School is located along the East-West highway, about 30 Kilometers from the Dzongkhag Headquarters.

The school serves as a Parent School for three extended classrooms at Tshenzibee (inaugurated on June 07, 2010), Broksar and Saling. The NFE Centers at Lingmethang, Tshenzibee, Zangit-sawa, The Community Learning Center (CLC) and Loden ECCD center are also under the jurisdiction of this school.

Today, the school has twenty one regular teachers and eight support staff headed by Akal Kumar Allay.

School Vision

To be a premium educational center that produces a well-balanced, productive and compatible Bhutanese citizen.

Mission Statement

Lingmethang Lower Secondary School is committed to producing compatible and dynamic global citizen through holistic education, meaningful teaching learning processes in line with Bhutanese culture and values.

School Motto

Together Everyone Achieves More



Goal

1. To accomplish academic excellence through quality teaching-learning processes.
2. To enrich co-curricular activities and providing children with life based skills education, vocational skills and inculcate sense of Bhutanese values through activities such as scouting programmes, games and sports and cultural activities.
3. To bring about the efficient and sound school management procedures through framing the school level working policies in line with the Education directives and policies.
4. To create student friendly support service system and provide reliable pastoral care to the students.
5. To properly use and manage both human and material resources as per the policy of the school.

Objectives

1. To produce excellent result by setting both *curriculum and co-curricular objectives*, *planning* the lesson properly with well written objectives covering all three domains of learning, preparing relevant learning aids and creating conducive learning situation.
2. To deliver *quality teaching* using well written plans fulfilling all the criteria, learning aids and other educational materials which will help to make the lesson simple and effective.
3. To carryout proper *assessment* of the students judiciously using well framed assessment criteria and maintaining proper records of it.
4. To prepare quality questions using the table of specification based on the Bloom's taxonomy of educational objectives and conduct sound *examination* based on the policy.

School Management Policy

To function properly, we have a school management policy. All the works and activities in the school will be practiced through the Sound School Management System.

All the teachers are the part of School Management System involved in either teams, committees or as In-charges. Any activities to be delivered should route through proper channel for successful implementation and outcomes.

The following flow chart shows the school organization.



School Organization

PRINCIPAL

Administrative Services

TRC

VICE PRINCIPAL

SCHOOL MANAGEMENT TEAM
 Chairman: Principal
 Members: HoS, Staff Secretary and a Senior Teacher

ACADEMIC HEAD

NON ACADEMIC HEAD

SSS HEAD

Staff Support and Development

Admission

Assessment and Examination

Library

Literary

NFE/ECCD

Subject Heads

Dzongkha

English

Science

Mathematics

Humanities

Scouting Program

Games and Sports

Culture

Agriculture

Clubs

Career and Counseling

Health Program

Value and discipline

Disaster Management

Store

Furniture and Maintenance

House Advisors



COMMITTEES AND INCHARGES

All the teachers are part of school management system and therefore, involved either in teams, committees or In-charges.

For the school to function smoothly, all the committees or In-charges are accountable and perform their duties as delegated.

A committee consists of a Chairperson and other members while In-charges are sole responsible person for any delegated jobs.

As per the school organization chart, the school consist of only three committee headed by coordinators for academic, non-academic and student support service.

The overall coordinator along with the sub in charges forms the committee with Principal as its chairperson. However, school also has a SCHOOL MANGEMENT BOARD as the immediate governing body and the SCHOOL MANAGEMENT TEAM to support smooth functioning of the school. It is the executive body in the school and makes collective decisions on policy matters.

SCHOOL MANAGEMENT BOARD

The SMB, which is the immediate governing body of a school functions with Principal as the *member Secretary*, Gup as the *chair person* and other members are selected parents from the local community and teachers of the school.

Roles and Responsibilities of the SMB

1. Towards the School, the SMB will;

- a) Help the school to plan and carryout the development of the school and its maintenance
- b) Guide and support the management of the school for proper implementation of government policies and guidelines
- c) Approve the school plans and programmes for future improvement for ensuring provision of quality education.
- d) Mobilize human resources from the community whenever the school needs.
- e) Ensure provision of adequate facilities and recommend the higher authority for action.
- f) Assist in running major school events
- g) Provide directives to the management team and monitor its functions.

2. Towards the community, the SMB will;

- a) Function as a link between the school and the community.
- b) Educate the community in the shared responsibilities in educating their children.
- c) Involve the community in the development and maintenance of the school.
- d) Expedite the national education policy and guidelines.



3. Towards the authorities the SMB will;

- a) Provide feedback on plans and programmes of the school
- b) Estimate budget for long and short-term plans and get approval for them.

Code of Ethics for the SMB

The SMB's individual members are not to interfere in the day-to-day internal school administration. However, the SMB should meet on a quarterly or yearly basis to provide directions, monitor and review the progress of the school.

SCHOOL MANAGEMENT TEAM/HUMAN RESOURCE COMMITTEE

The School Management Team (SMT) or Human Resource Team (HRC) consists of the principal as the chair person and three coordinators of Academic, Non-Academic and Student Support Services and a senior teacher as the members. It is the executive body and ensures the smooth functioning of the school and makes collective decisions on policy matters.

Roles and Responsibilities of School Management Team/ Human Resource Committee

- a) Develop school level policies for various school administrative programs.
- b) Monitor and evaluate programmes and provide support services.
- c) Working out the well-defined job descriptions of In-charges.
- d) Manage situational crises or emergencies of the school.
- e) Implement and monitor progress of school programmes and activities.
- f) Assess and provide feedback on the performance of other in-charges.
- g) Plan and carry out School Level Monitoring and Support Services.
- h) Conduct professional development programmes based on the findings of the SLMSS.
- i) Nominate staff for CBIP/DBIP/TRBIP/NBIP and inform teachers accordingly.

Roles and Responsibilities of a Principal

1. Leadership

- 1.1 To represent the authorities (Dzongkhag/MoE)
- 1.2 To execute managerial functions
- 1.3 To build team spirit amongst the staff

2. Culture Building

- 2.1 Develop a school management policy based on;
 - 2.1.1 Participative management with collective decision making and goal setting.
 - 2.1.2 Collective planning, implementing, monitoring (SLMSS), and review system.
 - 2.1.3 Cultivating leadership roles in the staff members
 - 2.1.4 Fostering a climate of openness.
- 2.2 Enforce cultivation of Bhutanese values in the school.
- 2.3 Implement policies and feedback system.
- 2.4 Ensure continuity of programmes on change of leadership



- 2.5 Develop policy of collective goal setting, planning, implementing, monitoring, and reviewing for;
- 2.5.1 Curriculum implementation
 - 2.5.2 Student support services
 - 2.5.3 Staff development programme
 - 2.5.4 Overall school development
 - 2.5.5 Maintenance of school properties
 - 2.5.6 Use of SDF
 - 2.5.7 Organizing programs such as CCAs, vocational, clubs, and scouting activities.
- 3 **Instructional Responsibilities**
- 3.1 Carryout the responsibilities of a teacher
 - 3.2 Provide instructional leadership and role model
 - 3.3 Initiate research on teaching learning and related areas
 - 3.4 Monitor and provide professional support services.
- 4 **Responsibilities towards the Dzongkhag**
- 4.1 Implement the directives of the Dzongkhag
 - 4.2 Provide feedback and propose creative educational programmes
 - 4.3 Submit plans and reports on time
 - 4.4 Apprise the Dzongkhag of events in the school.
- 5 **Responsibilities towards the MoE**
- 5.1 Implement policies and programmes
 - 5.2 Provide feedback and propose creative programmes
 - 5.3 Submit reports and plans on time.
 - 5.4 Appraise Ministry of Education of events in the school
- 6 **Responsibilities towards the school staff**
- 6.1 Orient staff to the school culture
 - 6.2 Assign responsibilities to the staff
 - 6.3 Monitor the staff, and provide support services
 - 6.4 Appraise the staff of their performance
 - 6.5 Provide professional development
 - 6.6 Look after the welfare of the staff and their families.
- 7 **Responsibilities towards the students**
- 7.1 Take care of students and their needs
 - 7.2 Provide wholesome education through meaningful programmes and activities
 - 7.3 Provide relevant student support services
- 8 **Responsibilities towards the community**
- 8.1 Maintain sound community relationship
 - 8.2 Be sensitive to community needs.
 - 8.3 Be an agent of community development
 - 8.4 Enlighten the community on government policy directives
 - 8.5 Encourage community participation in the school.



Roles and Responsibilities of a Teacher

1. Instructional responsibilities

- 1.1 Study polices on curriculum implementation
- 1.2 Set long-term and short-term goals
- 1.3 Plan daily lessons using a variety of methods and strategies supported by relevant TLMs.
- 1.4 Prepare daily lessons objectively through reading and selecting additional information.
- 1.5 Design tasks and ELAs for students
- 1.6 Teach students to;
 - 16.1 Learn subject related concepts, skills, values and attitudes.
 - 16.2 Maximize interactions in the class
 - 16.3 Monitor own learning through formative assessment.
- 1.7 Assign challenging tasks and monitor progress.
- 1.8 Provide extended learning activities to reinforce learning.
- 1.9 Use standard criteria to assess students work and provide feedback.

2. Classroom Management

- 2.1 Create conducive teaching learning climate.
- 2.2 Organize classrooms appropriately
- 2.3 Display charts and other aids in the class
- 2.4 Maintain appropriate discipline in the class

3. Curriculum Development

- 3.1 Implement curriculum based on the policy guidelines.
- 3.2 Provide feedback for implement to the REC.
- 3.3 Participate in curriculum development at the national level.

4. Assessment

- 4.1 Plan student assessment and examination
- 4.2 Use test blue prints/table of specification to design exam questions.
- 4.3 Design reliable and valid assessment tools
- 4.4 Assess students' work based on standard criteria
- 4.5 Analyze results of tests and exams.
- 4.6 Provide feedback to REC and BCSEA to improve the examination system.

5. Student Support Services

- 5.1 Be sensitive to the needs of students
- 5.2 Take care of students
- 5.3 Guide students in the academics and career choices
- 5.4 Protect students against social ills.

6. Other Education Program (CCAs)

- 6.1 Set goals for CCAs
- 6.2 Implement activities
- 6.3 Study the impact of programmes on students
- 6.4 Provide feedback objectively.



7. Total School Effectiveness

- 7.1 Develop a sense of belonging and ownership
- 7.2 Be responsible for delegated schoolwork or activity.
- 7.3 Contribute to team efforts to achieve school goals.
- 7.4 Assist in the management of the school.

8. Community Service

- 8.1 Establish and maintain community relationship
- 8.2 Be sensitive to community needs
- 8.3 Be a agent of community development

9. Professional Development

- 9.1 Exhibit sound knowledge and teaching skills
- 9.2 Apply various teaching methods and strategies
- 9.3 Seek professional support from senior colleagues.
- 9.4 Share new ideas with colleagues
- 9.5 Keep updated by reading educational materials, and attending workshops and seminars
- 9.6 Seek support to enhance professional competencies.

10. As a Bhutanese citizen

- 10.1 Be a Bhutanese role model
- 10.2 Preserve and promote Bhutanese culture
- 10.3 Provide citizenship education
- 10.4 Be loyal and dedicated to Tsa-Wa-Sum



Roles and Responsibilities of Captains/Office Bearers

The following shall be observed by all the captains while they are in the school premises so as to function the school smoothly.

- a) Help principal, teachers to disseminate the school laws/rules to rest of the children
- b) Assist ToD and House advisors to carry out social works, SUPW and any other activities in the school
- c) Attend meetings and inform rest of the students about what has been resolute in the meeting
-source of information
- d) Take care of small kids and help them in staying in the line during morning assembly and any other gathering
- e) Help ToD to conduct assemblies
- f) Take attendance and inform the ToD/house advisor about absentees
- g) Act as a bridge between rest of the children and principal/teachers
- h) Prepare national flag for hoisting before the morning assembly and lower at 3:15 pm and reach to the office
- i) Be role model to the rest of the children
- j) Shall wear the tag all the time
- k) Shall not misuse their right as captain
- l) Shall not settle major dispute



Roles and Responsibilities of School Care Taker

The school care taker will observe the following norms for the smooth functioning of the school. He/she will:

- a) Take care the inner cleanliness of office and staffroom
- b) Maintain Bhutan Standard Time strictly and ring the bell accordingly to inform the school as per the schedule.
- c) Carry out minor maintenance job in coordination with the maintenance club
- d) Ensure that the flowers and hedges around the school are pruned and watered timely
- e) Will be available in the school at all times.
- f) Do not allow visitors to visit the school carrying any forms of weapon including the sword or sickle for security reasons.
- g) Guard the school at night so that the trespasser does not pose any damage to the school property
- h) Inform the principal/ teacher if any new faces are seen loitering in the campus without informing any body
- i) Ensure that no animals are entered in the school premises and damage the school agriculture field
- j) Do not allow the visitors to visit the office in casual dresses except the uniformed ones
- k) Arrange the sound systems for the assembly in the working days, during gatherings and important school functions.
- l) Serve as cyclostyling in-charge and ensure that the question papers and other teaching materials are printed as requested by the teachers.
- m) Ensure that the lights are on at night and off early in the morning
- n) Office, staffroom and classes are opened and locked at the right time
- o) To look after the school and ensure safety and security of the school infrastructure (including the staff residence) and property during vacations.
- p) To receive important telephone calls during the holidays/vacations/in absence of the principal and inform the principal for instant actions
- q) To verify and receive goods/stationery with the challan or bills from the supplier and receive porter charges for the loads received for other neighboring schools in absence of the store in-charge and during the vacations.



JOB DESCRIPTION

All the members of teaching staff are bestowed upon different responsibilities for the smooth functioning of the school. Besides their specific roles and responsibilities, everyone is expected to carry out the job delegated to them with utmost sincerity. To carry out one's job efficiently, we have the job description for each of the job as described below.

The In-charges of each job holders are also required to plan an action plan. This will ensure proper ways for carrying out the activities and engaged children all year round in acquiring new skills.

1. Academic Head

The Academic Head is a key educational leader in the school. S/he is also the Vice Principal and is directly accountable to the Principal. They work as leaders of a team of staff and they themselves are integral members of the curriculum team. As key leader within the school, they are expected to show initiative, be a visible presence, and be exemplary communicators within their own key learning areas and in the school community.

Academic Head is responsible for effective curriculum delivery, the achievement of departmental goals, learning outcomes and the meeting of targets and benchmarks. They have a key role in the development of a positive work environment – one that is innovative and responsive to student needs. They are expected to be careful stewards of school assets and effective managers of budgets. They work with the leadership team to achieve the school's vision and mission.

The Academic Head will provide leadership and management in the areas of

A) School ethos, vision and goals by

- i) Maintaining and strengthening the philosophy of the school
- ii) Assisting in school planning
- iii) Making informed and positive contributions to the planning and development of school initiatives
- iv) Being a positive and proactive member of the curriculum team

B) Human Resource Management by

- i) Developing positive working relationships with and amongst colleagues
- ii) Being proactive in the support of colleagues in both academic and behaviour- related matters (when the behaviour is particular to the specific subject area)
- iii) Supervising performance and progress of colleagues
- iv) Promoting professional development of staff
- v) Inducting new staff members
- vi) Assisting and mentoring pre-service teachers
- vii) Participating in appraisal processes
- viii) Delegating tasks as necessary and/or appropriate



C) Curriculum and pedagogy by

- i) Determining annual goals and related targets
- ii) Setting appropriate standards and benchmarks in curriculum areas, and analyzing, preparing and presenting data to demonstrate achievements of cohorts in test and tasks, and learnings
- iii) Demonstrating exemplary teaching practice
- iv) Recognizing and catering for a diversity of learning styles
- v) Demonstrating a thorough understanding of the syllabus requirements for all relevant subjects
- vi) Demonstrating an understanding of current trends in education
- vii) Developing a responsive and appropriate curriculum
- viii) Overseeing the preparation and implementation of work programs, study plans and other courses of study within the relevant subject areas
- ix) Planning, implementing and overseeing assessment
- x) Ensuring the requirements of MoE and REC are met
- xi) Ensuring student records are maintained
- xii) Demonstrating a thorough understanding of the nature of learning
- xiii) Ensuring the provision of supportive and challenging environments that optimize learning

D) Resource Management by

- i) Preparing and monitoring budget
- ii) Planning, maintaining, building and deploying resources
- iii) Taking responsibility for textbooks and stationery requirements

E) Communication by

- i) Representing the relevant curriculum area/s within the school and in the wider community.
- ii) Participating in professional activities outside the school.
- iii) Ensuring that teaching resources are made available to colleagues.
- iv) Organizing regular meetings and circulating information.
- v) Identifying and monitoring students at risk.
- vi) Encouraging and fostering positive relationships with staff, students and parents.
- vii) Being proactive in conflict resolution.
- viii) Providing leadership and support in the area of student/teacher interaction'
- ix) Meeting regularly with staff.
- x) Providing the principal with minutes of curriculum area meetings

F) Occupational Health and Safety

- i) Academic Head is expected to ensure that Risk Management Assessments are undertaken as and when required for the safe delivery of curriculum and other activities.
- ii) They are expected to be proactive in observing work place practice, facilities and potential hazards and to report any risks to the school management.



2. Head of Department (Subject/ Group of Subjects)

Heads of Department are expected to work together with the school educational leadership to ensure high standards of teaching and learning practice and processes while being guided by the Academic Head and Principal.

The duties and responsibilities of a Head of Department shall include the following:

- a) Performing the duties of Teacher (see Job Description of a Teacher) and Head a Department for a particular subject or group of subjects.
- b) Actively assisting the Head of School in ensuring the good professional practice, standards, and quality of teaching and learning of subject/s through proper dialogue with the class teachers and, under the direction of the academic head or the principal to promote a healthy process of reciprocal informal observation of class teaching practices.
- c) Advising and contributing to curriculum development at school and system level under the direction and guidance of the Royal Education Council and Dzongkhag Education Officer.
- d) Coordinating the teaching and learning of the subject/s for which one is responsible.
- e) Setting examination papers, coordinating marking schemes and moderating examinations and assessment processes at one's school as well as in the cluster schools.
- f) Ensuring timely and adequate provision of textbooks, materials, and equipment required for the effective teaching of the subject in the schools.
- g) Ensuring that the maintenance and upkeep of equipment related to the subject at school is regularly carried out.
- h) Preparing specifications and budgets for the requirements of the subject specific teaching tools and equipment, including laboratory equipment.
- i) Mentoring other teachers in the subject/level of their specialty.
- j) Holding and leading regular departmental meetings and ensuring the keeping of minutes.

3. Staff Secretary [Staff Support and Development]

The duties and responsibilities of the staff secretary are;

- a) Acts as a liaison between teachers and administrators.
- b) Responsible for scheduling and maintaining calendar, appointments and meetings for administrator/ staff, and keeping accurate record of activities.
- c) Coordinates and organizes conferences, workshops, in-services or meetings.
- d) Coordinating all calendars, arranging for rooms, setup, and refreshments, procuring and arranging for delivery of equipment and materials needed.
- e) Coordinating registration, preparing and providing invitations during important school functions/events.
- f) Researches information using a variety of resources, and provides follow-up reports.
- g) Coordinates travel arrangements for staff.
- h) Prepares agendas, minutes and other meeting-related materials.
- i) Keeps statistics and prepares reports as necessary.
- j) Assists principal in performing other record keeping functions as required.
- k) Maintains an effective communication link between staff and those contacted during the normal course of duties.



- l) Interprets and explains school policies and procedures to the public, parents, students, or other staffs.
- m) Prepares and coordinates internal communication system by preparing newsletters or bulletins.

4. Class Teacher

- a) Maintaining of attendance register
- b) Responsible for maintaining discipline of the class.
- c) Approval of short leave.
- d) Take necessary actions against absentees
- e) Collection of fees and depositing to the school office on time.
- f) Compiling progress report card.
- g) Provide feedback with regard to overall performance of the students to both the parents and students themselves.
- h) Compiling the required statistics of the class.
- i) Delegating necessary responsibilities to the students whenever required
- j) Build expectations according to their abilities and provide help accordingly.
- k) Give counseling whenever required.
- l) Assure care of the classroom, classroom furniture and electrical fittings.
- m) Reinforcement of the announcement made in the assembly.
- n) Respect the students' feelings and attitude
- o) Inculcate healthy habits among the students
- p) Motivate in class competitions
- q) Cleanliness and arrangement of the classroom.
- r) Above all, class teacher need to play a leadership role. The class teacher is the captain of the class.

5. House Advisor

- a) Encourage all the students to take part in the school activities
- b) Ensure that every member of the house gets equal opportunity to participate in the activities
- c) Give pastoral care to the house members.
- d) Teach necessary skills to the members with regard to the competition/activities.
- e) Supervise children's work during the house activities except morning social work.
- f) Take attendance and maintain proper record of the member's participation and contributions.

6. Club Advisors

- a) Prepare detail action plan for the club activities
- b) List goal and objectives of the club
- c) Requisite or collect required materials for the club
- d) Estimate budget requirement and submit to the office for approval.
- e) Guide and motivate the club members in learning new skills
- f) Ensure active participation of all the members
- g) Encourage the club members to carry out their activities beyond the club sessions.
- h) Incorporate the annual club activities with school calendar
- i) Keep necessary records of the club activities organized for future references.



- j) Submit the report after the conduct of the activity.

7. Nazhoen/NachungLeader

- a) Discuss and study the feasibility of starting school based scout programme
- b) Survey the number of interested students
- c) Prepare detail action plan for year round scouting activities.
- d) Form a school level scout troop
- e) Write to the BSA for formal registration through the office of the DSA after forming the troop
- f) Forward the list of outstanding scouts to the DSA and BSA through the principal
- g) Infuse all the scouting activities with life skills Education and Risk Management.
- h) Prepare Troop Meeting Plan for each troop meeting.
- i) Conduct advancement test and other proficiency activities to award badges (both proficiency and efficiency) whenever required.

8. Librarian

- a) Classify books according to the different level.
- b) Keep record of issue and receive of books.
- c) Make aware of the students on how to handle and take care of the books.
- d) Keep records of the books available.
- e) Maintain proper records of magazines, newspaper and other periodicals.
- f) Plan and initiate activities to encourage reading habits among the students.
- g) Collect fines of the lost books and maintain records.
- h) Make sure that existing books are available to all the students and teachers at any time.

9. Literary In-charge

- a) Plan and organize various literary activities as per the calendar.
- b) Appoint impartial judges
- c) Maintain records of different literary activities.
- d) Inform the activities in advance to allow enough time for preparation.
- e) Collect the list of participants in advanced and keeps record.
- f) Ensure equal opportunity for all the students.
- g) Collect written materials such as poems, story, essay, letters, news, cartoon etc. from the students and display in the form of wall magazine.
- h) Encourage children to prepare written portfolios to inculcate reading habits.

10. Games and Sports In-charge

- a) Inform the students regarding the activities as per the calendar
- b) Draw fixture for the competitions
- c) Conduct any games and sports activities as per the standing rules.
- d) Maintain proper records of the activities conducted.
- e) Requisite the required games and sports materials through school office.
- f) Promote sense of sportsmanship and competition amongst the students.
- g) Make students aware of the latest rules and regulations of various games and sports.
- h) Participate in other cluster and Dzongkhag level competitions.



11. Agriculture In-charge

- a) Prepare annual agriculture action plan.
- b) Organize various activities to encourage agriculture farming amongst the school students.
- c) Place orders and purchase seeds, fertilizer and other chemicals if required.
- d) Make land distribution plan and distribute it amongst the houses.
- e) Maintain records of agriculture input and output.
- f) Submit report of the agriculture activities to the concerned authorities as required.
- g) Maintain proper records of agricultural tools and implements.

12. School Health In- charge

- a) Requisite the required medicines
- b) Administer First-aid whenever required
- c) Depending upon the seriousness of the problem, send them to the BHU/hospital with a guide.
- d) Coordinates Health personnel visits in the school.
- e) Keep proper record of the iron tablets, vitamins and deworming consumed by the students in their respective Health book.
- f) Keep the student's health book and give it to the children when they need to visit BHU/hospital.
- g) Help in maintaining the cleanliness of the campus and personal hygiene of the students.
- h) Organize competitions on health issues.
- i) Create health awareness by inviting Health workers during the global days as guest speakers.
- j) Paste health messages at a strategic place to promote health and hygiene.

13. Cultural In charge

- a) Plan all cultural activities to be carried out within the academic year with specific objectives.
- b) Coordinate traditional chardy in the school whenever required.
- c) Teach DriglamNamzhag (Bhutanese etiquette) and cultural values to the students.
- d) Organize competition amongst the students/houses.
- e) Coordinate cultural shows to public for fund raising.
- f) Help and correct the pronunciation of the prayer.
- g) Explain the importance of different prayers to the students.

14. Furniture In charge

- a) Keep good record of furniture received and issued.
- b) Distribute and delegate responsibilities of the furniture to the concerned class teacher.
- c) Make annual requisition of furniture
- d) Label the furniture and issue accordingly
- e) Keep record of furniture in need of repair
- f) Minor repair or maintenance of furniture.



15. Store In-charge

- a) Keep good and healthy record of the goods received and issue.
- b) Maintain the stock and issue register for textbooks and stationeries properly.
- c) Issue the required text books and stationeries to the teachers and students after obtaining an approval from the Principal.
- d) Requisite the required text books and stationeries in consultation with the teachers and office at the end of the academic year.
- e) Liaise with the SMB and coordinate the lifting of the school loads.
- f) Keep the staff and the principal informed of the stock updates.

16. Assessment and Examination Controller

- a) Coordinate examination related meeting whenever required.
- b) Coordinate examination hall arrangement.
- c) Draw up the seating arrangement for the examination with necessary plan
- d) Declare the examination time table in consultation with the Principal
- e) Prepare invigilation roster.
- f) Maintain all forms of examination records within the school.

17. Crockery In-charge

- a) Keep good and healthy record of the goods received and issues
- b) Maintain the stock and issue register for utensils properly.
- c) Issue the utensils to the teachers/outsidersonwheneverrequired and maintain records.
- d) Purchase utensils required from the fund generated from the home making club.
- e) Keep the management informed of the stock updates.

18. Administrative Assistant

Administrative Assistants under direction, performs a variety of clerical and secretarial functions to support school office programs and performs other related duties as required.

The administrative assistant is expected to perform assignments independently with increased responsibility for results and outcomes. S/he is directly responsible to the Principal and the school management.

The duties and responsibilities of the administrative assistant are;

A) Recordkeeping/Database Management

- i) Responsible for establishing and maintaining office filing and recordkeeping systems.
- ii) Maintains complex records and databases detailing department activities; proofreads data and resolves discrepancies.
- iii) Keeps statistics and prepares reports as necessary.
- iv) Initiates and completes forms which include work orders, purchase requisitions, deposits, invoices, online supply orders, conference/travel claims, mileage claims, time sheets, and other related forms.
- v) Collects purchase orders and/or levies to forward to dzongkhag finance section for payment or reimbursement.
- vi) Monitors income and expenditures, maintains accounting and auditing requirements



vii) Assists principal in performing other record keeping functions as required.

B) Document Preparation

- i) Creates, formats, updates, and prepares printed materials including letters, memos, staff reports, handbooks, manuals, certificates, contracts, evaluation/assessment forms, flyers, and other documents
- ii) Answers routine correspondence, prepares reports from straight copy, rough draft, recordings, or oral instruction
- iii) Edits documents insuring consistency with standard format; maintains database files for use in completing reports and projects related to specific department needs; updates records for use by administrator or supervisor.

C) Communication/Customer Service

- i) Maintains an effective communication link between department and those contacted during the normal course of duties
- ii) Initiates, receives, and reroutes phone calls.
- iii) Prepares letters or memos as necessary
- iv) Assists and advises visitors, parents or customer inquiries.
- v) Acts as a liaison between teachers and administrators.
- vi) Receive mails and emails and inform the principal for further instructions.
- vii) Directs parents or visitors to appropriate person or department as needed.
- viii) Interprets and explains school policies and procedures to the public, parents, students, or other staffs.
- ix) Processes payments for any procured materials in consultation with concerned in-charges.
- x) Coordinates scanning, printing, collating, binding, and distributing materials.
- xi) Operates standard office equipment and independently performs various assignments for school office.
- xii) Prepares and coordinates internal communication system by preparing newsletters, flyers, and/or bulletins.

19. IT Lab Assistant

IT lab assistants typically work in **computer labs** and help teachers to deliver courses by offering assistance. They may need to resolve occasional IT problems encountered by students or staff members, as well as ensure that **computers** are not used for malicious intent.

- i) Responsible for the maintenance and operations of computer labs.
- ii) Assist lab users with computer-related issues such as creating user log-on accounts and passwords, trouble-shooting equipment problems and using other lab equipment such as printers and copiers.
- iii) Operation of the computers and the network.
- iv) Supervision of lab equipment and facilities.
- v) Keeping records of equipment and lab supplies.
- vi) Maintaining the security of the lab.



- vii) Assist students in the lab by demonstrating the proper use of the equipment and how to use the hardware and software to finish assignments.
- viii) If any system or technical problems arise, the computer lab technician may be called to provide assistance such as clearing paper jams in printers and copiers, refilling ink toners and supplying paper.
- ix) Responsible for the cleanliness of the lab to ensure safety and proper working conditions for the lab users and proper maintenance of the computers.
- x) Prepare the computer lab schedule, provide backup of software and perform equipment repairs or arrange for repairs to be completed.
- xi) Responsible for the budget of the lab such as purchasing supplies and researching and purchasing replacement equipment.

ROLES AND RESPONSIBILITIES OF THE COMMITTEE

A. Admission Committee.

- 1) Set criteria for admission keeping in line with the government and school level admission policy.
- 2) Inform the suitable day/date for admission to the public through the school office.
- 3) Request the presence of representatives from the SMB and health through the school office.
- 4) Ensure all the documents are present during the admission.
- 5) Verify the genuineness of the documents and the admission forms.
- 6) Enter the names of the admitted students in the school admission register.
- 7) Collect the fees, keep record and deposit to the school office.
- 8) Inform class teacher about the admitted student(s)

B. Assessment and Examination Committee

- 1) Notify the dates for preparation of question papers as per the examination work plan.
- 2) Form moderation/assessment group as per the teaching subject and carry out moderation/evaluation of question papers/answer scripts.
- 3) Store the printed question papers under safe custody.
- 4) Collect the consolidated mark list for all the classes and review the results in consultation with class teacher and subject teachers.
- 5) Check the authenticity and sign the consolidated mark sheet and return back to the concern teachers for final preparation of results.
- 6) Maintain question bank in the school.
- 7) Preserve the marked answer sheets for a minimum of one academic year for necessary references.



- 8) Supervise/assist printing, compiling and counting of the papers along with the concerned subject teacher.
- 9) Decision making in case of violation of rules during examination.
- 10) Conduct examination as per the directives in a fair way.
- 11) Help examination coordinator carry out examination analysis.

C. Discipline Committee

- 1) Set the disciplinary rules.
- 2) In case of serious violation of the school rules, discuss and decide the consequences.
- 3) Counsel the children whenever required
- 4) Inform the parents of the child about the problem and seek advice.
- 5) Make children aware of the student's code of conduct.
- 6) Maintain records of students' offence and decision taken there upon whenever necessary.

D. Student support services committee

- 1) Draw up an action plan and initiate activities to provide support services to the students both academically and non-academically.
- 2) Implement the planned activities and review the effectiveness of the programs.
- 3) Be a media to provide information on any child whenever required.
- 4) Provide career guidance to the children.
- 5) Keep proper records of the services provided for future references.
- 6) Work closely together with other in charges/ group/ committee/ teachers and identify the children requiring the support and services.

E. SDF Committee

- 1) Collect all types of approved fees and contributions from the class teachers and maintain proper records of the same.
- 2) Scrutinize the budget requirements of various committees and in-charges and sanction the budget from the school fund wherever applicable.
- 3) Verify the bills submitted by the other committees and the In-charges and maintain proper expenditure records.
- 4) Through the principal, claim and reimburse the budget from the Dzongkhag.
- 5) Seek approval from the Dzongkhag and plan fund raising activities within the school/locality.
- 6) Maintain proper records of the fund raising programs with relevant documents.
- 7) Deposit any kind of revenue to the Dzongkhag within the stipulated time.
- 8) Prepare annual budget for the school in consultation with the principal.

F. Celebration and Purchase Committee

- 1) Develop action plan for all the events to be celebrated in the school with budgetary estimates.
- 2) Inform the school and locality about the celebration in advance.
- 3) Celebrate the event with proper job delegation.
- 4) Submit the report on the celebration to the Dzongkhag and other relevant authorities through the principal.
- 5) Purchase necessary particulars required for the celebrations and clear the bills accordingly.



G. Academic Committee

The academic committee ensures that teacher;

- 1) Study polices on curriculum implementation
- 2) Set long-term and short-term goals
- 3) Plan daily lessons using a variety of methods and strategies supported by relevant TLMs.
- 4) Prepare daily lessons objectively through reading and selecting additional information.
- 5) Design tasks and ELAs for students
- 6) Teach students to;
 - 6.1 Learn subject related concepts, skills, values and attitudes.
 - 6.2 Maximize interactions in the class
 - 6.3 Monitor own learning through formative assessment.
- 7) Assign challenging tasks and monitor progress.
- 8) Provide extended learning activities to reinforce learning.
- 9) Use standard criteria to assess students work and provide feedback.



School Code of Conduct (Behaviour)

We aim to nurture our students into well-rounded citizens. This requires an environment conducive for better teaching learning and positive student-student, teacher-teacher- and student-teacher interactions. To achieve this, our students need to follow the school Rules and Regulations and student code of conduct which will govern them at all times on campus or off campus, or while in the control of school staff members regardless of whether on or off school premises, or at a school-related activity, regardless of location.

The school general rules include the following;

Dress Code

1. The students need to properly and appropriately dressed
2. Be in school uniform during the school hours and school functions. No half ghos and kiras. Participants for the sporting events must be in sports uniform.
3. Do not wear expensive ornaments in school.

Attendance

4. Class teachers/subject teachers/substitute teachers/housemasters will mark attendance in the class, SUPW periods, House and class activities and other school events. So be present for the same.
5. At least 90% attendance is required in each subject to be eligible to sit for the examination.
6. Attendance is tied to continuous assessment leave.

Leave

7. If you have to leave the school campus during school hours (8:00 am to 4:00 pm), get permission from the class teacher or ToD.
8. If you are unable to come to the school, submit the leave application to the class teacher countersigned by the parents.
9. If you need to go to ORC, BHU or hospital, inform the Health in-charge and collect your health book.
10. Upon return from the hospital, hand over the health book to the health in-charge for safe custody.

Timing

11. Everyone should strictly adhere to the school timings.
12. Report to the school before the first bell (7:50 am)
13. After the school activities are over, do not stay at the school. Go home.

Personal Hygiene

14. Nails to be cut short
15. Hair to be trimmed properly
16. Dress should be neat and tidy



Substance Abuse and Gambling

17. Consumption of intoxicants like chewing doma, drinking alcohol, smoking, chewing any kind of tobacco, etc. is strictly prohibited.
18. Gambling is not at all permitted.

Care of School Property

19. Take care of the school properties. Damaging or destroying school property, private/public property on school campus would entail disciplinary action plus bearing the cost of the repair or replacement.
20. Damaging or destroying property belonging to school staff member whether on or off campus would invite disciplinary action.
21. Do not scribble on the walls of school buildings, desks, tables, doors, blackboards, roads, etc. Do not spit inside the building or classrooms.
22. Do not play with electrical appliances and furniture.

Any tools or equipment borrowed for any activities should be returned to respective In-charges. In case of a loss or damage, the borrower will have to pay the cost.

Proper Behavior

We expect our students to behave in a positive manner that reflects highly of them, their families, the school, and the young people in general. As such the staff reserves the right to discipline students for inappropriate behavior in classrooms, hall ways, school campus, play fields and office areas.

Further;

23. Everyone is expected to have respect to each other with an attitude of 'brotherhood' and avoid using foul languages at all times.
24. We, being the Bhutanese should have trust and believe in our strong ethic 'Pha Da Bu GiDamtsig' and 'ThaDamtsig Lay Jumdau'. Therefore, in turn we should have honesty, sincerity, loyalty and dedication to the TSA WA SUM.
25. Entry into schoolrooms designated as 'unauthorized area' is forbidden. Unauthorized areas include the school office during examination, the bookstore.
26. Do not shout/howl and whistle within the school premises.

Academic Misconduct

27. Avoid cheating in the exams or when working on projects/assignment.

Examination Rules

28. The rules listed under 'Notice to students' must be strictly adhered to. (*Refer Examination Policy*)

Homework/Assignments/Projects

29. Submit all homework, assignments and project reports on time.
30. Do not make parents and elders in the family do your projects, assignments and homework.
31. Take careful note of comments given by the teachers in your notebooks, homework, assignment and project reports.



Use of the Library

32. Take care of the library books. You are not to deface or mishandle the books.
33. Maintain silence while in the library.
34. Return the books on or before the date specified by the Library In-Charge, failing which you pay a fine.
35. Under no circumstances, the reference books are to be taken out of the library.
36. Put back the books in the same spot from where you have taken them after reading and looking up information.

Consequence for Breach of Rules

37. The kind of disciplinary action taken will rest on the nature and the severity of the offence. The following are possible disciplinary actions that may be taken.
 - a) Detention with social work and warning letters.
 - b) Parental contacts
 - c) Indefinite suspension with referral to parents.
 - d) Police investigation of illegal activities
 - e) Fine for property damage
 - f) Detention after school.



GENERAL POLICIES



1. Admission
2. Assembly conduct
3. Assessment
4. Attendance
5. Child adoption
6. Club
7. Co-curricular activities
8. Curricular
9. Discipline
10. Examination and promotion
11. Health
12. Homework
13. Internet
14. Job delegation
15. Language
16. Leave
17. Library
18. Monitoring
19. Pastoral care
20. Reducing school bag
21. Safety education and risk management
22. Sanitation
23. SDF
24. Staff development
25. Staff quarter
26. Staff requisition
27. SSS
28. Textbook and reference utilization
29. Time management
30. Value education
31. Waste management
32. Zero period





1. ADMISSION POLICY

Our main purpose of school being here in the locality is to make education available to all the children. However, the admission of the child is subject to fulfillment of the admission criteria and availability of slots, teachers, classrooms and other educational facilities. For admission, we give the top priority to the children of Lingmethang Community and nearby village vicinity. We also admit the children of civil servants and business community.

The admission for pre-primary will be planned by the admission committee. The admission forms will be made available in the school office. The same maybe informed through village Tshogpa and the notifications, indicating the date of returning the forms, and admission date. Children seeking the admission must fulfill the following criteria;

A. For Pre-Primary Admission.

1. The cut-off age for admission to pre-primary is 6(six) years by international ways of calculation.
2. Document required for the admission;
 - i) Health card or birth certificate of the child (original)
 - ii) Citizenship cards of parents (photocopy)
 - iii) Parent's appointment/transfer order for civil servants.
 - iv) Certificate from geog for local employee
 - v) Letter from head of department (for civil servants) or BCCI for (business people) as proof of residency and employment status of the parents.
 - vi) A recent passport size photograph of the child.

In addition to this, there will be an interview with a child to find out;

- a) Whose child he/she really is
- b) Maturity of the child and
- c) Readiness of the child for school

Note: For admission form see annexure

B. Admission on Transfer

This refers to enrolment of children whose parents' have been transferred to the place. It is a special case and the students on transfer cases are eligible for admission. However, the transfer of students seeking better facilities, transfer of students on disciplinary ground or medical ground, or repeating class or for other reasons maybe considered subject to availability of seats.

The students seeking admission on transfer must;

- a) Produce transfer order of parent(s) or letter of recommendations.
- b) Produce transfer certificate along with mark sheet of the last class attended.
- c) Citizenship cards of parents
- d) Receipt of fees paid to previous school if admitted in between the academic sessions.
- e) A recent passport size photograph of the child.
- f) Student's Health Book



All the admission will be carried out by the committee in line with the policy. The availability of the seats, the size of the classroom, availability of furniture, sufficiency of teachers needs to be taken care while admitting the children. Dependent children will not be given the admission to the school as it is one of the ministry's policies.

After the admission is completed, it is the duty of the admission committee to complete the other formalities such as;

- a) Handing over the list of admitted students to the respective class teachers(s)
- b) Filing the admission documents properly
- c) Entering the names of the admitted students in the School Admission Register and making parent sign.
- d) Collecting fees, entering it in the fee collection register and handing over the fees to the management.

Note: For admission forms (transfer cases) see annexure



2. ASSEMBLY CONDUCT POLICY

Assembly is an act which provides over view of the day's planned activity in formation. All the teachers and students are expected to attend the assembly without fail unless someone is compelled due to unavoidable circumstances.

Assembly is very important event in the school. It is the first activity for the day. It is during this time when all the teachers and students meet, hoist the national flag, sing the anthem, make useful announcement and deliver speeches by the students.

All teachers are expected to stand with the students. The teachers are requested to set model behavior for the students to pay due importance to the speakers and the assembly. Teachers are also required to switch their mobiles phones in silent mode during assembly. The Teacher on Duty (ToD) holds the assemblies on Monday, Tuesday Thursday and Saturday. The assembly on Wednesday shall preside by the Principal.

Assembly during the foul weather (rainy days) can be conducted in the respective classroom with strict supervision by the class teacher. The class teacher is responsible for the conduct of assembly following the norms. During such days, if there is any announcement to be made, it will be done by the ToD through the circulation of announcements via notice register.

If the class teacher is absent, the teacher on substitution can take the role of class teacher for the conduct of the morning assembly in the class during the foul weathers.

All the class teachers are reminded to carry on the assembly with utmost respect.



3. ASSESSMENT POLICY

Assessment is done in school for academic and non- academic activities.

Assessment carried out in academic activities ensures teaching-learning processes and promote quality education given to students, while non-academic assessment is essential for checking the achievement level and continued improvement to impart wholesome education. The assessment system will remind us of our progress and drawbacks. With the system of assessment we can judge our progress and make choices for better activities.

3.1 Academic Assessment

Assessment of the academic performances will be done in both formative and summative ways.

3.1.1 Continuous Assessment

The continuous assessment is an assessment of students' learning that is carried out throughout the academic year involving a variety of organized both formal and informal learning activities to facilitate quality teaching and learning in school.

Continuous assessments are in two forms, Formative and summative assessment.

Aims

The continuous assessment should:

- a) Be continuous throughout the year.
- b) Provide individual children with verbal and written feedbacks on the academic progress in each subject area.
- c) Be aimed for further comprehension and mastery of skills by the children.
- d) Assessed through formative and summative assessment.

Purposes of CA

- a) Enhance the teaching learning processes.
- b) Encourage child centered learning.
- c) Reduce dropouts and repetition.
- d) Promote professional accountability of teachers.
- e) Promote social and personal values.

Advantages of CA

- a) Teachers can understand the needs and ability of the children.
- b) Measure the progress of the child and give special attention to children with special needs.
- c) Help student on the spot.
- d) Helps to find effectiveness on teacher's teaching.
- e) Students do not have to cram for the examination.
- f) Students get opportunity to improve themselves.
- g) Motivates students to learn.

3.1.2 Formative Assessment.



Formative assessment must be a continuous process that checks and monitors the progress of student. A teacher has to monitor and assess the pace of teaching, re-teach concepts if necessary using different methods and provide remedial help to students.

Formative assessment includes assessment of homework, class work and project work. It helps build a picture of a student's progress, and inform decision about the next steps in teaching and learning.

The school should follow following disciplines in order to assess class work, homework and project work.

A. Class work:

Class work is planned learning activity, related to the lesson taught and is carried out by the students in the classroom during the teaching process. Some of the activities for the class work are group discussions, reading, writing, drawing, problem solving in group and individually and so on.

Note: No class work assessment for class PP.

Objectives:

- Encourage independent and group work habits in students.
- Facilitate the effectiveness of the teaching learning process.
- Get opportunities to students to apply the knowledge and skills learnt in the lesson.
- Reinforce the concepts and skills taught.
- Ease the burden of homework on students.

Criteria (suggested) for assessing the class work:

No.	Criterion	Marks
1	Involvement and participation in the task during class hours (in groups and individually)	2
2	Quality of task (relevant/accurate)	3
3	Completion of the task on time	1
4	Improvement on work and learning attitude	2
5	Language standard (clarity, spelling, handwriting)	2
	TOTAL	10

The teachers can either adopt/frame new criterion for assessing the Class work.

Frequency of assessing class work:

Subject teacher has to assess two times in each term on class work following the above criteria.

B. Homework:

Homework is a learning task that teachers assign to students to do after school hours. It is an extension of the class work that students should complete on their own with minimum guidance from the teacher.

Note: No homework assessment for class PP.

Objectives:

- a) To find out how much students have understood the lesson.
- b) To find out the effectiveness of teachers' teaching
- c) To find out the progress of the students.
- d) To develop the independent study skills in students.
- e) To reinforce self-learning.

Criteria (suggested) for assessing Homework:

No.	Criterion	Marks
1	Presentation (neatness, handwriting, and lay-out of the answer)	2
2	Completeness of the answers.	2
3	Improvement (has the student noted the previous correction)	2
4	Originality (Use of own language)	2
5	Meeting the deadline	2
	TOTAL	10

The teachers can either adopt/frame new criterion for assessing the Class work.

Frequency of assessing Homework:

Subject teacher has to assess two times in each term on homework following the above criteria.

Homework Schedule:

Often times, students are overloaded with lots of homework, time table committee should space out the homework in different subjects during the week in such a way that both students and teachers are not overburdened.

A sample format for homework schedule maybe followed like the one below.

Class	Monday	Tuesday	Wednesday	Thursday	Friday
IV	Dzongkha	Math	SS	English	Science
V	Science	English	Dzongkha	Math	SS
VI	SS	Dzongkha	Science	English	Math
VII	Math	English	Dzongkha	Science	SS
VIII	English	Science	Math	SS	Science

C. Project Work:

It is an extended learning activity in the school undertaken by a student on related topic to the syllabus. It involves student in processes such as information gathering, interpreting and presenting the information in a logical sequence and written form.

Project work should be assigned to individual's student once in whole academic year for class IV to VI. And the marks of the project work should be added to the end of the year. The midyear result should reflect the marks for only class work, homework and midyear examination. Each project work done by individual student should be well planned, executed and recorded by the teacher. Teacher could use some periods for project work, but the Students must do much of their project work outside the class hours usually at home.

Objectives:



- a) To develop students' investigative skills and the skills of planning, analysis, synthesis, interpretation, organization and recording of information.
- b) To develop confidence and ability in independent learning.
- c) To help student to gain more knowledge and information that is beyond the classroom teaching.
- d) To inculcate the sense of pride in their work accomplishment.
- e) To develop the skills of oral interaction and written communication.

Criteria (suggested) for assessing project work.

The following criteria may be used while evaluating student's project works

A. CONTENT

- Relevancy
- Accuracy
- Logical order
- Appropriateness
- Language
- Handwriting
- Grammar
- Adequacy
- Conclusion

B. PRESENTATION

- Neatness
- Layout
- Legibility
- Word limit

C. PROCESS

- Planning
- Execution
- Authenticity
- Deadline

Project work schedule:

School should make tentative plan to give project work during different time of the academic year, so that students are not overburdened to do so many project work at a time.

Therefore, concern subject teacher should submit the topic of the project work to the academic committee at the very beginning of academic session.

Role of academic committee: Academic committee should make a proper schedule for assigning the project work for different subjects and classes after receiving the topics from the concern subject teacher. After having framed the schedule, the committee should give the time table to the class teacher and a copy to the concern subject teacher. Hence forth, the committee should allow about 4 weeks duration for a subject to complete the project work.



3.1.3 Summative Assessment

Summative assessment is usually carried out at the end of a block of study to provide an indication of the students' achievements. This is generally a more structured activity than formative assessment. Summative assessment includes block tests, class tests, midyear examination and final examination.

Unit tests and class tests:

Every subject teacher must conduct unit test or class test at the end of every unit or chapter. The marks acquired in each unit or test should be added in the formative assessment.

For classes II - VIII, marks obtained in each unit should be reflected in class work and homework assessment.

Objectives:

- a) To check the knowledge and skills acquired in each block and chapter.
- b) To measure the effectiveness of teachers' teaching.
- c) To give feedback and support for needy students.

The project work in the lower classes involves modeling and other practical activities. The teacher should ensure care and safety while assigning the work. It should be ensured that the work should be something that children can really do it. There should be learning outcome from the work. During such work/activity/projects children could be asked to bring in the materials to school and under the instruction and guidance of the teacher, the children can carry out the work in their own/groups or pairs.

3.1.4 Term Test

It is a tool to evaluate student's gross achievement in respective subjects within the limited curricular activities and academic performance.

Activities related to Term Test

The subject teacher(s) have to set a question paper within the given time.

While setting a question for written test, the teachers should make a table of specification or blue print. While preparing the blue print teachers are expected to take care of the following;

- a) Weight age for each chapter
- b) Coverage of syllabus and class standard.
- c) Variety of questions to that various skills
- d) Types of questions;
- e) Remembering
- f) Understanding
- g) Applying
- h) Analyzing
- i) Evaluating
- j) Creating

(Note: Other activities related to the term test are covered in the examination policy).



3.2 Non-academic Assessment

It is equally important to see the achievement level of non-academic activity. These activities are the practical aspects of academic works that happen in the classroom and media for values education.

The school will implement the following;

- a) All non-academic activities for both the teachers and students will be assessed using accepted format and result will be used for further improvement and rewards whenever possible.
- b) The principal will assess the achievement of the teachers and teachers will assess the students.
- c) All the teachers will maintain proper records of the activities assessed and feedbacks given.
- d) The teachers will also keep the record of activities carried out year round.



Attending class is essential for academic success. The school expects students to attend all scheduled class times and co-curricular activities.

Regular attendance at school is vital to help children achieve and get the best possible start in life. Children who frequently miss school often fall behind. There is a strong link between good school attendance and achieving good results. Students who are frequently absent from school are more likely to be involved in unwanted or unethical activities or behaviour.

All schools have their attendance policies and are responsible for keeping accurate records of pupil attendance. The school shall contact parents directly if they have any concerns about a child's attendance.

Purpose:

1. Regular and punctual attendance at school is essential for learning and progress.
2. Academic committee including class teachers is responsible for monitoring all children's attendance.
3. To inform parents when attendance is irregular or unexplained.

The school shall observe the following policy:

- 4.1 The attendance register shall be marked in the morning by the class teachers and by the concerned teachers thereof in their respective period. Therefore, class attendance and period wise attendance register shall be maintained.
- 4.2 Parents will have to notify their child's absence in written.
- 4.3 The class teachers will notify the office of unexplained absences within two days.
- 4.4 When necessary, a formal letter will be posted to parents by the principal where irregular attendance is causing concern.
- 4.5 Consistently high attendance will be acknowledged by the teachers and the principal.
- 4.6 Progress report will contain attendance data.
- 4.7 Children who are sick are not expected to attend school.
- 4.8 Parents are responsible to enroll their eligible children in a school, and to ensure they attend.
- 4.9 The class teacher concerned should submit the monthly attendance report to the office on the first day of new working month for compilation to be submitted to various agencies as required.
- 4.10 The attendance register is an important document that depicts students' presence. As such, teacher shall not leave the attendance register in the class at any means.
- 4.11 The names in the attendance register should be entered in an alphabetical order.
- 4.12 The attendance of the students should be clearly reflected. It should be maintained in term wise.
- 4.13 Since it is an important document, the use of correction pen or overwriting should be avoided.
- 4.14 The teachers shall sign the period wise attendance soon after entering the class. If the register is not signed, it is considered that the teacher is absent for the particular period.
- 4.15 The attendance should be calculated using the standard formulae.
- 4.16 At least 90% attendance is required in each subject to be eligible to sit for the examination, whatsoever the case may be.
- 4.17 The attendance during the co curriculum activities shall be marked by the house advisors.



Formulae for calculating students' attendance

1. Percentage of Attendance during the month:

$$\frac{\text{Number Present Daily}}{\text{Total}} \times 100$$

2. Average Daily Attendance:

$$\frac{\text{Number Present Daily}}{\text{Number of Working Days}}$$

Note:

Working Days: Two Saturdays make one working day

School Attendance Register Codes

The following attendance register codes **must** be used to record the explanation of student absence, and/or variation in student attendance.

Symbol	Meaning
A	The student's absence is unexplained or unjustified. This symbol must be used if no explanation has been provided by parents within seven days of the occurrence of an absence or the explanation is not accepted by the principal. It is at the principal's discretion to accept or not accept the explanation provided.
S	The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases: <ul style="list-style-type: none"> ○ a medical certificate is provided or ○ the absence was due to sickness and the principal accepts this explanation. Principal may request a medical certificate in addition to explanations if the explanation is doubted, or the student has a history of unsatisfactory attendance.
L	An explanation of the absence is provided which has been accepted by the principal. This may be due to: <ul style="list-style-type: none"> ○ misadventure or unforeseen event ○ participation in special events not related to the school ○ domestic necessity such as serious illness of an immediate family member ○ recognized religious festivals or ceremonial occasions.
O	The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake, <ul style="list-style-type: none"> ○ school sports ○ school excursions ○ student exchange programs
E	The student was suspended from school
P	This symbol should be used when the students are present for the instructions or activities



5. CHILD ADOPTION POLICY

- 5.1 All teachers should adopt a child from individual class (a boy or a girl).
- 5.2 Adoption should not be based on family background, disciplinary issues or supporting the child financially rather it should focus on improving learning ability of the child.
- 5.3 The child to be adopted may vary each year depending on the improvement the child depicts.
- 5.4 In no case, the parent of the child claims the adoption as the matter of right and interferes in the adoption process. The adoption is merely for enhancing academic learning outcomes of the adopted child.
- 5.5 Teacher adopting the child should provide brief pre-adoption report stating the reason for adoption.
- 5.6 Groom the child through life skill education, GNH values, Bhutanese etiquettes, counseling, active engagement, and SPEA program.
- 5.7 Set clear standards to bring in change to the adopted child.
- 5.8 Submit post adoption report to the school for onward submission to concerned agencies.



6. CLUB POLICY

1. Rationale

Clubs are one of the important components of school programmes. Schools conduct clubs to supplement curriculum to provide wholesome education to our students. To fulfil this mandate, every school initiates and carries out various clubs at least once a week through whole school approach.

2. Benefits of clubs

- a) **Skill Development:** Students are provided opportunities to coordinate and lead various activities while implementing the clubs. They engage in designing innovative and creative activities for the clubs. Students are given opportunities to make presentations and interact with different groups of people. These activities help the club members to explore, identify and demonstrate their leadership talents and skills. Such opportunities support the enhancement of leadership capabilities of our students. Clubs also help students develop various skills and values required in their lives.
- b) **Learning Opportunities:** Clubs provide students with opportunities to apply the knowledge and learn through interaction and discovery besides academics. Clubs often invite guest speakers to interact and share their experiences with students. Field trips are designed to provide opportunities for students to interact with community and participate in practical programmes. These settings provide students with opportunities to decide career choices.
- c) **Positive Outlet:** Involvement of students in clubs provides them with a positive outlet for their energy. Club programmes engage student in meaningful learning and keep them away from troubles. “Students who are active in clubs are less likely to indulge in drug use and are more likely to be successful in school” (Marijane Suttor, 2010).
- d) **Enjoyment:** Clubs provide recreational timing for students to make new friends of similar interests, interact with them and learn together. Some of the best things in students’ lives happen during the clubs. The positive experiences lift their self-esteem, confidence and make them all-rounder individuals.

These are not exhaustive list of the benefits of clubs. Clubs also help in school maintenance and development programmes. It enhances team spirit, sense of belongingness amongst the students and reduces disciplinary issues. Clubs also help communities become aware of issues related to society, environment, health, etc. Thus, clubs are crucial for students, schools and the communities.

3. Aims and Objectives

Based on the recommendations of the study report of IMS, the Education Monitoring and Support Service Division (EMSSD) in consultation with relevant stakeholders developed this guideline with the following broad aims:

- 3.1 To foster uniformity in managing clubs in the schools
- 3.2 To guide schools to institute sustainable and result based clubs
- 3.3 To ensure effective monitoring and support mechanism for clubs

4. Operational Procedures



The school should come up with a comprehensive school level club policy to ensure that the clubs are carried out effectively and efficiently. The policy should include aims & objectives of clubs which relate to the overall vision and mission of the school. The policy should contain all necessary operational procedures given in this guideline under sections 4.1 to 4.13. Each operational procedure should be clearly specified in the policy for effective implementation.

The club policy should specify mechanism to engage students of different class levels in clubs. Schools must provide opportunities to all students of all class levels to participate in clubs. However, clubs for classes Pre-primary to class III may be designed by the school management.

4.1 Roles of Principal

Clubs contribute to a great extent in addressing inequalities in relation to quality of education and performance of students. The success of clubs depends on the type and amount of support the school management exercises. Principal, therefore, plays the central role in making clubs successful. Following are some roles and responsibilities that the principal is expected to carry out to support clubs in the school.

The Principal should:

- 4.1.1 Ensure that the plan for development and sustainability of clubs is included in the long term school development plan.
- 4.1.2 Form a working committee or conduct general staff meeting to work on identifying clubs and coordinators (teachers/potential students/support staff)
- 4.1.3 Provide all forms of possible support (material, financial, advisory, human etc.) to the coordinators.
- 4.1.4 Liaise with and seek support from relevant external stakeholders (parents & community) and agencies.
- 4.1.5 Create avenues in schools to organize club activities such as exhibition and involve the community in celebration of such achievements.
- 4.1.6 Ensure collegiality amongst the school staff, teachers and students during such above events.
- 4.1.7 Ensure that success of clubs is celebrated to encourage and appreciate the club coordinators, members and relevant stakeholders.
- 4.1.8 Encourage club coordinators and its members by occasionally attending club meetings and playing an active role in events organized by the club.
- 4.1.9 Monitor and evaluate the effectiveness and impact of the club in consultation with coordinators and improve further.
- 4.1.10 Ensure that clubs initiated and supported by external agencies are routed through the Ministry of Education.
- 4.1.11 Coordinate basic club management training for club coordinators.



4.2 Role of the club coordinator

The coordinator should play the role of a manager and a mentor. She/he shall be responsible to ensure that her/his club programmes is effectively implemented. Following are the roles of the club coordinator.

- 4.2.1 Plan, prepare and deliver innovative and suitable club programmes to meet the needs and interests of students. Use standard action plan format that is developed by the school. Sample format is provided in the *annexure I*
- 4.2.2 Introduce and orient his/her club to the students to enable them to make right choice of club in the beginning of the academic year.
- 4.2.3 Ensure that interest of both the genders is taken into account while planning activities.
- 4.2.4 Submit requisition of resources based on budget allocation and as per the action plan.
- 4.2.5 Recruit club members using membership recruitment form developed by the school or given in the annexure.
- 4.2.6 Maintain attendance of members.
- 4.2.7 Handle and resolve issues from parents, community and school management with regards to his/her club.
- 4.2.8 Maintain records of club achievements, failures and challenges and submit reports on time to the school management.
- 4.2.9 Ensure health and safety of club members during club activities.
- 4.2.10 Seek support from parents, community and relevant agencies to deliver effective club activities.
- 4.2.11 Ensure club activities are educative and recreational.
- 4.2.12 Create an innovative and conducive working space for the club. Clubs need not always be conducted within the classrooms.
- 4.2.13 The teacher coordinator shall mentor and assist the student coordinator.
- 4.2.14 The teacher coordinator must be present in all club activities and assist the student coordinator all the time.

4.3 Role of student coordinator

School must provide opportunity for students to lead the clubs based on their interest and capabilities. However, a teacher coordinator should be appointed to assist/mentor the student coordinator. Following are the roles of the student coordinator.

- 4.3.1 Carry out the roles of the club coordinator given in 4.2.
- 4.3.2 Seek advice from the teacher coordinator in managing the club.

4.4 Role of club members

Club members are expected to play managerial and organizational role beside active participation. This will ensure club members the opportunity to develop their leadership and social skills thus enhancing their confidence level and general aspirations. Following are the roles of club members.

Club members should:



- 4.4.1 Participate actively in planning innovative activities for the club to achieve the goals set under section 4.5.1 (a).
- 4.4.2 Commit, cooperate and participate actively in all club activities to make club programmes successful.
- 4.4.3 Identify and elect potential student to take up the role of a coordinator in absence of teacher coordinator.
- 4.4.4 Participate in management and organisation of the club activities and events.
- 4.4.5 Inform the club coordinator(s) and the other club members about issues affecting club members and other students in the school.
- 4.4.6 Assist club coordinator to seek support of parents, community and other agencies.
- 4.4.7 Encourage and motivate other students with relevant skills to join the club.

4.5 Planning & Preparation

Planning and preparation should be done in the beginning of the year during the planning period. It may be based on the review report of the annual performance of the club of the previous year. School should carry out proper situational analysis to ensure only relevant clubs are identified based on the needs and interests of students, staff and resources available.

4.5.1 Standard

School must set standards for all clubs to follow throughout the academic year. The standards should:

- a) Include clear and specific goals to be achieved by each club at the end of the academic year.
- b) Ensure that the clubs impart Gross National Happiness (GNH) values and civic education principles (*law, media and democracy*).
- c) Ensure that clubs have provision of fair opportunity for participation by boys and girls in terms number (equality), intensity of participation and expression of views & suggestions (equity).
- d) Ensure that clubs supplement classroom learning and strengthen academic vitality and serve as a meaningful recreational programme.
- e) Ensure that clubs consider physical and psycho-social safety of the members.

4.5.2 Identifying clubs

The success of clubs depends on how schools identify them. While identifying clubs, the alternative objective must be to sustain the club and carry out successfully. The identification of the club should be based on need and interest of the members and coordinators. School should consider the following while identifying the clubs.

- a) School should carry out situational analysis before identifying the clubs. [*Factors such as interest of the students; expertise of potential coordinators; and availability of resources must be considered*].

- b) Clubs should be identified based on the result of situational analysis.



- c) Schools must consider children with special education needs (SEN).
- d) Clubs should promote recreation and fun amongst the members while it contributes to academic achievement at the same time.
- e) Clubs should be merged wherever possible to reduce repetition and unnecessary duplication of activities. (*Refer annexure II*)
- f) Clubs initiated and supported by external agencies should be routed through the Ministry of Education.

4.5.3 Identifying club coordinators

The effectiveness of the clubs will depend on the efficiency of the coordinators. The following points should be considered while identifying the coordinators.

- a) All teachers must coordinate and facilitate at least one club. Non-teaching staff may be given opportunities to coordinate clubs.
- b) Interest and expertise of the teacher and staff should be considered while identifying the coordinators.
- c) Potential students (*both boys & girls*) who are interested and capable should be identified and encouraged to coordinate the clubs. However, a teacher coordinator must assist/mentor the student coordinators.
- d) School may explore the possibilities of involving community members to coordinate clubs.
- e) A club can have more than one coordinator considering the number of members.

4.5.4 Content/Activities

Innovative and suitable activities should be developed by the coordinators in consultation with the members. It is important to consider gender equity during planning and designing the activities. While activities must be geared towards achieving the goals set under section 4.5.1 (a), they should also promote local wisdom, civic education, GNH values and principles and facilitate the development of head, heart and hand of the members.

A standard *Action Plan Format* developed by the school should be used for planning. A sample Action Plan Format is given in *annexure I*. The action plan must be approved by the school management team to enable the clubs to seek necessary support during implementation.

4.6 Timing

Schools must conduct clubs at least once a week with minimum of one hour duration. The day allocation for the clubs can be decided by the schools. Schools are proposed to adjust the time for clubs by skipping morning assembly and other co-curricular activities. Individual clubs should be given liberty to carry out their club activities outside of the school hours especially on holidays without over burdening the members.

Schools should commence clubs latest by second week of March and conclude by the last week of September.



4.7 Work places

It is not always necessary to conduct the clubs within the classrooms. Club coordinators and members should be encouraged to conduct clubs creatively in open spaces such as courtyards, parking areas, nature parks etc. Safety of the members must be taken into consideration while identifying work places.

4.8 Recruitment of members

Club orientation for the students must be organized by the school once the clubs and club coordinators are identified. The coordinators must present the aims and objectives of the clubs; eligibility criteria; commitments required; expectations from the members; and a tentative action plan for the year. Students must be given all the necessary information so that the students can decide to join the club of their choice.

Students should be given a week's time to decide on and choose the club of their choice. They should be encouraged to consult with their parents, friends and teachers. This would help students analyze their own interest and capacity.

School must provide "*Club Membership Recruitment Form*" for the students to opt for at least three clubs they would like to join. A sample form is given in *annexure III*. This is to help the school club committee members to allocate clubs to the students based on their choice.

Based on the club choices given by the students, the committee members should divide all the students into different clubs. No student can opt out from the club. The result of club division can be declared on a particular day which can be an event in the school.

4.9 Monitoring & support

School Management should institute a system to monitor each club at least once a month. This is to ensure that the resources (time, finance, human, etc.) allocated for clubs are put to optimum use. A monitoring form should be developed and used. A sample monitoring form is given in *annexure IV*. The relevant education officials from the Dzongkhag, Thromde and Ministry should monitor the performance of clubs as and when they monitor the rest of the school programmes.

The school management should provide necessary support to clubs based on the monitoring report. The support should enhance the creativity and innovation in clubs.

4.10 Review

All coordinators must submit progress report of their clubs at the end of each term using the club reporting format given in *annexure V*. Schools should conduct review of club performances based on the progress report. All coordinators and selected members should participate in the review meetings. Views and opinions of coordinators, members, parents and other relevant stakeholders should be deliberated during the meetings. The review report must be used to bring improvement in all operational procedures of clubs in the schools.



4.11 Assessment

The coordinators must communicate clearly, the learning goals of the clubs, to all the members. Coordinators should maintain records of the achievement; track the progress of each member; and celebrate the success of clubs. The assessment should be used as the basis for future improvement. The assessment, therefore, must be formative and continuous. The coordinators must ensure that the specific goals established under section 4.5.1 (a) are achieved by each member of the club.

4.12 Evaluation

The school should institute a mechanism to evaluate the impact of clubs. School should use various strategies for evaluation. Some possible strategies are:

- Annual/term/monthly club exhibition;
- Questionnaire survey;
- Presentations;
- Tests;
- Observing trends of behavioural change and recording.

4.13 Reward & Recognition

Schools should institute a mechanism to recognize and reward the clubs. Schools should also recognize the club coordinators and members. Recognition can be awarded in the form of certificates, prizes, study tours and scholarships. In case of club members, any outstanding achievement should be reflected in the character and school leaving certificates.

References

1. EMSSD, *Nurturing Green Schools for Green Bhutan-A Guide to School Management*, Third Edition 2011.
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3. M. Suttor (2010), *Benefits of Joining High School Clubs*, <http://www.educationspace360.com/index.php/benefits-of-joining-high-school-clubs-7360/>
4. A GES/VSO Ghana collaboration, *Making a Success of School Gender Clubs*, http://www.vsointernational.org/Images/gender-club-manual-final_tcm76-35688.pdf
5. EMSSD, *Guidelines for School Clubs*, April 2015.



7. CO - CURRICULAR ACTIVITIES POLICY

Co-curricular describes those planned activities of a school other than academic subjects and SUPW (socially useful productive work).

7.1 Aim of Co-curricular Activities

- 7.1.1 To allow students to develop and explore their talents while building confidence and concentration.
- 7.1.2 To inculcate in students a sense of competition
- 7.1.3 To encourage healthy mixing between students from different locality/ regions.
- 7.1.4 To provide relaxation.
- 7.1.5 To keep students constructively occupied after school.
- 7.1.6 To prepare for national celebrations thus inculcating a sense of loyalty and dedication.
- 7.1.7 To help students realize the importance of health and hygiene.

7.2 The school policies on CCA are;

- 7.2.1 All the CCA are to be executed through staff meeting for better planning, coordinating, delegating responsibilities amongst teachers and necessary preparation.
- 7.2.2 All the CCA should be planned with achievable objectives (Action Planning)
- 7.2.3 Enhance equal opportunities and participation, irrespective of gender, ability and skills.
- 7.2.4 All co-curricular activities will be carried out outside the class hours without hampering the instructional hours.



8.1 Planning

8.1.1 Plans

It is mandatory for all the concern teachers to prepare yearly, weekly, block and daily lesson plans before the instigation of academic session. The format and components of planning of each lesson are given below:

8.1.2 Yearly plan/block plan/weekly plan:

In preparing the yearly plan, the local, major school activities, school examinations, term breaks and government holidays has to be excluded. The plan has to be prepared only on the instructional days referring the school yearly calendar. And detailed yearly plan will contain both the block and weekly plans. In Block one there will be only five weeks unlike other blocks, since school starts only in the second week of February.

8.1.3 Lesson Plan

It is written explanation of 'what' and 'how' the teacher is going to teach. It also describes the ways and means to achieve the set target as well evaluate it. Daily lesson planning ensures adequate preparation for effective and systematic teaching without waste of time and energy. All lesson plans must have enough details to guide teachers in teaching children to learn concepts, skills and values and attitudes of different subjects.

The major components of planning will include ability to set good objectives and use improvised aids in class. It is important to use various skills and strategies while planning the lesson.

The following components of the lesson plan need to be considered while planning a lesson.

Introduction:

- Gain attention
- Provide instruction
- Introduce purposefully using appropriate method(s)
- Structure the ideas to focus on introducing the topic
- Recapitulate the previous lesson
- End it making a statement of objective(s)

Lesson Development:

- Gain attention
- Give general instruction
- Use appropriate method(s)
- Use simple and clear language
- Check the understanding of the instruction
- Provide information input: demonstrate, display, grouping and distribute teacher learning materials.
- Activity (ies): write the activity (ies) following the entire checklist. For instance, tell the pupils - what? Why? How long? What after? Aspect of this activity. Use simple and clear language to write the activity (ies).

Monitoring:



- Check that the activity is started and it is being carried out
- Assist the needy pupils without disturbing others
- Stop the activity at the specified time

Follow up:

- Use appropriate method(s) to help the pupil to consolidate or to clarify their new learning
- Provide feedback to improve and monitor their new learning

Closure:

- Find out if the lesson objectives have been achieved using appropriate method(s)
- Review the key points of the lesson
- Write chalkboard summary of the lesson
- Tell pupils what you told them during lesson introduction
- Assign with homework and make ready for next lesson

8.1.4 Objectives of Planning

- a) Management of time in covering syllabus and lesson.
- b) Serves as a prop for the teacher.
- c) Helps to be systematic and orderly
- d) Gives guidelines of the lesson.
- e) Helps to keep on track.
- f) To incorporate effective teaching-learning method.
- g) Advance the teachers' confidence.
- h) Record to show for the authorities.

8.1.5 Procedure

- a) The concern subject teacher must prepare yearly, block, weekly and daily lesson plan.
- b) Teaching learning materials (improvised aids) should be used as per the need of the lesson.
- c) Various skills and strategies should be incorporated in the planning.
- d) Teacher must follow standard formats (given above) for planning.
- e) Concern teacher must also include ways of evaluating.

8.1.6 Monitoring

- a) The SLMSS focal person must check the plan(s) and submit report in the meeting or to the head.
- b) The SLMSS focal person is required to make observation using different tools and fulfill the requirements.
- c) The SLMSS focal person must provide analytical comments for future improvement.

8.1.7 Follow up and review

- a) The SLMSS focal person will follow up on the planning policy and must prepare a report to be presented in the term review meeting
The following format may be used for planning the lesson.



Class	PP	I	II	III	IV	V	VI	VII	VIII
Subject	DZO	ENG	MAT	SCI	SS	HIS	GEO	HPE	IT
Period	0	1	2	3	4	5	6	7	8
Date									
Topic									

Kagan's AL Strategy and CL Structure in focused: (Tick any ALS, CLS and MI that you will use)

AL Strategy in use	CL Structure in use	MIs in consideration
<input type="checkbox"/> Fryer Model <input type="checkbox"/> Corners <input type="checkbox"/> Muddiest point <input type="checkbox"/> Place Mat Consensus <input type="checkbox"/> Stir the class <input type="checkbox"/> Jot Thought and Tic Tac Toe <input type="checkbox"/> One Minute Paper <input type="checkbox"/> Classroom Norms <input type="checkbox"/> 3-2-1 Paper <input type="checkbox"/> Popcorn <input type="checkbox"/> Gallery Walk <input type="checkbox"/> Lecture/Demo/Lab <input type="checkbox"/> Dramatization <input type="checkbox"/> Role Play/Problem solving	<input type="checkbox"/> Jot Thought <input type="checkbox"/> Mix, Pair, Share <input type="checkbox"/> Quiz-Quiz-Trade <input type="checkbox"/> RoundRobin <input type="checkbox"/> RallyRobin <input type="checkbox"/> RallyTable <input type="checkbox"/> RoundTable <input type="checkbox"/> Numbered Heads Together <input type="checkbox"/> Timed Pair Share <input type="checkbox"/> RallyCoach <input type="checkbox"/> Carousel Feedback <input type="checkbox"/> StandUp, HandUp, PairUp <input type="checkbox"/> Inside-Outside Circle <input type="checkbox"/> Telephone Partner	<input type="checkbox"/> Verbal Linguistic <input type="checkbox"/> Logical Mathematical <input type="checkbox"/> Visual/Spatial <input type="checkbox"/> Bodily Kinesthetic <input type="checkbox"/> Musical Rhythmic <input type="checkbox"/> Naturalist <input type="checkbox"/> Inter personal <input type="checkbox"/> Intra personal <input type="checkbox"/> Existential

Teaching Learning Materials (Choose the learning materials you will use/prepare)

- | | |
|--|--|
| <input type="checkbox"/> Chalk and chalkboard | <input type="checkbox"/> Laptop, cell phone and other technical appliances if suitable |
| <input type="checkbox"/> Maps or globe | <input type="checkbox"/> Handouts, Textbooks, notebooks, dictionary and references books |
| <input type="checkbox"/> Chart papers, cello tape, Marker, Glue, Stickers etc. | <input type="checkbox"/> Model and samples |

Teaching Strategies (Tick the strategies in focus)

- | | | |
|--|---|--|
| <input type="checkbox"/> Activity Based Learning | <input type="checkbox"/> Concept and Generalization | <input type="checkbox"/> Project Method |
| <input type="checkbox"/> Cooperative Teaching | <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Demonstration Method | <input type="checkbox"/> Deductive Method | <input type="checkbox"/> Lecture Method |
| <input type="checkbox"/> Inductive Teaching | <input type="checkbox"/> Inquiry Learning | |



Life Skills Values in focus	GNH Values in focus
<ul style="list-style-type: none"> <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Decision Making <input type="checkbox"/> Problem Solving <input type="checkbox"/> Self-Awareness <input type="checkbox"/> Effective Communication <input type="checkbox"/> Interpersonal <input type="checkbox"/> Empathy <input type="checkbox"/> Coping with Emotion <input type="checkbox"/> Coping with Stress 	<ul style="list-style-type: none"> <input type="checkbox"/> Psychological wellbeing: <i>compassion, generosity, forgiveness, calmness, gratitude, empathy, truthfulness, mindfulness, self-esteem, Self-realization, patience, tolerance, respect for others and self.</i> <input type="checkbox"/> Time Use: <i>stress free, serenity, tranquility, bonding, healthy, lifestyles, punctuality, resourceful, self-discipline, and proper use of time.</i> <input type="checkbox"/> Education: <i>spirituality, gracefulness, creativity, openness, diligence, patience, insightfulness, perseverance, benevolent, altruism, conscious, farsighted, productive, dignity of labor, inquisitiveness, positive attitude, integrity, responsible, loyalty, proactive, health conscious, livelihood skills, life skill.</i> <input type="checkbox"/> Good Governance: <i>integrity, trust, authenticity, justice, professionalism, transparency, wisdom, farsightedness/visionary, competence, efficiency, empowerment, accountability.</i> <input type="checkbox"/> Living Standards: <i>self-reliance, security, quality, sustainability, adequacy, living style, responsible, confidence, competence, spirituality.</i> <input type="checkbox"/> Culture: <i>identity, dignity, non-alienation, spirituality, patriotism, loyalty, nationalism, local wisdom, appreciation, spirituality.</i>

Lesson Objectives: *By the end of the lesson an individual child will be able to:*

- 1.....
- 2.....
- 3.....

Lesson Introduction

Attention Grabbers	Cheers
<ul style="list-style-type: none"> <input type="checkbox"/> Class, class, yes, yes <input type="checkbox"/> Ready to rock, ready to roll <input type="checkbox"/> Heart to heart, ready to start <input type="checkbox"/> 1,2, eyes on you <input type="checkbox"/> One clap, two claps <input type="checkbox"/> Hocus, Pocus, Everyone focus <input type="checkbox"/> Concentration, Everybody Ready <input type="checkbox"/> Any other..... 	<ul style="list-style-type: none"> <input type="checkbox"/> Wow <input type="checkbox"/> Excellent <input type="checkbox"/> Fantastic <input type="checkbox"/> Brain Kiss <input type="checkbox"/> Cheese grater <input type="checkbox"/> Cow boy <input type="checkbox"/> Rocket Clap <input type="checkbox"/> Any Other.....



Lesson Development

Teacher's Management Tools <i>(Tick the appropriate one)</i>	Teacher's Activity	Student's Activity
<ol style="list-style-type: none"> 1. Introduce the activity you are going to carry out. 2. Provide question or activity. 3. Provide think time. 4. Let children answer question with the AL strategy and CL structure focused above in the table. 5. Considered the MI you have chosen. 6. Provide specific time for every activity. 7. Facilitate learning activities. 8. Provide resources like paper, masking tape, scissors, charts, marker etc. 9. Coordinate class building activity. 10. Conduct team building activity. 11. Coordinate brain gyms. 12. Use attention grabbers. 13. Provide Gambits. 14. Provide cheers. 15. Provide traffic signal. 16. Provide quiet signal. 17. Instruct children to park their muddiest point in the parking lot. 18. Guide children in their learning. 19. Any other <p>List subtopics to be covered in this lesson</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 		Activity 1
		Activity 2
		Activity 3

Activity Assessment and Follow up *(How would you assess the activity?)*

- | | |
|--|---|
| <input type="checkbox"/> Use popcorn to present the activity to the class
<input type="checkbox"/> Provide guidance to children's presentation
<input type="checkbox"/> Call out from the whole team and let child present their work
<input type="checkbox"/> Call out the number and let the child make a report of their activity to the whole class | <input type="checkbox"/> Conduct inter-team question – answer
<input type="checkbox"/> Intimate with low and low mediums |
|--|---|

Lesson Closure *(State how would you close the lesson)*

- | | |
|---|--|
| <input type="checkbox"/> Children talk about their learning
<input type="checkbox"/> Carry out one-minute paper
<input type="checkbox"/> Children park their muddiest point | <input type="checkbox"/> Revisit the important points
<input type="checkbox"/> Provide extended learning activity if required |
|---|--|



The school should strictly compliance with DCRD curriculum which is divided into two categories (PP-II; IV-VI). Every class must use prescribed text book and manuals provided by the DCRD and some additional books like Readers, Oxford Dictionaries, Poetries, Oxford Reading Circle, The Grammar tree and other supplementary books for value and HPE classes. Language tutors also need to use some other references to teach grammar, essays, letter writing and other aspect of language acquisition. Besides the text and thematerials provided by the DCRD, all the subject teachers are also encouraged to use different reference as per the level to enhance better teaching learning.

In order to follow prescribed syllabus, every teacher must abide with the following documents developed by DCRD, Ministry of Education.

1. SYLLABUS for Classes PP - III (All subject)
2. SYLLABUS for Classes IV - VI (All subject)
3. SYLLABUS for Classes VII - VIII (All subject)

Note: Above mentioned syllabus may change if wished by DCRD as per the need.

Objectives

1. To provide the basic guidelines for the implementation of the curriculum for teachers and students.
2. To update the syllabuses for each subject continuously to keep the school curriculum relevant to the needs of the students and the nation, as well as to keep up to the international standard.
3. To make sure that teacher teaches the syllabus prescribed by the DCRD.

Strategies

1. Provide appropriate syllabus document to the concern subject teacher.
2. Plan according to aims and objectives framed by DCRD in their syllabus document.

Monitoring

1. SLMSS focal person is required to make regular checking of lesson plans, classroom observation/ visits, and provide support and feedbacks.



Time and Period allocation

Time and period allocation is followed as per the directives of CASPD as given below. The school will follow 8th period system having 40 minutes for each period.

The committee for school time table must follow the given allotment.

PERIOD ALLOCATION PER WEEK														
GRADE	DZ	ENG	MA	ICT	SC	SS	HIS	GEO	A&C	HPE	LIB	VE	SUP W	TOT
PP	9	9	8						1	1	1	1		30
I	12	10	9						1	1	1	1		35
II	16	14	10						1	1	1	1		44
III A	16	14	10						1	1	1	1		44
III B	16	14	10						1	1	1	1		44
IV	8	9	9	1	8	5			1	1	1	1		44
V	9	9	9	1	8	5				1	1	1		44
VI	8	8	8	1	8	8				1	1	1		44
VII A	7	7	8	1	10		4	4			1	1	1	44
VII B	7	7	8	1	10		4	4			1	1	1	44
VIII	7	7	8	1	10		4	4			1	1	1	44
Total	115	108	97	6	54	18	12	12	6	8	11	11	3	461

Periods and hours per weeks and days

Class	Period p/ week	Period p/days	Hours p/week	Hours p/day	Days
PP	30	6	20	4	Mon-Fri
I	35	7	23.2	4.4	Mon-Fri
II-VIII	44	8	29.2	5.2	Mon-Sat



Foreword

School is ruled not by the dictatorship nor by autocrats but by the set of rules. Generally, discipline is fundamental for serene and pleasant living especially in the schools where diverse age group of children comes to attend school that too from different family background. It is essential to inculcate the right values, so that children grow up to be productive and responsible citizens loaded with good human values and principles. To have safe and secure environment, it is important to establish proper disciplining mechanisms so that the schools have protected and supportive atmosphere. This set of disciplining policy is recommended by the Ministry of Education and brought to the shape by the school discipline committee in their review meeting held on 9th June, 2012 to curbe the indiscipline problems and towards building zero tolerance to indiscipline in nurturing green school for green Bhutan. This set of policy will provide guidelines for schools to deal disciplinary issues professionally and consistently. However, any offense that is of criminal in nature is beyond the scope of this guideline/policy and will have to be dealt in accordance with the law of the land.

The objectives of having the set of policy in the school are;

- a) To curbe the indiscipline issues professionally.
- b) To aware the children that indiscipline issues are intolerable in the school and hence dealt by set of rules.
- c) To specify the offences and sanctions in case of breach of school rules and regulation.
- d) To build zero tolerance to indiscipline in nurturing green school for green Bhutan.

Depending on the severity of the violation of school rules and regulations, some possible offences in the school and sanctions have been classified here under at all three levels.

Level 1 Offences

1. Visiting restricted areas.
2. Absenteeism
3. Tardiness
4. Violation of school dress code
5. Graffiti
6. Tattoos
7. Littering
8. Possession of electronic gadgets
9. Foul/indecent language
10. Negative peer pressure
11. Mischief
12. Petty theft
13. Disrespectful behavior
14. Harassment
15. Business transaction

1. Visiting restricted areas



Visiting the restricted areas includes the area unauthorized for entry for the students. The following areas are unauthorized for the students:

- a) River and its vicinity
- b) Forests
- c) Transmission towers/lines/poles
- d) Cliff
- e) School office during the examination time
- f) Any area marked unauthorized for the entry.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

2. Absenteeism

Irregular attendance to the class, co-curricular activities and school functions without being informed to Principal, teachers or Teachers on Duty (ToD) or persistent absence from work or some other place without good reason.

Prolong absence will lead to failure in coping with other friends which ultimately leads to academic failure.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) ○ Child-Counselor conference ○ Undertaking letter from student 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Suspension (4th) ○ Issue School Leaving Certificate with reasons reflected(5th)

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.



Tardiness

Tardiness is slow or late in arriving or happenings. Students should arrive in the school and carry out the entire task as per the schedule. Students should also take part or be present for all the curricular and co-curricular activities. Failing to which, the following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking 	<ul style="list-style-type: none"> ○ Suspension

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

4. Violation of school dress code

The students need to be properly and appropriately dressed and should be in school uniform during the school hours and school functions. No half ghos and kiras will be entertained in the school premises; however participants for the sporting events must be in sports outfit. Children will not wear expensive ornaments in the school as well.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking 	<ul style="list-style-type: none"> ○ Suspension

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

5. Graffiti

Graffiti constitute writing on the wall, floor, road and ground etc. Children will not scribble on the walls of school buildings, desks, tables, doors, blackboards, roads, ground etc. This awareness will be done in the beginning of the academic session and hence if the children are found doing these the following actions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) ○ Repair/repaint 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking 	<ul style="list-style-type: none"> ○ Suspension

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

6. Tattoos



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A permanent mark, image, pattern or name or word on the skin which is created in order to show off to others will be viewed seriously and hence liable for the following sanctions;

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking 	<ul style="list-style-type: none"> ○ Suspension

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

7. Littering

Throwing waste like papers, bottles, plastics anything that will litter the school campus will not be allowed.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) ○ Child-Counselor conference ○ Undertaking letter from student 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Suspension (4th)

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

8. Possession of electronic gadgets

At no cost children will bring electronic gadgets in the school. School will ensure that mobile phones, video games, radios etc are not in the possession of the students during the school hours. If at all the electronic gadgets are found with the children the following sanctions will be taken against him/her;

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) ○ Child-Counselor conference ○ Undertaking letter from student 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Suspension (4th)

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3



Foul/indecent language

Foul language is speech or verbal communication that is rude and very offensive, unpleasant to hear. School is a place where the transformation from animalism to humanism takes place. Any foul speech should be corrected on the spot, however if the children use foul/indecent language, despite the correction, the following sanctions will be taken;

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) ○ Child-Counselor conference ○ Undertaking letter from student 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Suspension (4th)

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level - 2 offences which will be dealt as per the level - 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3

10. Negative peer pressure

Pressure given to peers in order to persuade somebody to a negative behaviour such as drinking alcohol, drugs abuse, gang fights and etc. If the school finds such students, the following sanction will be taken against him/her;

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) ○ Child-Counselor conference ○ Undertaking letter from student 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Suspension (4th)

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level - 2 offences which will be dealt as per the level - 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3

11. Mischief

Misbehaving, disobeying and creating troubles to harm the peaceful activity of the school, peers or the property shall be viewed as a serious offence.

We expect our students to behave in a positive manner that reflects highly of them, their families, the school, and the young people in general. As such the staff reserves the right to discipline students for inappropriate behavior in classrooms, hall ways, school campus, play fields and office areas.

The following sanctions will be taken for the breach of the rule.



Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification with undertaking(2nd) ○ Child-Counselor conference ○ Undertaking letter from student 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Suspension (4th)

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3

12. Petty theft

Petty theft is the act of burglary which is a serious offence if not corrected at the spot. The students should be taught to build ownership of the personal property but not the common/public properties. Rather they should build the ownership of love and care for the common properties.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

13. Disrespectful behavior

Inappropriate, rude and the insolent behaviour depict by the students with the teachers, peers, elders, seniors in the school is not expected in the school.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.



14. Harassment

Harassment is a behaviour that annoys or upsets someone. Creating nuisance and troubling peers and others to upset physically shall not be allowed. Harassment will disturb the peace of mind and affects the teaching and learning processes.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

15. Business transaction

Any form of business transaction in the school is strictly prohibited. School is a learning temple where we worship good values and ethics. Trade and commerce in the school will not only influence the students in a negative behaviour and actions but also brings a bad fame to the school.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

Level 2 Offences

1. Frequent violation of level 1 offences
2. Insubordination
3. Substance abuse
4. Dishonest behavior
5. Plagiarism
6. Hooliganism
7. Inappropriate relationship
8. Possession of harmful items
9. Defamation
10. Prowling
11. Discrimination
12. Gambling
13. Bullying



1. Frequent violation of level 1 offences

In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level - 2 offences which will be dealt as per the level - 2 sanctions. The level 2 sanctions will be described under each offence as outlined hereunder;

2. Insubordination

The act of mutiny, rebellion, revolt and disobedience is considered as insubordination. It is also refusing to obey orders or follow the school norms.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level - 2 offences which will be dealt as per the level - 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

3. Substance abuse

Abusing substance and the malpractice of any drugs or locally available substance is against the law of the land. As such, any offences related to substance abuse shall be dealt accordingly.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days. 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level - 2 offences which will be dealt as per the level - 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

4. Dishonest behavior

Inappropriate, rude and the insolent behaviour depict by the students with the teachers, peers, elders, seniors is not expected in the school.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Teacher- child conference ○ Parent notification ○ Undertaking with the child ○ Detention /counseling 	<ul style="list-style-type: none"> ○ Discipline committee 's intervention ○ Suspension for maximum of 12 days 	<ul style="list-style-type: none"> ○ Issue Transfer Certificate with character certificate

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level - 2 offences which will be dealt as per the level - 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

5. Plagiarism



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Plagiarism means using another person's idea or a part of their work and pretends that it is your own. It is a serious crime in an educational institute. Plagiarism is a theft of an intellectual property. Such offences shall also be dealt according to the academic misconduct laid down in the school policy.

Further, the following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
○ Refer directly to level III	○ Refer directly to level III	○ Suspension(from appearing examination) ○ Expulsion

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

6. Hooliganism

Hooliganism is an action of a person in a violent manner without thinking and causing damages to public property and creating nuisance to disturb others.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
○ Refer directly to level II	○ Child –teacher/principal conference ○ Give responsibilities ○ Parents notification ○ Detention and suspension	○ Issue SLC reflecting the case

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

7. Inappropriate relationship

Inappropriate relationship (student to student, students to outsider, student to teacher/support staff) is a serious offence in the schools. A positive relation amongst the family in the school is must for better teaching learning processes and development of the school. As such everyone is expected to have respect to each other with an attitude of 'brotherhood' and avoid using foul languages at all times. We, being the Bhutanese should have trust and believe in our strong ethic 'Pha Da Bu GiDamtsig' and 'ThaDamtsig Lay Jumdau'. Therefore, in turn we should have honesty, sincerity, loyalty and dedication to the TSA WA SUM.

Inappropriate relationship in the school will be dealt as per the following;

Sanction 1	Sanction 2	Sanction 3
○ Refer directly to level II	○ Child –teacher/principal conference ○ Undertaking ○ Suspension and detention ○ Child –teacher conference and undertaking ○ Parents notification	○ Any offences beyond sanction I and II will be dealt in pursuant to penal code

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

8. Possession of harmful items



Anyone in the school is not allowed with the items that would cause harm to others. School is a safe place for children to learn and play. Trespassers /strangers possessing any harmful items in the school campus should immediately be informed to the school authorities for action.

Students are also not allowed to carry or possess any kind of weapons or objects that would cause harm.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level II 	<ul style="list-style-type: none"> ○ Confiscate the items with parents notification ○ Child-teacher conference 	<ul style="list-style-type: none"> ○ Deal with concern agencies

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

9. Defamation

Defamation is an insult or a slander to an individual or an institute. It is also to damage the reputation of a person or group by saying or writing bad things about them which are not true.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level II 	<ul style="list-style-type: none"> ○ Information to parents ○ Undertaking of parents ○ Detention with work 	<ul style="list-style-type: none"> ○ Suspension ○ Expulsion

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

10. Prowling

Prowling is an act of marauding and raiding. It is to move around quietly in a place trying not to be seen or heard, such as when hunting to kill animals.

In our context, prowling is to move around quietly in a place especially in night trying not to be seen or heard to an unauthorized area or place especially to girl's dormitory by the boys and vice versa to tease girls and molest/abuse them sexually.

For instance:

- Girls' dormitory is unauthorized area for boys at all times.
- School's stationary and WFP stores.
- School office where the question papers are preserved safely for examinations

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level II 	<ul style="list-style-type: none"> ○ Counseling ○ Child' undertaking ○ Notification to parents ○ Detention with work ○ Parents undertaking 	<ul style="list-style-type: none"> ○ Suspension ○ Expulsion

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.



11. Discrimination

Discrimination is being bias or partial. It is also to treat a person or a particular group of people differently, especially in a worse way in which you treat other people, because of their skin, colour, religion, sex, etc.

In school, we are all same and should be treated equal. Everyone is expected to have respect to each other with an attitude of 'brotherhood' and avoid using foul languages at all times. We, being the Bhutanese should have trust and believe in our strong ethic 'Pha Da Bu GiDamsig' and 'ThaDamsig Lay Jumdau'.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level II 	<ul style="list-style-type: none"> ○ Counseling ○ Child' undertaking ○ Notification to parents ○ Detention with work ○ Parents undertaking 	<ul style="list-style-type: none"> ○ Suspension ○ Expulsion

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

12. Gambling(plays involving money)

Gambling is doing something risky that might result in loss of money or failure, hoping to get money or achieve success.

School is totally a gamble free zone. Nobody is expected to gamble with money using cards, dice and others.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Confiscate 	<ul style="list-style-type: none"> ○ Verbal warning ○ Undertaking with parents 	<ul style="list-style-type: none"> ○ Suspension with the parents notification ○ Issue SLC

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

13. Bullying

Bullying is a harassment or maltreatment to others. It is usually done to hurt or frighten someone who is smaller or less powerful than you, often forcing them to do something they do not want to do.

Bullying or ragging is not at all permitted in the school. Everyone in the school should live each other with an attitude of 'brotherhood' and sisterly treatment.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
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<ul style="list-style-type: none"> ○ Counseling, ○ Undertaking with the child 	<ul style="list-style-type: none"> ○ Verbal warning ○ Undertaking with parents 	<ul style="list-style-type: none"> ○ Suspension ○ Issue SLC
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Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

Level 3 Offences

1. Frequent violation of level 2 offenses
2. Groupies for ulterior motives
3. Damage to property (vandalism)
4. Malpractice in exams
5. Break-ins
6. Battery

1. Frequent violation of level 2 offences

In the case of repeated offences, school will determine the frequency in level 2 and it automatically becomes the level – 3 offences which will be dealt as per the level – 3 sanctions. The level 3 sanctions will be described under each offence as outlined hereunder;

2. Groupies for ulterior motives

A groupie to become one is a healthy sign for unity. United we stand divided we fall. But forming groups for ulterior and other secret motives is against the school policy. It will be taken as anti-groups.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level III sanctions. 	<ul style="list-style-type: none"> ○ Information to parents ○ Undertaking of parents ○ Detention with work ○ Depriving from privileges 	<ul style="list-style-type: none"> ○ Suspension

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offences in level 2 will tantamount to level 3 sanctions.

3. Damage to property (vandalism)

Damaging common/school/public property is against the law of the land. In school we have varied property that will benefit lot of students for long period of time. Damaging the property will call for the following actions.



Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level III sanctions. 	<ul style="list-style-type: none"> ○ Counseling ○ Child' undertaking ○ Notification to parents ○ Pay for damage caused/repair ○ Detention with work ○ Parents undertaking 	<ul style="list-style-type: none"> ○ Suspension ○ Expulsion from Boarding ○ Issue SLC

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

4. Malpractice in exams

Malpractices in the exam shall be dealt accordingly as per the school policy laid down under the academic misconduct.

Candidates suspected of using unfair means will be expelled from the Examination Hall and shall not be permitted to sit for subsequent papers. His/her result will be cancelled as a whole.

The following constitute the use of unfair means in the examination:

- a) Giving or receiving help from any fellow candidate or any member of the supervisory staff or any other person or source for the purpose of solving/answering the question
- b) Copying from another candidate's work.
- c) Allowing another candidate to copy one's own work.
- d) Posing books, notes, or any other informative document from which to copy answer to questions.
- e) Influencing or intimidating supervisory staff to overlook the use of unfair means.
- f) Creating indiscipline in or around the examination room.

In addition, the following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level III sanctions 	<ul style="list-style-type: none"> ○ Refer directly to level III sanctions 	<ul style="list-style-type: none"> ○ Suspension(from appearing examination) ○ Expulsion

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

5. Break-ins

It is burglary. It could be a theft, robbery, housebreak, crime or a shoplifting. The defaulter attempting or found the guilty of it will be dealt as per the sanctions mention below;

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> ○ Refer directly to level III sanctions. 	<ul style="list-style-type: none"> ○ Information to parents ○ Undertaking of parents ○ Detention with work ○ Depriving from privileges 	<ul style="list-style-type: none"> ○ Report to police and inform parents ○ Handover to the police

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.



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6. Battery

It is a threat to attack someone followed by a violent physical act.

The following sanctions will be taken for the breach of the rule.

Sanction 1	Sanction 2	Sanction 3
<ul style="list-style-type: none"> Refer directly to level III sanctions. 	<ul style="list-style-type: none"> Information to parents Undertaking of parents Detention with work Depriving from privileges 	<ul style="list-style-type: none"> Report to police and inform parents Handover to the police

Note: In the case of repeated offences, school will determine the frequency in level 1 and it automatically becomes the level – 2 offences which will be dealt as per the level – 2 sanctions. Similarly, the repeated offenses in level 2 will tantamount to level 3 sanctions.

7. Others

The following offences were discussed which were not reflected in the guidelines. The Dzongkhag and the school principals thought that the similar offence might arise in the schools. All sanctions were unanimously agreed and confirmed during the meeting.

Sl.#	Offence	Sanction 1	Sanction 2	Sanction 3
7.1	Smuggling	<ul style="list-style-type: none"> Refer directly to level III sanctions. 	<ul style="list-style-type: none"> Counseling Inform police and parents 	<ul style="list-style-type: none"> The offender shall be charged as per penal code of Bhutan.
7.2	Auto-stripping (scratching, damaging and stealing parts)	<ul style="list-style-type: none"> Refer directly to level III sanctions. 	<ul style="list-style-type: none"> Counseling Inform police and parents 	<ul style="list-style-type: none"> Suspension Expulsion
7.3	Quarreling/ Fighting	<ul style="list-style-type: none"> Counseling Child' undertaking Apology from both the parties 	<ul style="list-style-type: none"> Counseling Child' undertaking Notification to parents Detention with work Parents undertaking 	<ul style="list-style-type: none"> Suspension
7.4	Eve teasing/ Adam teasing	<ul style="list-style-type: none"> Counseling Child' undertaking Apology from the miscreant 	<ul style="list-style-type: none"> Detention with work Information to parents Undertaking letter from parents and child. 	<ul style="list-style-type: none"> Suspension
7.5	Rape / Molestation	<ul style="list-style-type: none"> Refer directly to level III sanctions. 	<ul style="list-style-type: none"> Counseling Inform police and parents 	<ul style="list-style-type: none"> Report to police and inform parents Handover to the police
7.6	Assault(Verbal and physical)	<ul style="list-style-type: none"> Refer directly to level III sanctions. 	<ul style="list-style-type: none"> Information to parents Undertaking of parents Detention with work 	<ul style="list-style-type: none"> Suspension Issue SLC/ Expulsion



7.7	Forgery	<ul style="list-style-type: none"> ○ Refer directly to level III sanctions. 	<ul style="list-style-type: none"> ○ Information to parents ○ Undertaking of parents ○ Detention with work 	<ul style="list-style-type: none"> ○ Suspension ○ Issue SLC/ Expulsion
7.8	Desecration of the Public property	<ul style="list-style-type: none"> ○ Counseling ○ Repaint/repair/replace ○ Inform parents 	<ul style="list-style-type: none"> ○ Information to parents ○ Undertaking of parents ○ Detention with work 	<ul style="list-style-type: none"> ○ Suspension ○ Expulsion
7.9	Impersonation	<ul style="list-style-type: none"> ○ Refer directly to level III sanctions. 	<ul style="list-style-type: none"> ○ Information to parents ○ Undertaking of parents ○ Detention with work 	<ul style="list-style-type: none"> ○ Impersonator to be handed over to the police if it is outsider. For students, the following sanction may be given. <ul style="list-style-type: none"> ○ Detention with work ○ Suspension.
7.10	Reading/seeing/possession of obscene materials	<ul style="list-style-type: none"> ○ Teacher child conference(1st) ○ Parent notification(2nd) ○ With undertaking ○ Child-counselor conference ○ Undertaking letter from student 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Issue TC with character certificate
7.11	Blackmailing	<ul style="list-style-type: none"> ○ Refer directly to level II 	<ul style="list-style-type: none"> ○ Detention with work(3rd) ○ Parents undertaking ○ Denial of privileges (eg. Participation in cultural programmes and games) 	<ul style="list-style-type: none"> ○ Suspension ○ Issue SLC
7.12	Pregnancy	<ul style="list-style-type: none"> ○ Refer directly to level III 	<ul style="list-style-type: none"> ○ Refer directly to level III 	<ul style="list-style-type: none"> ○ As per legal provision.
7.13	Marriage	<ul style="list-style-type: none"> ○ Refer directly to level III 	<ul style="list-style-type: none"> ○ Refer directly to level III 	<ul style="list-style-type: none"> ○ As per legal provision ○ Transfer.



General Notes on discipline policy

- 1) The sanctions outlined above are all discussed and endorsed during the one day Principals' meeting on 30 July 2012.
- 2) Offences related to **civil case** such as pregnancy will be dealt as per legal provisions.
- 3) Disciplinary action shall also be taken even if the offences are committed outside the school.
- 4) **Suspension:** A suspension is the temporary removal of a student from school for committing either one or more of the offenses of level 3. **It shall be sanctioned for a maximum of 12 school days.** Corrective measures such as assignment, additional works can be assigned supervised by parents. Child will not be accepted back until requirements are fulfilled.

Suspension can also be sanctioned for one academic year to a child requiring rehabilitation.

The student must be issued with a written order and handed over to the parent.

- 5) Offences of **criminal nature** shall be dealt by law enforcement agencies such as police and court. The child shall not attend class during hearing of the case. Thus the number of days missing the class shall be considered absent. The school rule on attendance requirement shall also be applied. The child if proven guilty of the crime - both bail able and non-bail able is automatically expelled.
- 6) **Expulsion:** An expulsion is a permanent removal of a student from school for committing more serious or repeated violation of level 3 offenses and criminal offense on conviction of the crime. It is the last resort and can be applied after taking a series of both preventive and corrective measures through wider representation in the discipline committee including the SMB. It should, however, be preceded by suspension unless the offense is of criminal nature. **The student must be issued a written order along with all disciplinary records** outlining the measures undertaken to correct the child, transfer certificates and any other relevant documents and handed over to the parent.

Expulsion may not be sanctioned to students of age 12 (on the day of offense) and below.

A student once expelled cannot attend any school in the country.

The above discipline policy for all the schools in Mongar Dzongkhag was jointly framed during the one day principals' meeting held on 30 July 2012.

The sanctions for all the offences were unanimously agreed and endorsed. The same has also been endorsed by the school discipline committee and shared with all the



10. EXAMINATION AND PROMOTION POLICY

10.1 Examination

As of today, we follow two terms academic session (*Midyear-February to June and Year End-July to December*) whereby examinations are conducted at the end of each term.

Examinations are conducted in the schools to evaluate the academic achievements of the students and check the teacher's instructional performances.

One of the main tools for promoting students to the next higher grade is through their academic performance.

To practice fair conduct of examinations in the school we must therefore;

- 10.1.1 Form a school level examination committee headed by an exam controller under the chairmanship of Principal.
- 10.1.2 All the teachers will prepare and use test blueprint to prepare question papers for any type of examinations and tests conducted in the school.
- 10.1.3 The examination committee will arrange for the moderation of question papers before mass printing.
- 10.1.4 The examination controller will store all the confidential examination documents safely.
- 10.1.5 All examination related polices of the department would be strictly complied with.
- 10.1.6 All teachers will follow the instructions for evaluation of answer script as reproduced in the policy.
- 10.1.7 All teachers will prepare model answer papers for fair evaluation and copy of it will be attached to the question paper retained as office copy.
- 10.1.8 The evaluated answer scripts for the first term examinations must be returned to the students and must be used to review their performances. Student must be taught the skills of writing examinations with reference to their answer scripts.
- 10.1.9 The marked answer scripts of the annual examination must be handed over to the exam committee after marking is done.
- 10.1.10 All the class teachers will prepare consolidated result of their class and submit to the exam committee for necessary checkup which then must be signed by the subject teachers and be maintained in the school progress report register.
- 10.1.11 All the total marks in the consolidated result and result sheet must be entered in round figures.



10.1.2 Examination Procedures

During the examination the students are expected to follow certain norms. Some of which are mentioned below:

If the students are found violating the norms they will be dealt accordingly. Any teacher invigilator find the student malpractice during the course of the examination or while writing the papers should immediately inform the examination committee.

The following **NOTICE TO STUDENTS** during the examinations should strictly adhere to by all the candidates;

- 10.1.2.1 Admission to Examination Hall: Candidates must be seated in their respective seats 5 to 10 minutes in advance of the examination timing as per the seating plan displayed at prominent places outside each of the examination rooms.
- 10.1.2.2 Admission of late comers to the examination hall (i.e. with a period of 30 minutes after the start of wiring) will be considered by the Examination Committee in consultation with the Principal.
- 10.1.2.3 Visits to toilets WILL NOT be allowed (EXCEPT where arrangements are made for adequate vigilance).
- 10.1.2.4 Candidates must be PRESENT for all the papers.
- 10.1.2.5 Writing materials: All the articles for writing answer such as pen ink (blue or black ink only) pencil, eraser, scale, instrument box and (if allowed) mathematical tables and calculator must be bought by the candidates themselves.
- 10.1.2.6 File board, grip board, magazine and other materials will not be allowed in the examination hall.
- 10.1.2.7 Index/Roll number: Candidates must write their correct index/Roll Number at the specified places only in the question booklet/answer sheet.
- 10.1.2.8 Use of unfair means in Examination: Candidates suspected of using unfair means will be expelled from the examination hall and shall not be permitted to sit for subsequent papers. His/her result will be cancelled as a whole.

The following constitute the use of unfair means in the examination:

- 10.1.2.1.1 Giving or receiving help from any fellow candidate or any member of the supervisory staff or any other person or source of the purpose of solving/answering the question.
- 10.1.2.1.2 Copying from another candidate's works
- 10.1.2.1.3 Allowing another candidate to copy one's own work.
- 10.1.2.1.4 Posing books, notes, or any other informative document from which to copy answer to questions.
- 10.1.2.1.5 Influencing or intimidating supervisory staff to overlook the use of unfair means.
- 10.1.2.1.6 Creating indiscipline in or around the examination room.

The Notice to Students should be read by all the candidates. This will help the candidate in writing the examination as per the examination norms.



As mentioned earlier, examination is an integral part of summative assessment. It is a total responsibility of assessment and examination coordinator and the committee to conduct fair and quality examination. The purpose and the objectives would be the same as described in assessment. Some of the essential duty and restriction that should be followed by all the teachers and the committee are in print here under.

10.1.3 Exam Schedule and Making General Announcement

In accordance with the school calendar the coordinator should conduct short meeting to prepare the time table for examinations and other related issues (remind concern teacher to set questions). The final date of examination should be announced to the student before a month with display of exam time table in the notice board.

10.1.4 Setting of question paper

Committee should reinforce certain rules (dos and don'ts) while setting question papers.

All the teachers must set the question as per the requisites of Test Blue Print (Table of specifications) and each chapter must be given appropriate marks in all levels of questions as per directives of REC syllabus. (Refer Syllabus for all classes, REC).

All the questions should be framed on full mark (100)/ But the writing hours may differ for different subjects.

Direction to each question should be written very clear with simple language. And question should be tested from all the areas of the subject taught. Subject teacher should also know the percentage of marks to be tested from different chapters. For accurate information, teacher may refer to REC syllabus document.

Every teacher must follow the following Table of specification (blue print).

Levels of Question Chapters/ Units	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Total

10.1.5 Categories of the Taxonomy

10.1.5.1 **Remembering:** It deals with the recall of previously learned materials ranging from specific facts (dates, time, place name, etc.) to complete theories and principles.

10.1.5.2 **Understanding:** Objectives in this category include the ability to understand what is learnt in the form of translating material from one form to another (e.g., paraphrasing), interpreting material (e.g., summarizing or explaining, or extrapolating (e.g. Extending from what is given).

10.1.5.3 **Applying:** It refers to the ability to apply the acquired skills to new situations. Objectives in this category range from the application of a specific formula to the application of theories and principles.



- 10.1.5.4 **Analyzing:** It is defined by the ability of analyzing a whole into meaningful components. The content for this objective include the analysis of elements, relationship, or organized principles.
- 10.1.5.5 **Evaluating:** It deals with the ability to judge the value of certain information. Objectives in this category are concerned with the ability of evaluating information material by applying certain specified criteria (e.g., checking for internal consistency, external validity, etc.)
- 10.1.5.6 **Creating:** It refers to the ability of integrating parts into a meaningful whole. This objective may involve the synthesis of ideas into a theme or speech, a plan for action or blueprint, or a set of abstract relations.

10.1.6 Writing Time for different subject and class are given below:

Class	Dzongkha	English	Mathematics	Science	Social Studies	History	Geography
	Writing Time	Writing Time	Writing Time	Writing Time	Writing Time	Writing Time	Writing Time
PP	1 ¼ hrs.	1 ¼ hrs.	1 ¼ hrs.				
I	1 ¼ hrs.	1 ¼ hrs.	1 ¼ hrs.				
II	1 ¼ hrs.	1 ¼ hrs.	1 ¼ hrs.				
III	1 ¼ hrs.	1 ¼ hrs.	1 ¼ hrs.				
IV	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.		
V	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.		
VI	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.		
VII	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.		2 ¼ hrs.	2 ¼ hrs.
VIII	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.	2 ¼ hrs.		2 ¼ hrs.	2 ¼ hrs.

10.1.7 Moderation

Exam committee should divide teachers in groups (of same subject) and provide papers according to the subject to moderate.

The factors to be considered during question moderation;

- 10.1.7.1 The group must check the format of question set (direction, total marks and writing time)
- 10.1.7.2 The group must ensure that questions are covered from all the chapter or units taught.
- 10.1.7.3 It must be also noted that the questions are prepared according to the test blue print.
- 10.1.7.4 Check the standard of the question as per the level
- 10.1.7.5 Make necessary correction.

10.1.8 Important responsibility of the committee in examination

- 10.1.8.1 Collect the questions and set it out for printing and cyclostyling.
- 10.1.8.2 Store the papers in safe place and keep it locked.
- 10.1.8.3 Prepare invigilator and reliever time table.
- 10.1.8.4 Set out seating arrangement for individual student.
- 10.1.8.5 Orient on examination rules to students in the morning assembly.
- 10.1.8.6 Distribute question papers and other materials for different exam hall.



- 10.1.8.7 Check that there is invigilator in every hall and record student's attendance.
- 10.1.8.8 Allow correct writing time for all the students.
- 10.1.8.9 Sent reliever on time.
- 10.1.8.10 Monitor and supervise exam room at least once.
- 10.1.8.11 Compile papers and submit to concern subject teacher for correction.

10.1.9 Paper Correction

- 10.1.9.1 Exam committee should conduct round table correction for classes III and VIII.
- 10.1.9.2 For other classes, concern subject teacher should correct the paper as per the policy for evaluation of Answer script.

10.1.10 Submission of CA and Final Marks

Exam committee should identify appropriate dates for submission of final marks for both term examinations to the concern class teacher. Failing to do so will be misconduct against the teachers' code of conduct. At least a week time should be provided to the concern class teacher to prepare consolidated result and result sheet for the result declaration

10.1.11 Promotion Meeting

Administration will call for the promotion meeting in consultation with the academic and exam committee. The promotion meeting will be conducted only for the annual examination. In the meeting all class teacher should present the simple result analysis of their class.

Generally, the following agendas will be discussed in the meeting.

- 10.1.11.1 Means and method to help students who have failed with minimum marks and make unanimous decision from the exam committee, academic committee, concern class teacher and the concern subject teaching teacher to make considered pass.
- 10.1.11.2 Other criteria and recommendations have to be also considered while promoting the failed students.
- 10.1.11.3 Preparation of result day.

10.1.12 Result Declaration

School should make the result day as an important part of the school activity. This is to remark the award bearing feel proud and to encourage the rest of the students. Result day for both the examination should be reflected in the school calendar and academic committee should prepare for necessary arrangement. The position holder should be awarded with reward and certificate.

Some responsibilities of Assessment and Examination Coordinator

- 10.1.12.1 Identify the position holder of all classes.
- 10.1.12.2 Make necessary arrangement for the day.
- 10.1.12.3 Invite guest (inspiring personnel) and parents on the day.



10.1.13 Result Analysis

Result analysis is base data in order to find out so many aspects of how students have performed in each subject from each class. It will also classify other variability in the performance and give general performance statistics of the school and as a whole to the nation. Through this the school can study the need and make future commitment.

10.1.14 Evaluation of Answer Script

- 10.1.14.1 Respective subject teachers should collect the answer scripts from the Examination committee on the same day of the examination after obtaining the signature.
- 10.1.14.2 All the Evaluation should take place in the school. This includes the result preparation also. No teachers are allowed to take the answer script out of office for evaluation/correction.
- 10.1.14.3 As per the examination policy, all the teachers are required to make model answer for fair evaluation. Any contradiction of alternatives in answer should be properly taken care.
- 10.1.14.4 Teachers should also make marking scheme. The marking scheme with the model answers should be submitted for all the Examinations for future reference.
- 10.1.14.5 All the questions should be marked with the same marking scheme avoiding any humane weakness. Question should be not marked hurriedly. Take time for evaluation. Little carelessness form teacher while evaluating will have greater impact on the child's future.
- 10.1.14.6 Teachers should recheck the paper(s) if necessary. This will ensure fair mark awarding and evaluation.
- 10.1.14.7 All the subject teachers should make mark sheet with compiled and calculated continuous assessment marks and hand it over to the class teacher. All the total marks should be in round figure.
- 10.1.14.8 Class teachers have to make consolidated mark sheet for the respective class without mistake and submit to the Examination committee for further correction if there is any.
- 10.1.14.9 After the Examination committee returns the consolidated mark sheet/results the class teacher can fill in the progress Report card without mistake. Avoid using of correcting fluid as far as possible.
- 10.1.14.10 The consolidated result should be recorded in the school Progress Report Register for future references, immediately after the finalization of the result.

10.2 Promotion Policy

After the conduct of the examination and evaluation of paper, the students are either promoted to the next higher grade or detained in the same class.

The promotion criteria are as follows:



10.2.1 Classes Pre-primary to III

- 10.2.1.1 The subjects taken are Dzongkha, English and Mathematics. The student of PP to III will be promoted to next class only if;
- 10.2.1.2 One acquires 40% or more in all the subjects (Dzongkha, English, and Mathematics) after adding both continuous assessment and test marks.
- 10.2.1.3 He/she attends 90% of total school attendance (the students will not be given chance to appear the Year End Examination without the minimum of 90% attendance even if his/her marks is above 50% from continuous assessment and first term test).

10.2.2 Classes IV to VIII

Subjects offered are Dzongkha, English, Mathematics, Social Studies, Science, History and Geography. The assessment is done through continuous assessment and term tests with a maximum mark of 100 for each subject.

The students will be promoted to next class only if;

- 10.2.2.1 One acquires 40% or more in major subjects (English, Dzongkha and Mathematics)
- 10.2.2.2 He/she gets less than 40% in one minor subject (Social studies and Science for classes IV-VI and Science, History and Geography for classes VII and VIII). In this case, a student must, however, score at least 35% after adding both continuous assessment and test marks test marks after attending both the term test.
- 10.2.2.3 He/she attends 90% of total school attendance. (The students will not be allowed to appear the Year End Examination without the minimum of 90% attendance even if his/her marks is above 50% from continuous assessment and first term test).

10.2.3 Exception

The student contribution and his/her participation with some degree of quality in school activities will be considered to promote a child to next higher grade even though he/she fails in academic performance

Note: *The Primary School Certificate Examination (PSCE) earlier conducted by BCSEA is now decentralized the conduct of examinations to schools.*

The questions for classes III and VI are set and supplied by BCSEA while correction and conduct of examination takes place at school. The conduct of CBAT for classes III and VI at the school is as per the conduct of public examination, BCSEA.



11. HEALTH POLICY

Student's health and personal hygiene and sanitation are very important. Healthy environment will lead to conducive learning atmosphere in the school.

The following are the policy;

- 11.1 School Health In-charge looks after the promotion of health and sanitation in the school
- 11.2 The health in-charge will be responsible for celebrating school Health Day and observing other global days.
- 11.3 The Health in-charge will coordinate the students Health Record Book, distribution of iron folic tablets, vitamins, Deworming tablets with respective class teachers.
- 11.4 School toilet, water taps, drains and pits will be maintained on daily basis.
- 11.5 Cleaning campaigns will be organized in the locality as an annual feature.
- 11.6 Health messages will be displayed at strategic places.
- 11.7 Any students wishing to visit BHU or hospital when sick should collect the Health Record Book from the school health In-charge.
- 11.8 Any mishap or ill during the school hours should be reported to Health in-charge.
- 11.9 Health Education will be delivered as an integral part of school curriculum.



12. HOMEWORK AND INDEPENDENT STUDY POLICY

12.1 Homework

Homework is very important for the students.

Some objectives of homework are;

- 12.1.1 To provide a follow up to class work
- 12.1.2 To give more practice of the work done in school.
- 12.1.3 To encourage students to work on their own and thus develop self-discipline
- 12.1.4 To provide constructive use of after school hours.
- 12.1.5 To provide parents with an opportunity to become aware of the work which the child is doing at school.

12.2 Homework Policy

- 12.2.1 The nature of homework should be in accordance with the work being done at school.
- 12.2.2 Homework may be given as and when required and corrected as well.
- 12.2.3 Homework given should be as short as possible and should be able to reflect students' understanding of the subject.
- 12.2.4 No class should be given homework in more than one subject per day.
- 12.2.5 Respective class teacher will prepare homework schedule. This is done to avoid overload work to the children.
- 12.2.6 Homework(s) should be assessed as frequently as possible and all teachers should provide written comments for future improvement of the students. It is equally important to give grades/marks for the home works.

12.3 Homework Schedule

Often times, students are overloaded with lots of homework. Time table committee has space out the homework in different subjects during the week in such a way that both students and teachers are not overburdened.

Class	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
IV	Dzongkha	Math	Social Studies	English	Science	Math
V	English	Math	Science	Dzongkha	Social Studies	Math
VI	Science	Dzongkha	English	Social Studies	Math	Math
VII	Geography	English	Dzongkha	Science	History	Math
VIII	English	Dzongkha	Science	History	Geography	Math



12.4 Criteria for assessing Homework

a) Sl.#	Criterion	Marks
b)	Presentation (neatness, handwriting, and lay-out of the answer)	2
2	Completeness of the answers.	2
3	Improvement (has the student noted the previous correction)	2
4	Originality (Use of own language)	2
5	Meeting the deadline	2
	TOTAL	10

12.5 Independent study and study skills objectives;

- 12.5.1 To stimulate the child's interest and understanding
- 12.5.2 To stimulate a sense of inquiry in the student.
- 12.5.3 To develop individual study skills
- 12.5.4 To provide feedback for evaluation

12.6 Study Skills

- 12.6.1 Listening with understanding e.g. read out story to the class and asks simple questions.
- 12.6.2 Encourage silent study (without moving lips)
- 12.6.3 Frequent use of libraries. Ask students to take an interesting book from the library and then answer questions given by the teacher. Let them read from the book and summarize the paragraph read.
- 12.6.4 Memory grid, using SQ3R method;
 - S - Survey
 - Q - Questions
 - R - Read
 - R - Recall
 - R - Review
- 12.6.5 Encourage students to make notes themselves rather than giving prepared notes which can be memorized.

12.7 Study Policy

- 12.7.1 Pre-primary students (PP-III) may not be given any organized independent study. They may have games instead.
- 12.7.2 Try to develop independent study for classes IV to VI.
- 12.7.3 Encourage children to devote to serious study of time-tabled subjects in morning.
- 12.7.4 In the evening, ask children to spend at least an hour doing homework.
- 12.7.5 Encourage children to read light library book at night.



Mantra for Academic Excellence
I Think I can! Just 1 2 3!

Step 1: Be 100% attentive in class so that

- a) You understand everything that your teacher is teaching
- b) You do active listening and are able to clear doubts.

Step 2: Go through what was taught during the day, the very same evening.

- a) Complete your homework and then go through the day's lesson carefully and understand the text. If any homework is not complete, you could do it during your morning study. Revising the lesson the very same evening helps to store the information in your long term memory.
- b) If there is some doubt, ask the teachers/friends the next day. Always clarify doubts.

Step 3: During the weekends or holidays, go through the lessons taught during the whole week. *This will further enforce your memory system.*

Source: Naina Kala Gurung, CECD, DYS, MoE.



13. INTERNET USAGE POLICY

The Internet is an electronic information highway connecting many thousands of computers all over the world and millions of individual subscribers. This global "network of networks" is not governed by any entity. This means that there are no limits or checks on the kind of information that is maintained by, and accessible to, Internet users. The educational value of appropriate information on the Internet is substantial. However, as the Internet is composed of information from a vast array of sources world-wide, it includes some material that is not of educational value in the context of the school. This material includes information which may be inaccurate, abusive, profane, sexually oriented, racist or illegal. In order to guard young people from any inherent dangers, it is the joint responsibility of school staff and the parent or guardian of each student to educate the student about his/her responsibility when using the Internet.

13.1 The internet usage policy includes;

- 13.1.1 Use the internet appropriately for teaching and learning purposes.
- 13.1.2 Refrain from visiting the prohibited websites.
- 13.1.3 Download the required materials for teaching and learning only.
- 13.1.4 Refer BIC&MA, MoE policy guidelines for the internet usage.
- 13.1.5 Avoid using the internet in the class except for teaching learning purpose.

13.2 Internet Policy that governs;

13.2.1 Staff and Students

- 13.2.1.1 When using the Internet, all users must comply with all copyright, libel, fraud, discrimination and obscenity laws, and all school staff (both teachers and support staff) are expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the education sector.
- 13.2.1.2 Students are responsible for their good behaviour on the school network, just as they are on and off school premises. While the use of information and communication technologies is a required aspect of the MoE, access to the Internet remains a privilege and not a right. It is given to students who act in a considerate and responsible manner, and may be withdrawn if they fail to maintain acceptable standards of use.
- 13.2.1.3 Staff should ensure that students know and understand that no Internet user is permitted to:
 - 13.2.1.3.1 a retrieve, send, copy or display offensive messages or pictures;
 - 13.2.1.3.2 use obscene or racist language;
 - 13.2.1.3.3 harass, insult or attack others;
 - 13.2.1.3.4 damage computers, computer systems or computer networks;



- 13.2.1.3.5 violate copyright laws;
 - 13.2.1.3.6 use another user's password;
 - 13.2.1.3.7 trespass in another user's folders, work or files;
 - 13.2.1.3.8 intentionally waste resources (such as on-line time and consumables);
 - 13.2.1.3.9 use the network for unapproved purposes.
- 13.2.1.4 Use of the Internet by school staff and students must be in support of the aims and objectives of the school curriculum.

13.2.2 Location and Supervision

- 13.2.2.1 All users should be aware that the school can and does track and record the sites visited, the searches made on the Internet and e-mail sent and received by individual users.
- 13.2.2.2 Students should be allowed to use the Internet only when supervised by a member of staff i.e. a teacher or an IT technician. Students should never be left alone in a classroom to use the Internet unsupervised (apart from exceptional circumstances). In all cases, students should be reminded of their responsibility to use these resources in line with the school policy on acceptable use. Teachers with access to SIMS.net must ensure that students can never gain access to the modules contained therein.
- 13.2.2.3 The school should ensure that all students understand the rules governing acceptable use of the Internet and why these rules exist. A copy of the rules will be displayed in IT room.
- 13.2.2.4 The Network Manager will review files and communications to maintain system integrity and ensure that users are using the system responsibly. While normal privacy is respected and protected by password controls, as with the Internet itself, users must not expect files stored on the c2k network to be absolutely private.
- 13.2.2.5 Electronic information-handling skills are now fundamental to the preparation of citizens and future employees in the Information Age. Staff should be encouraged to investigate the possibilities provided by access to this electronic information and communication resource, and blend its use, as appropriate, within the curriculum. They should model appropriate and effective use, and provide guidance and instruction to students in the acceptable use of the Internet.
- 13.2.2.6 All staffs are encouraged to make use of government e-mail for internal as well as external communication.
- 13.2.2.7 Examples of Acceptable and Unacceptable Use
- 13.2.2.7.1 On-line activities which are encouraged include:



- 13.2.2.7.2 the use of the Internet to investigate and research school subjects, cross-curricular themes and topics related to social and personal development;
 - 13.2.2.7.3 the use of the Internet to investigate careers and Further and Higher education;
 - 13.2.2.7.4 the use of email and computer conferencing for communication between colleagues, between student(s) and teacher(s), between student(s) and student(s), between schools and industry;
 - 13.2.2.7.5 the development of students' competence in ICT skills and their general research skills.
- 13.2.2.8 On-line activities which are not permitted include:
- 13.2.2.8.1 searching, viewing and/or retrieving materials that are not related to the aims of the curriculum or future careers;
 - 13.2.2.8.2 sending or reading email that is not related to the aims of the curriculum or future careers;
 - 13.2.2.8.3 copying, saving and/or redistributing copyright protected material, without approval;
 - 13.2.2.8.4 subscribing to any services or ordering any goods or services, unless specifically approved by the school;
 - 13.2.2.8.5 playing computer games or using other interactive 'chat' sites, unless specifically assigned by the teacher;
 - 13.2.2.8.6 using the network in such a way that use of the network by other users is disrupted (for example: downloading large files during peak usage times);
 - 13.2.2.8.7 publishing, sharing or distributing any personal information about a user (such as: home address; email address; phone number, etc.);
 - 13.2.2.8.8 any activity that violates a school rule.

13.2.3 Advice for Parents

- 13.2.3.1 While in school, teachers will guide students towards appropriate materials on the Internet. Outside school, parents or guardians bear the same responsibility for such guidance as they would normally exercise with information sources such as television, telephones, movies, radio and other media.
- 13.2.3.2 Appropriate home use of the Internet by children can be educationally beneficial, and can make a useful contribution to home and school work. It should, however, be supervised, and parents should be aware that they are responsible for their children's use of Internet resources at home.
- 13.2.3.3 Parents should discuss with their children the rules for using the Internet and decide together what comprises appropriate use;



- 13.2.3.4 Parents should get to know the sites their children visit, and talk to them about what they are learning;
- 13.2.3.5 Parents should ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the Internet, such as a picture, an address, a phone number, the school name, or financial information such as credit card or bank details. In this way they can protect their children (and themselves) from unwanted or unacceptable overtures from strangers, from unplanned expenditure and from fraud;
- 13.2.3.6 Parents should encourage their children not to respond to any unwelcome, unpleasant or abusive messages, and to tell them if they receive any such messages or images. If the message comes from an Internet service connection provided by the school they should immediately inform the school. Misuse or abuse of the school's Internet facilities, in any way whatsoever, is a grave violation of the Internet policy of the school, by which every pupil in the school is bound. Therefore, any such misuse or abuse will be regarded as a grave disciplinary matter, which may result in suspension or exclusion from the school. In addition, any inappropriate references, including the use of images, made to the school, its pupils or staff on the Internet outside school will be regarded as a breach of the school's Internet policy and will be dealt with in a similar way. Information of any such violation may be passed on to the appropriate outside authorities.



TEN GOLDEN RULES FOR INTERNET USAGE

- 1. ONLY VISIT APPROVED INTERNET SITES.**
Keep posters near classroom computers or tablets to remind students what they can and can't do when browsing.
- 2. NEVER GIVE OUT YOUR PERSONAL INFORMATION.**
Students may not understand the importance of keeping their information private. Make this rule very clear to avoid issues with parents, while keeping your students safe.
- 3. TELL YOUR TEACHER IF YOU SEE SOMETHING UNCOMFORTABLE OR INAPPROPRIATE.**
Cyber bullying or inappropriate graphics may confuse a student. Remind them that you are there if they feel uncomfortable, and that you should be the first person they turn to in this situation – rather than a fellow student.
- 4. NEVER DOWNLOAD ANYTHING WITHOUT TEACHER PERMISSION.**
Whether it's an app or a file, downloading something with a virus could put your equipment and networks at risk.
- 5. LEAVE YOUR WORKSPACE AS YOU FOUND IT.**
This is likely already a classroom rule, and is even more important as students shuffle between activity stations with computers and tablets.
- 6. PRINT ONLY IF YOU HAVE PERMISSION.**
Students may see an image they love, get excited, and want to print it. You may not have a printer in your classroom, but if you do, this rule is a must.
- 7. NEVER CHANGE SETTINGS WITHOUT PERMISSION.**
This is especially important for safety settings that block certain websites and control anti-virus protection.
- 8. PLACE DEVICES ON CHARGERS WHEN NOT IN USE.**
Remind your students: if you want to use the tablets tomorrow, they need to be charged. This is a must-have rule.
- 9. TOUCH THE MOUSE AND KEYBOARD GENTLY.**
Kids may not yet know how to handle expensive technology. Remind them that slamming the keyboard and mouse or touching the screen are not acceptable uses of these tools, and will result in the loss of their technology privileges.
- 10. DO NOT EAT OR DRINK NEAR DEVICES.**
This is another rule that may not come naturally to your students. Remind them that spilling a drink on their keyboard could break it, and therefore they will no longer be able to use it.



14. JOB DELEGATION POLICY

Delegation of responsibility is an important function of the school management. Delegation of responsibility refers to the sharing of responsibility and empowering the staff to work independently with minimum supervision. The delegation of responsibility and duties will be based on the willingness, capability and experience.

The school has the following policy:

- 14.1 Assign teachers to take the subject as per the training received (Qualifications do not always guarantee quality classroom teaching).
- 14.2 All the teachers are the in-charges of one or more school administrative jobs.
- 14.3 All teachers are club advisors.
- 14.4 Selected teachers are house advisors.
- 14.5 All teachers are the members of different committee(s).
- 14.6 Community is involved through the SMB for physical development of the school, school celebrations and other developmental activities.



15. LANGUAGE POLICY

Dzongkhag and English are the two languages used as a vital way of communicating in the school and are also the nation's official languages. English, however, is used as a medium of communication in schools of Bhutan and internationally. In studying English and Dzongkha students develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

15.1 Aims:

- 15.1.1 Develop the language skills of each child to the highest level.
- 15.1.2 Produce confident children able to understand and use appropriately the varieties of language available to them.
- 15.1.3 Produce an enjoyable, meaningful and rewarding educational experience.
- 15.1.4 Develop an awareness of language and purpose (in English as well as Dzongkha)

15.2 Strategies:

- 15.2.1 Organize literary events like quiz, extempore, story-telling, elocutions, symposium and spelling test in the school.
- 15.2.2 The school library is time tabled for class use.
- 15.2.3 Engage students in various forms of role play as a tool of learning.
- 15.2.4 Engage students in whole class, guided, paired and individual reading activities.
- 15.2.5 Provide opportunity to present writing in a variety of formats each year. (Example: posters, comic strips, information leaflets.
- 15.2.6 Access to programs like (radio, ICT, television) to extend their language experiences.
- 15.2.7 Free access to choose and read from a range of texts and books from the school library.
- 15.2.8 Enable children to develop written and spoken Standard English and Dzongkha through the model set as teachers.
- 15.2.9 Share and provide good quality writing materials and texts.
- 15.2.10 Make available Bhutan's National Newspaper (both Dzongkha and English) daily to the students.
- 15.2.11 Provide platforms for students to public speaking during morning assemblies through morning speech (IV-VI) and nursery rhymes (PP-III).
- 15.2.12 Observe Wednesdays as reading day in the school where fifty minutes reading time is allocated during the morning assembly. The teacher on duty models reading and students follow them.

**15.3 Monitoring:**

15.3.1 Teachers and captains headed by the chairman see that the activities carried out in and outside the classroom meet the aim.

15.4 Follow-up:

15.4.1 Display a tally graph chart showing the violation of the language policy where all students can see.

15.4.2 Reflect the child's name on the chart as and when they are found misusing the materials made available to them. (Library books, periodicals, magazines and newspaper)

15.4.3 Complement those children who take care of the materials and help school to live within the set strategies and norms.



16. LEAVE POLICY

Teachers are entitled to various forms of leave such as casual leave, extra ordinary leave, maternity leave and medical leave. However, any leave should not be claimed as a matter of rights.

The principal cannot grant any leave other than the casual leave.

The school would observe the following policy on leave;

- 16.1 All teachers must as far as possible avoid staying away from the school.
- 16.2 Occasional absence from the school owing to illness should be applied for the leave.
- 16.3 All types of leaves must be applied for in appropriate leave format.
- 16.4 Casual leave should not be claimed as a matter of rights.
- 16.5 All teachers should refrain from going out of the school during the class hours.
- 16.6 Teachers moving out of station on official duty will be issued office order by the principal.
- 16.7 Teachers applying for leave other the casual leave must apply to the DEO through the principal.
- 16.8 Leave availed during public holidays which are celebrated as special events, particularly 21st February, 2nd June, 11th November and 17th December, and any other school events where teacher participation is required to be treated as casual leave.
- 16.9 Unless ill, no two teachers can avail leave at a time.
- 16.10 Half yearly leave statement should be submitted to the Dzongkhag for information.
- 16.11 Any teacher staying away from the school must fill in the details of work/activities to be used by the substitute teacher. *(See the annexure for the work set format). This is to engage the students productively when the concerned subject teacher is away.*
- 16.12 With entitlement of leave encashment for teachers(as per BCSR 2012) after accumulating thirty days of casual leave, the leave balance of each teachers shall be compiled and send to HRO for records at the end of each academic year.
- 16.13 Any form of leave for the students is discouraged. However, if extremely required they must apply to the class teacher through their parents.
- 16.14 No students will be granted leave more than five days unless he/she is sick.
- 16.15 Students availing leave other than sick will not be considered for calculation of 90% attendance students must produce medical certificate if claimed to be sick.



17. LIBRARY UTILIZATION POLICY

17.1 Some rules on use of the library;

- 17.1.1 Take care of the library books. You are not to deface or mishandle the books.
- 17.1.2 Maintain silence while in the library.
- 17.1.3 Return the books on or before the date specified by the library In-Charge, failing which you pay a fine.
- 17.1.4 Put back the books in the same spot from where you have taken them after reading and looking up information.
- 17.1.5 Under no circumstances, the reference books are to be taken out of the library.

17.2 The Policy on library;

- 17.2.1 The school library will run by the trained teacher librarian or the senior teacher.
- 17.2.2 The teacher librarian should frame rules and regulation to govern the school library.
- 17.2.3 Library period will be allotted for the students to use library. Teacher can obtain any books during their and librarian free period or after class hours.
- 17.2.4 The librarian will maintain fine collection register.
- 17.2.5 The librarian will work out the requisition of library books in consultation with Principal and other teacher.
- 17.2.6 The library in charge will educate the entire user on how to use the book properly. He/she will also form certain rules in the library.

17.3 Some Hints on How to take care of the Books?

- 17.3.1 Make sure your hands are clean before you handle a book.
- 17.3.2 Do not eat or drink while reading.
- 17.3.3 Learn to turn the pages carefully with dry finger
- 17.3.4 Do not write or make written remarks in the book you use.
- 17.3.5 Do not fold the corner of a page down in order to retrace the page you were reading. Use book mark instead.
- 17.3.6 Never place an open book face downwards.
- 17.3.7 Do not expose the book to extreme weather conditions.



18. MONITORING AND SUPPORT SERVICE POLICY

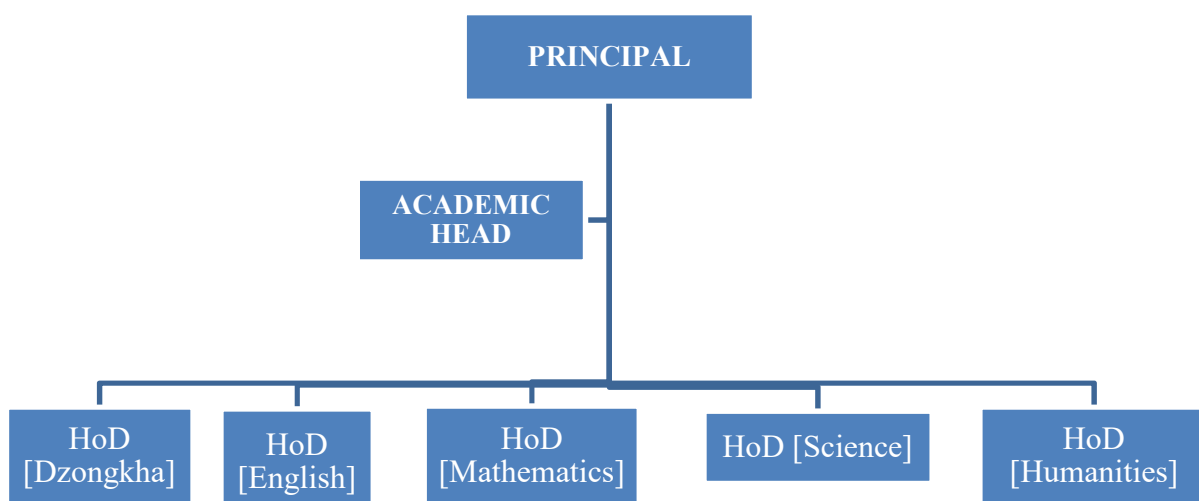
The school level monitoring and support services will facilitate greater accountability transparency and efficiency in our management system.

The principal, academic head and HoDswill carry out the monitoring as per the requirements and in need based. (See Annexure for the tools).

18.1 Monitoring and Support Services System in the school is institutionalize with following aim,

- 18.1.1 To bring about greater degree and facilitate Transparency, Accountability and Efficiency amongst the members of the school management team.
- 18.1.2 To ensure proper implementations of educational and school level policies by the individuals, in charges and committees.
- 18.1.3 To study the areas where support services can be provided.
- 18.1.4 To assess the quality of the activities carried out.
- 18.1.5 To facilitate the growth and efficiency of the individuals and the committees to provide wholesome education to the students through a network of support system.
- 18.1.6 To appraise the higher authorities on the educational practices and the achievements by different individuals and committees.

ORGANIZATION OF SLMSS SYSTEM





18.2 Purpose of SLMSS

The main purpose of the monitoring and the support services at the school level is to promote a continued and sustainable professional enhancement of the school personnel. It will also create an education system that is accountable, transparent and efficient.

18.3 Monitoring Procedures

- 18.3.1 Based on the time frame and the frequency to be monitored each tool, principal or the monitors will carry out MSS using any tools at a time without informing the teacher under his/her group.
- 18.3.2 Apart from observation of teaching of lesson, all monitoring related activities will be carried out outside the teaching hours.
- 18.3.3 Monitors will ensure that the teacher's normal work is not disturbed in carrying out MSS activities.
- 18.3.4 The monitor should monitor teacher's planning and preparation (lesson plan book) when not in use. The monitors should then read the plans and write the observations in the tools, share with the teacher, discuss the areas of improvement to make lesson plans more meaningful and write them as recommendations for immediate follow up by the teacher being monitored.
- 18.3.5 To monitor tool 3 (assigning and correction related work) the monitor can check few homework/assignment/notebooks of students taught by the teacher monitored and write the observations for necessary follow up by the teacher.
- 18.3.6 Both the teacher and monitor should sign on the tool. The tool is then handed over to teacher monitored for necessary follow up.
- 18.3.7 To monitor tool 1, 3 and 4, a monitor can carry out MSS anytime outside the class hours, when the teacher is not engaged in any school activity.

18.4 Monitoring practices

We monitor instructional and administrative (Academic or non-academic) responsibilities of a teacher.

Monitoring is done by the Principal, Academic Head and HoDs or by an individual. All the monitoring is carried out using the monitoring tools of EMSSD (see annexure for the tools).

The instructional monitoring is carried out as per the following;

- 18.4.1 The teachers are grouped amongst the department.
- 18.4.2 Each group is headed by HoDs.
- 18.4.3 The group will be monitored by the respective HoD.



- 18.4.4 The HoDs shall be monitored by the academic head.
- 18.4.5 The principal will monitor the Academic Head.
- 18.4.6 The focal person, DEO and the EMSSD officials will monitor the Principal and other teacher, if required.

18.5 Monitoring follow up

After the monitoring, follow up is very essential. This will help the teachers to improve on the activities they would take up in future.

The following follow-up activities are suggested.

- 18.5.1 Once a teacher is monitored on any areas of teaching, the recommendations given are to be incorporated while he/she does the next job. The monitor must check on the follow up of the recommendations any time after monitoring and support services activities have been carried out. This may be done by looking at the work done and the recommendations made in the tools.
- 18.5.2 On follow up, if the recommendations are not incorporated by the teachers, explanation may be called for and write remarks like 'not followed up', 'requested to follow up' on the backside of the tools with date and signed. Repeat for a couple of times and report to the Principal for further actions.
- 18.5.3 The Principal may pursue the process with administrative authority. The matter may then be reported to the DEO with justification for administrative actions.



19. PASTORAL CARE POLICY

19.1 Aims and objectives

It is a primary aim of our school that every member of the school community feels valued, respected, nurtured and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment in which everyone feels happy, safe and secure. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

19.2 Rewards

In Lingmethang School we apply a system of rewards, which are intended to be fair and effective for all pupils.

These rewards are intended to contribute to the ethos of the school and involve all teaching and non-teaching staff. They are aimed at promoting and reinforcing good behaviour and promoting self-esteem. They encourage each pupil to take responsibility for his/ her actions and to have their efforts and achievements recognised and rewarded.

We praise and reward children for good behaviour in a variety of ways:

- 19.2.1 Teachers congratulate children.
- 19.2.2 Teachers give children class points.
- 19.2.3 Each week, we nominate a child from each class to be 'pupil of the week'.
- 19.2.4 We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

The school acknowledges all the efforts and achievements of children, both in and out of school. The Record of Achievement File contains information regarding children's achievement out of school, e.g. community service or extra co-curricular certificates.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- 19.2.5 We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- 19.2.6 We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.



- 19.2.7 If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he calms down, and is able to work sensibly again with others.
- 19.2.8 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- 19.2.9 If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is sent to the principal. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behavior of the child.
- 19.2.10 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.
- 19.2.11 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We expect our pupils to feel comfortable to tell any member of staff if they feel they may be being bullied. We do everything in our power to ensure that all children are safe, happy and achieving their full potential in Lingmethang Lower Secondary School.

19.3 Strategies for dealing with incidents of bullying.

19.3.1 Definition

Bullying is a repeated act of aggression causing embarrassment, pain or discomfort to someone else—a one off incident does not constitute bullying. It can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organized, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

Through the implementation of the school's positive behaviour policy there will be constant reinforcement of caring, desirable behaviour. This will help foster positive relationships throughout the school.

When an alleged incident is reported the staff will listen to all pupils' concerns.

- 19.3.1.1 Staff will communicate with all concerned in line with procedures and responsibilities.
- 19.3.1.2 Staff will record incidents as appropriate. The bullying behaviour will be viewed separately from the child. Suggest acceptable forms of behaviour to the pupils involved.
- 19.3.1.3 Acknowledge appropriate behaviour.
- 19.3.1.4 Inform principal.



19.3.1.5 Inform parents and ask for their support.

19.3.1.6 Monitor and review the situation.

19.4 Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day, the parent or guardian should notify the school and fill in and sign the appropriate form. Any medication should be taken directly to the staff room for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

19.5 The role of the class teacher

19.5.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

19.5.2 The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

19.5.3 The class teacher treats each child fairly, and enforces the classroom code consistently.

19.5.4 The teachers treat all children in their classes with respect and understanding.

19.6 The role of the Principal

19.6.1 It is the responsibility of the principal to implement the school behavior policy consistently throughout the school, and to report to appropriate agencies, when requested, on the effectiveness of the policy.

19.6.2 It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.

19.6.3 The principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

19.6.4 The principal keeps records of all reported serious incidents of misbehaviour.

19.7 The role of parents

19.7.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

19.7.2 We explain the school rules in parent meetings, and we expect parents to support them.

19.7.3 We expect parents to support their child's learning, and to cooperate with the school. We encourage open communication between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.



19.8 The role of SMT

The SMT has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The SMT support the principal in adhering to these guidelines.

19.9 Monitoring and review

- 19.9.1 The principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 19.9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents.
- 19.9.3 The principal records incidents in which a child is sent to her on account of unacceptable behaviour.
- 19.9.4 We also keep a record of any inappropriate behaviour that occurs at break or lunchtimes.
- 19.9.5 The principal will ensure staff training and awareness is relevant and effective so that all are competent in the promotion of the policy.



20. REDUCING SCHOOL BAG WEIGHT POLICY

The health, safety and wellbeing of students is a priority for the school. Carrying heavy school bags is a concern shared by the Royal Education Council vide their circular REC/ADM/Circular (20)2017-2018/3256 dated March 23, 2018. The weight of school bags is now on the rise, with students carrying heavy bags with books, sports equipment, shoes, water bottle and many more, to attend after-school activities. Back pain in children must not be ignored if it is related to heavy school bags as the weight of the bag can cause permanent deformity of spine.

Various studies have shown carrying a school bag that weighs 10% more than the child's body weight has led to pain in the lower back, shoulders and hands.

20.1 Effects of heavy school bags

Due to heavy bags students may experience:

- 20.1.1 Fatigue
- 20.1.2 Muscle strain
- 20.1.3 Back pain
- 20.1.4 Distortion of the spine's natural curves
- 20.1.5 Rounding of the shoulders.

20.2 Policy to reduce the weight of the school bags

We implement a range of strategies to minimize carrying heavy bags including:

- 20.2.1 Strictly implement the school's homework policy.
- 20.2.2 Alteration of timetabling to minimize number of books taken to school e.g. block scheduling.
- 20.2.3 Use one note book per subject including homework classwork or grammar.
- 20.2.4 Purchase slim notebooks.
- 20.2.5 Installation of water filters/dispenser in the class so that children need not have to carry water bottle.
- 20.2.6 Policy of shared or "class sets" of resources.
- 20.2.7 Utilizing 'port racks' in the classrooms to limit distances school bags are carried.
- 20.2.8 Encourage students to store books at school and only carry home those needed for homework.
- 20.2.9 Regularly clean out the school bag, since children may be storing unneeded items.



- 20.2.10 Getting students to use Backpacks, rather than traditional school bags or sports bags with handles, allow the load to be carried more evenly over both shoulders.
- 20.2.11 The installation of lockers/shelf in the class. *(The installation of lockers is a school-based decision dependent on funds, space, supervision, security and maintenance.)*

20.3 How to maintain the small sizes bag (Tips for the students)

- 20.3.1 Bring only the books that are required at school.
- 20.3.2 Organize books daily helps to take out the books that will not be used for the particular day and help reduce the bag weight.
- 20.3.3 Pack only what you can carry. Avoid packing unnecessary things just because the bag can hold them.
- 20.3.4 Place the heavier books closer to the back. This way, the weight will not be focused on the shoulders.
- 20.3.5 Make use of the various compartments in the bags to put in books, notebooks, stationery and lunch boxes. This will not only help you find things easily, but also distribute the weight more evenly.
- 20.3.6 Put down the bag while waiting for the friends, during assembly and other such situations.



21. SAFETY EDUCATION AND RISK MANAGEMENT POLICY

Risk is inherent in most aspects of everyday life, whether it involves playing games, carrying out science experiments in the laboratory, while in the field trip or in every day classroom situations. The school provides both formal and non-formal educational and recreational programs which help young people to develop emotionally, intellectually, socially, spiritually and physically. We provide wide range of activities and conduct it in practical and safe environments to negate harm or loss to our students and school as a whole. So the school adopt the following policies on safety and Risk Management;

- 21.1 Any events or activities in the school to be carried out with most safety.
- 21.2 The teacher must assure that every student has and uses the appropriate personal safety equipment while involving in any sporting events.
- 21.3 For most activities, common sense procedures and standards can greatly reduce any risk. These should be known and appreciated by all the students, and the teacher must assure compliance.
- 21.4 Every activity has a minimum skill level, and the teacher must identify and recognize this level and be sure that students are not put at risk by attempting any activity beyond their abilities.
- 21.5 The risks of many outdoor activities vary substantially with weather conditions. Potential weather hazards and the appropriate responses should be understood and anticipated.
- 21.6 Safe activity follows plan that has been conscientiously developed by the experienced teachers. Good planning minimizes risks.
- 21.7 The teacher needs to communicate effectively with the students as needed during the activity. The students can be informed in advance for any foreseeable risk.
- 21.8 The teacher should determine what first-aid supplies to include among the activity equipment. The level of first-aid training and skill appropriate for the activity should also be considered.
- 21.9 Every activity should be supervised by a conscientious adult who understands and knowingly accepts responsibility for the well-being and safety of the children and youth in his/her care. The teacher should be sufficiently trained, experienced, and skilled in the activity to be confident of his/her ability to lead and teach the necessary skills and to respond effectively in the event of an emergency.
- 21.10 No teacher is effective if he/she cannot control the activity and individual students. Students must respect the teachers and follow their directions.



22. SANITATION POLICY

- 22.1 Aim:** To maintain school's cleanliness and stimulate school's learning environment and also to encourage students to maintain a balanced diet by prohibiting non vegetable meals at least a day in a week.
- 22.2 The school shall observe the following sanitation policy**
- 22.2.1 The students will be advised to keep clean and short nails.
- 22.2.2 Usage of make-up items like nail polish, lipstick, eyeliners etc... is prohibited unless it is for cultural events.
- 22.2.3 Girls will be encouraged to keep their hairs till shoulder length.
- 22.2.4 Children will be discouraged to eat junk, uncooked and contaminated food.
- 22.2.5 Children are to wash their hands with soap after any activity, using toilet, before meals as it removes germs and prevents diseases.
- 22.2.6 The packed lunches will be checked by principal and teachers on the daily basis according to routine being framed.
- 22.2.7 Monday will be observed as a "green day" and children will be encouraged to bring vegetable related meal. Non-vegetable meals are strictly prohibited.
- 22.2.8 Children must eat their lunch in a designated space, protected from heat and rain.
- 22.2.9 The leftover food should be properly disposed off.



23. SDF UTILITY POLICY

School Development fund collected from the students at the existing rate of Nu.30/- (thirty) is the only fund available in the school.

The other source of money is collection from fund raising activities such as variety show and fete day.

These funds can be used by the school whenever required. Since the SDF fund is very small, we don't see the possible for opening the account with the bank. However, the little money available in the school is operated by the SDF committee.

All the records of purchase and payment along with bills and receipts need to be maintained by the coordinator. The school needs to seek the approval from the Dzongkhag if required to use the amount exceeding Nu.4, 999/- (four thousand nine hundred ninety nine).

All the details of the fund, its expenditure and balance must be announced in the parents - teachers and the SMB meetings.

All other collections made in the name of fee, apart from the token fee and SDF to be discontinued.

For efficient use of the fund, certain utility policy is framed by the school. Therefore, SDF will be used for the following purposes:

- 23.1 To promote and extend student support services in the school.
- 23.2 To purchase items which are not supplied by the Ministry
- 23.3 Toward prizes for house competitions, academic activities and other educational programs.
- 23.4 To serve refreshments to students during games and sports activities.
- 23.5 To buy materials required for the school for minor repair and maintenance.
- 23.6 To purchase materials for educational activities carried out in the school.
- 23.7 To provide light refreshments to the officials visiting school for official purposes.
- 23.8 School staff can borrow money from the SDF and should repay within a month. The maximum amount staff can borrow is Nu. 3000.00 (Three thousand) only.
- 23.9 No school fund shall be lent to the outsider.
- 23.10 No SDF shall be used to give farewell to the teachers. However, if the school wishes to give farewell to the SMB members only 40% of the fund shall be met from the SDF.



24. STAFF DEVELOPMENT POLICY

24.1 Purpose

The Ministry of Education's goal is to provide quality wholesome education to the Bhutanese. To achieve this, the Ministry initiated policies and programmes Decentralized education monitoring and support services (DEMSS) system is one of them SLMSS system ensures continued staff development.

Therefore, the school will work towards the profession development of the teachers.

The main purpose of the staff development is to boost teachers' professional competence. It is therefore intended to:

- 24.1.1 Gain expertise in teaching and its related areas,
- 24.1.2 Add to content knowledge, skills, values and attitudes,
- 24.1.3 Keep up to date with changes in curriculum and national education policies, and
- 24.1.4 Promote accountability in teachers to provide quality education to students.

24.2 The school shall observe the following Staff Development Policy

Keeping in mind the objectives of the staff development programme, the school intends to help teachers boost professional competence by the following ways;

- 24.2.1 Set up and institutionalize the school level monitoring and support service system.
- 24.2.2 As per the need and requirements of the teacher, plan and conduct school based in service programme (SBIP)
- 24.2.3 Nominate teachers for NBIPs following the criteria.
- 24.2.4 Make a system of appraising teacher's professionalism using various tools such as work planning and review forms and monitoring forms.
- 24.2.5 Encourage teachers to upgrade both professional and academic qualification through Distance Education programmes.
- 24.2.6 Orient new teachers on school plan and policies.

24.3 Criteria for nominating teachers for NBIP/DBIP/CBIPs:

- 24.3.1 **Relevancy** - The background of the candidate must match with the content of the NBIP. Right teacher for the right NBIP.
- 24.3.2 **Competency** - After attending the NBIP, the teacher should able to handle that task. The school will, therefore, nominate someone who can benefit from the NBIPs, and able to share the ideas with other colleagues.
- 24.3.3 **Equal opportunity** - The school will nominate teacher who have not attended NBIPs earlier or who requires to gain expertise in the work but fulfilling the criteria 1 and 2.
- 24.3.4 **One NBIP for teacher in a year** - The school will nominate teacher for one NBIP in a year. This is done to give equal opportunity to all and to avoid clashes for the NBIPs and over burden the teachers.



25. STAFF QUARTER POLICY

The staff quarters available in the school are all constructed by the community of Salinggeog, Mongar.

As such, the teachers who are deployed in Lingmethang School do possess the right to occupy the vacant quarter if there is any. In this regard the policy is designed to allocate quarters in a fair manner.

- 25.1 All the staffs of this school are eligible to occupy the vacant quarter irrespective of the service year through lucky lot.
- 25.2 Staffs residing in the school premises should agree with the authority to extend helping hand whenever the need arises in the school.
- 25.3 Staffs who are already occupying the quarter in the school may not be sent out and do the replacement without the notice of the Principal.
- 25.4 After winning the lot, the staff will not be allowed to allot the quarter to other staff.
- 25.5 The minor maintenance and repairs of the quarter will be done by the occupant of that quarter after getting the prior permission from the authority.
- 25.6 No walls, doors or windows in the quarter will be made by the occupant unless for the safety reasons.
- 25.7 Any bill (electricity, water, television) prepared and designated to the quarter will be borne by the occupant of that quarter.
- 25.8 No staff placed in this school will occupy the vacant quarter without informing the school authority.
- 25.9 Staffs who are already in the quarter cannot opt to change the quarter when one or more quarter is available in the school.
- 25.10 The management has the right to send any staff out of the quarter if the occupant fails to adhere as stated in clause B.



26. STAFF REQUISITION POLICY

The efficiency of school management depends on the availability of sufficient working staff in the school.

The staff requisition policy of the school is to;

- 26.1 Ensure that every section has a teacher excluding the head of school.
- 26.2 Make staff requisition whenever required following the Dzongkhag's directives.
- 26.3 Maintain a teacher-pupil ration of 1:30 (excluding the head of the school).
- 26.4 A teacher should at least teach 27 periods or 18 hours in a week.
- 26.5 There should be at least two teachers including the head in even the smallest school.
- 26.6 Requisition of other staff will be done as per the recent staffing pattern policy approved by the government.
- 26.7 A teacher processing for transfer should do it through the online with information to Principal.



27. STUDENT SUPPORT SERVICE POLICY

Student support services programme is very important programme in the school. Our purpose of being in the school is not fulfilled if this programme is not taken care.

It provides a safe and healthy physical, social, moral and cultural environment. Keeping in mind the importance of the programme and ensuring every kind of support to our children, the school has the following working policy on student support services.

27.1 A safe physical and emotional environment that;

- 27.1.1 Is safe and not overcrowded
- 27.1.2 Is clean, pleasant and free of health hazards
- 27.1.3 Has clean playgrounds free of dangerous objects and has teacher supervising play
- 27.1.4 Have first-aid services available for emergency.
- 27.1.5 Is free of corporal punishment and any form of child abuse.
- 27.1.6 Emphasizes value education.
- 27.1.7 Health services with regular health check-ups
- 27.1.8 Is free of substance abuse
- 27.1.9 Has counseling services for emotionally disturbed children.

27.2 To Support Academic Learning, the school will;

- 27.2.1 Identify and analyze barriers to learning.
- 27.2.2 Provide remedial classes for students with special learning needs
- 27.2.3 Adopt different strategies of teaching children with special learning needs
- 27.2.4 Ensure individual guidance and supervision of student work
- 27.2.5 Adopt regular self-study hours.

27.3 Types of student support services.

The school would like to cater various forms of student support services.

27.3.1 Career Education.

- 27.3.1.1 Curricular component
- 27.3.1.2 Job opportunities (for higher class)
- 27.3.1.3 Capitalize on student's talents
- 27.3.1.4 Vocational skill development

27.3.2 Health Education

- 27.3.2.1 Personal health and hygiene
- 27.3.2.2 Regular clinical services
- 27.3.2.3 Proper sanitation/hygiene
- 27.3.2.4 Safe environment
- 27.3.2.5 Provide health information and Drug related issues
- 27.3.2.6 Referral to medical specialist and treatment.



27.3.3 Academics

- 27.3.3.1 Study skills
- 27.3.3.2 Time management
- 27.3.3.3 Providing examination techniques
- 27.3.3.4 Remedial measures
- 27.3.3.5 Techniques on homework, assignments, and project.

27.3.4 Value Education

- 27.3.4.1 Citizenship values
- 27.3.4.2 Social values/cultural values
- 27.3.4.3 Personal values
- 27.3.4.4 Work values

27.3.5 Socio-Emotional Component

- 27.3.5.1 Building self-esteem
- 27.3.5.2 Listening/attending to students' ;
 - 27.3.5.2.1 Personal problems
 - 27.3.5.2.2 Family problems
 - 27.3.5.2.3 Emotional problems



28. TEXTBOOKS, MANUALS AND REFERENCES UTILIZATION POLICY

The life span, issue criteria of books will be as per the 'Policy on the supply of text books' prescribed in the 'school supplies' book.

Based on the policy, the school would observe the following.

- 28.1 All workbooks are strictly for use in classroom work only. The students need not return the book at the end.
- 28.2 No children can take the readers out of the class. The respective class teacher/subject teacher should return the readers at the end of the academic year.
- 28.3 Text books for classes PP-III should be kept in the classroom. They are not allowed to take the books home. Classes IV to VI are allowed to take the text books home. All the students should return the text books at the end of academic year.
- 28.4 The teachers will check whether the students' book are covered and maintained properly.
- 28.5 No students are allowed to write or mark or underline in a textbook.
- 28.6 All the teachers will give the children book using education.
- 28.7 If the books are lost or damaged, the user will required to pay the cost of the book.
- 28.8 The store in charge will maintain the fine collection register. All the fine(s) collected should be deposited to the school office at the end of academic year.
- 28.9 ***Manuals and References for Teachers***
 - 29.9.1 The teacher should collect the manuals from the store and reference books from the library.
 - 29.9.2 All teachers are bound by the book using policy.
 - 29.9.3 The teacher can give back the books borrowed to the respective in charges at the end of the year.



29. TIME MANAGEMENT POLICY

“Teachers must remember that the times necessary for children to learn and prepare for challenges of their adult lives are limited and we cannot waste their time in the schools”.

- *LyonpoThinleyGyamtsho, Minister of Education (Bhutanese School Management, P37).*

The time management is very important for effective function of all the educational activities carried out in the school. As such, school will follow the following policy;

- 29.1 The academic session is divided into two halves. First term – February to June and second term – July to December with one month break in the summer and winter.
- 29.2 The school will work out instructional days and achieve the set instructional period of 180 annual instructional days.
- 29.3 The time is divided for all the activities in the school
- 29.4 All the co-curricular activities will be carried out in free days or weekends without hampering the instructional hours.



30. VALUE EDUCATION POLICY

The school as an institution encourages the learning of certain values than others, as a result of the particular style of discipline it maintains and the rule it enforces. The everyday incidents of school life offers innumerable opportunities for schools and the teachers to show the students the importance of punctuality, of good manners and language, of cleanliness and neatness, of being responsible and carrying out ones duties cheerfully, of consideration and respect for others, and of honor and truthfulness in word and act.

Bhutanese Youth today have a huge responsibility – the responsibility of keeping and shaping Bhutan the way our beloved King and our forefathers have always desired. To do this successfully, it is imperative that our children have positive experiences in the way they think, act and grow up. Emphasis on teaching of values is therefore an integral part of school education, to develop children intellectually, physically, socially, emotionally and spiritually. Besides this, the school is also guided by the GNH action plan and five human values namely right conduct, truth, love, peace and non-violence.

30.1 Aims of teaching values

Teaching of values in general will help to:

- 30.1.1 Build character
- 30.1.2 Promote good citizenship
- 30.1.3 To serve with dedication and promote patriotism
- 30.1.4 Respect all forms of life, property and cultures at all times.
- 30.1.5 To combat vices those are inherent in human beings.
- 30.1.6 Preserve our own traditions and culture.
- 30.1.7 Grow up into responsible adults.
- 30.1.8 Build self-confidence.
- 30.1.9 Think appropriately.
- 30.1.10 Promote and develop self-discipline.
- 30.1.11 Develop and inculcate a sense of self-reliance.

Note: For subtopics, specific objectives & classroom activities to teach value from classes PP-VIII, refer 'Teaching Learning to be' (PP-XII, Part I and II) P1 to 16)

Further, the school also imparts values through the "52 virtues of the week" and the Five Human Values. Every week on Monday, during the morning assembly, teacher on duty talks and elaborates on the virtue that is pasted on the virtue board.

The 52 virtues are as below;



30.2 52 VIRTUES OF THE WEEK

1. Assertiveness
2. Caring
3. Cleanliness
4. Compassion
5. Confidence
6. Consideration
7. Courage
8. Courtesy
9. Creativity
10. Detachment
11. Determination
12. Enthusiasm
13. Excellence
14. Faithfulness
15. Flexibility
16. Forgiveness
17. Friendliness
18. Generosity
19. Gentleness
20. Helpfulness
21. Honesty
22. Honour
23. Humility
24. Idealism
25. Joyfulness
26. Justice
27. Kindness
28. Love
29. Loyalty
30. Mercy
31. Moderation
32. Modesty
33. Obedience
34. Orderliness
35. Patience
36. Peacefulness
37. Prayerfulness
38. Purposefulness
39. Reliability
40. Respect
41. Responsibility
42. Reverence



52. Unity

43. Self-Discipline
44. Service
45. Steadfastness
46. Tact
47. Thankfulness
48. Tolerance
49. Trust
50. Trustworthiness
51. Truthfulness

30.3 Meaning of the Virtues

1. Assertiveness – *showing a strong personality; state one's opinions; assured of oneself.*
2. Caring – *showing or felling care; be worried, concerned or interested.*
3. Cleanliness – *free from dirt or impurities.*
4. Compassion – *felling of pity for the suffering of others.*
5. Confidence – *firm trust*
6. Consideration – *action of considering*
7. Courage – *ability to control fear when facing danger, pain, etc, bravery.*
8. Courtesy – *having or showing good manners; polite*
9. Creativity – *to exist; make something new*
10. Detachment – *not influenced by others; impartial*
11. Determination – *quality of being firmly committed to do something*
12. Enthusiasm – *strong feeling of admiration or interest; great eagerness.*
13. Excellence – *quality of being excellent; great merit*
14. Faithfulness – *able to be trusted; loyal*
15. Flexibility – *adaptable; willing and able to change according to different circumstances.*
16. Forgiveness – *willingness to forgive*
17. Friendliness – *behaving in a kind and pleasant way.*
18. Generosity – *quality of being generous; giving freely*
19. Gentleness – *being mild, kind and careful*
20. Helpfulness – *giving help, useful*
21. Honesty – *truthfulness, quality of being honest*
22. Honour – *source of pride and pleasure; privilege*
23. Humility – *humble attitude of mind; modesty*
24. Idealism – *forming, pursuing or believing in ideals; perfect*
25. Joyfulness – *felling of great happiness*
26. Justice – *quality of being reasonable or fair*
27. Kindness – *quality of being friendly and thoughtful to others*
28. Love – *warm liking or affection.*
29. Loyalty – *being true and faithful*



30. Mercy – *showing of kindness and forgiveness*
31. Moderation – *freedom from excess; quality of being moderate*
32. Modesty – *state of being modest; not boastful*
33. Obedience – *doing what one is told to do*
34. Orderliness – *well-arranged, tidy*
35. Patience – *ability to accept delay, annoyance or suffering without complaining*
36. Peacefulness – *not involving war or violence; loving peace.*
37. Prayerfulness – *worshiping or singing prayer; solemn request to god.*
38. Purposefulness – *having or showing determination or will power*
39. Reliability – *consistently good in quality or performance, and so deserving trust; dependable*
40. Respect – *admiration felt or shown for a person or thing that has good qualities or achievements.*
41. Responsibility – *being responsible or accountable; taking care of somebody/something*
42. Reverence – *felling of deep respect*
43. Self-discipline – *controlling one's own desires, feelings*
44. Service – *performing duties*
45. Steadfastness – *firm and not changing or yielding; constant*
46. Tact – *skill in not offending people or in gaining goodwill by saying or doing the right thing*
47. Thankfulness – *expressing gratitude*
48. Tolerance – *willingness or ability to tolerate*
49. Trust – *able to rely on*
50. Trustworthiness – *reliable or worth of trust*
51. Truthfulness – *honest in what one says*
52. Unity – *feeling of oneness.*

30.4 Human Values

We also instill human values in our students.

5 Human Values

1. Right conduct
2. Truth
3. Peace
4. Love
5. Non violence



31. WASTE MANAGEMENT POLICY

The school is place where lots of waste produces daily. It produces various wastes during daily events and celebrations. The whole world is facing massive challenge with waste and every country is combating against waste problems. So in order to contribute to the world at large extent by our small deed, school have come up with Waste Management Policy to educate our youth to have waste free zone.

As such, school shall adopt the following;

- 31.1 School shall have Waste Management Club to curb waste related issues in the school.
- 31.2 The class shall manage their own dustbins and dump the wastes in the designated spot.
- 31.3 Students shall practice the slogan "Our Waste Our responsibility".
- 31.4 Waste management club shall provide three different pits to manage and segregate degradable, non-degradable and e-wastes.
- 31.5 The non-degradable waste shall be managed by the waste management club either to sell or transform it into other reusable items.
- 31.6 Degradable wastes such as papers shall be burnt during favorable day to protect from the risk of fire.
- 31.7 The reusable papers such as old text, obsolete books will be sold by the concern club or authority. The fund generated by the club shall be used for the development of the club.
- 31.8 The club shall display useful information on the waste management board to reduce waste in school and in the society.
- 31.9 The club shall advocate various issues such as;
 - 31.9.1 No junk food in the school.
 - 31.9.2 Students shall not bring unnecessary stuffs in the school.
 - 31.9.3 Eat packed lunch in the designated areas.
 - 31.9.4 Adopt school as a plastic free zone.



32. ZERO PERIOD POLICY

“Zero Period” is created to carry out any ad-hoc educational activities that are not reflected in the school calendar.

While implementing zero period in the school, all of us have very crucial roles to be played. It needed some specifications and therefore the following points have been formulated for the reference and compliance.

- 32.1 It is a period formed after the assembly time and the first period or at the end of the eight period. It applies across all classes and should observe uniformly.
- 32.2 The zero period is created for 40 minutes equivalent to one period and should be utilized primarily for said purpose.
- 32.3 The respective class teachers or teacher in-charge are responsible for implementing the program or event during the zero period.
- 32.4 The class teachers must be present with the children once the zero period begins and guide them accordingly.



ANNEXURE



- a) *GNH Action Plan*
- b) *GNH monthly Reflection Sheet*
- c) *Leave Application Form*
- d) *Work Set Format*
- e) *Joining Report*
- f) *Admission form for Preprimary*
- g) *Admission form for Transfer Case*
- h) *Pre implementation and request form for fieldtrips*
- i) *Misdemeanor Form*
- j) *Suspension Form*
- k) *Expulsion Form*
- l) *Club Activities Report Form*
- m) *Short Leave Form*
- n) *Co-curricular Activities Report Form*
- o) *Child Adoption Form*
- p) *PD Report Form*
- q) *TOD Report Form*





(Annexure 1)

GNH Action Plan

In the word of His Majesty King JigmeKhesarNamgyelWangchuck, *“Gross National Happiness acts as our National Conscience guiding us towards making wise decision for a better future..... Our foremost priority must always remain the happiness and wellbeing of our people - including the generations to come after us..... GNH is Development guided by human values..... I am confident that the noble goal of Gross National Happiness will be key to Bhutan’s success in maintaining our unity and harmony- indeed our character as a nation.”*

In the closing address of LyonchoenJigmi Y Thinley during Educating for GNH workshop, Thimphu, 12 December 2009, he has mentioned *“I suppose the ultimate test is that a GNH- inspired education graduate will sleep soundly and happily at the end of each day knowing that she or he has given all to their families, to their communities, and to the world.”* Furthermore, he mentioned that *happiness can be derived only from contributing to the happiness of others.”* Source: Educating for GNH hand book.

While in the pursuit of GNH, and in delivering the concept to the children this school will work in close cooperation within the staff and use the outside resources judiciously. School will constantly work to impart the GNH values in the following areas:

- a) Mind Training of children
- b) Curricula
- c) Community Service
- d) Sports
- e) Arts and Culture
- f) Ambience (Physical and Psycho-social)
- g) School Management
- h) Classroom Citizenship and Discipline
- i) Critical Thinking and Media Literacy
- j) Assessment (students, teachers and Administration)
- k) Weekly Self-Assessment/Reflection

In addition, school will also consistently cater the five human Values to our children through stories, **modeling** the use of concept of **Educare** and **Cooperative** learning in order to bring in human excellence in the children.

The purpose of teaching and what we teach will not simply determine the potential of the children for examination but it will encompass the wholesome development of the children. The five human values: Right Conduct, Peace, Truth, Love and Non-Violence will be the utmost weapon of the school to excel and accelerate the GNH values and principles in the school.



Meditation (Mind Training)

The school will carry out the meditation as per the resolution of CBIP conducted in the beginning of the year.

After Assembly: 1-2 minutes

Between the periods: 1-2 minutes

After the evening prayer: 1-2 minutes

Besides this schedule if any teacher feels that meditation is necessary in the class, they can do so even in the mid-session of the lesson. The importance of introducing the meditation to the school has been already explained to the teachers and they are well aware of it and can do the meditation by their own. However, as agreed during the CBIP, the school will focus on meditation concentrating on the breathing and not the guided meditation, walking or looking at the object.

Curricula

The school will explore all the possibilities to inculcate GNH values in the subjects. The teachers will reflect any one of the five human values in his or her lesson and talk about how to achieve that value with the children. Apart from teaching the human values, teachers will also integrate the good values in their daily lesson and teach through the subject so that children are aware with the positive aspects of the life.

In teaching **language**, teacher can always select stories that have positive values in it and through that story he/she can instill the GNH concepts.

Mathematics: Teacher teaching mathematics can always alter the word in the question and make the question positive. Example; Instead of teaching stolen, he/she can alter the word/question and teach as share, divide etc. Teacher also can change numerical problems into word problem adding GNH values Example; Instead of just adding $10 + 15 + 20$, he/she can create a word problem. Example; One child can lift 10kg, another can lift 15kg and the last can lift 20 kg. If they combine together how much weight they can lift? This question will not only help children's reading but learn the human values such as cooperation, unity.

While in **science**, inherent values are present in most cases and students should be asked to discuss how this can be applied to our life. For example, the sun shines its light on all equally. There is no distinction of colours, race or religion. The rich and poor receive light from the sun equal measure. Likewise we human-being also had to treat each other equally without any partiality like the sun.

Plants need air, water, light in order to grow. When they are small, plants need care and attention. So for a child to grow properly, we must give care, attention, understanding and love.

(Source: Development of Human Values Integrated instructional Model.....)



In the science class, teacher can ask the pupils to collect data about how much a child wastes paper in a day and calculate the amount of waste produced by the students in a day, and then discuss the negative impact of waste to the environment, human beings and even to the air.

In the art subject like social studies teacher can think of teaching about great personalities like Kings of the country, Mahatma Gandhi, Mother Teresa, Florence Nightingale etc.

Community Services: School is one institute in the community that has the potential to bring transformations in the village. Through various community services, students and through constant talks on health hazards, global issues and national issues school can impart some kind of GNH values to the community. Keeping these vital points in our mind, our school will strive hard to cater GNH education to our community through:

- a) Awareness campaign on the wastes
- b) Cleaning campaign (water sources)
- c) Green School for Green Bhutan and Green Village policy
- d) 4Rs; Reuse, Recycle, Refuse and Reduce. (Talk during Parent Teacher Meeting)
- e) Mindfulness

Sports

Gross National Happiness is achieved not only through integrating the values in our curriculums and daily lessons but much lies in the understanding and applying it in the fields where we work, play, live etc. Therefore, our school will also integrate GNH values in the sports and judge how the pupils exhibit the GNH values in the play field. Our main motive is to make our children contend friendly, following rules strictly with fairness, and instill team spirit, cooperation and hard work.

The teams whoever are competing will be told to exhibit the values such as cooperation, team spirit, friendliness, mindfulness, respect, passing etc. and will be judged by the teachers and present a report on the next morning. His/her report will encompass all the positive and negative values exhibited by the players during play. After the report some recommendation will be made either by Principal, ToD or any other teacher so that the players do not show negativity in the play field again.

Arts and Culture

Preservation and Promotion of Culture is one of the pillars of Gross National Happiness. This culture is in existence basically to practice and uplift our unique Bhutanese culture so that it doesn't go in extinction in the future. Our children the future citizen will remain reminded about it and practice daily and later on pass it down to the generation.

In line with this pillar, our school will advocate this Art and Culture to our children by inviting the experts such as carpenter who has the ability to talk on **THIRTEEN ARTS (DZO RIG CHHU SUM)** and let him/her make a talk on this topic. School will also look at the possibilities of running Art and Culture Club who will meet on every Wednesday and do something which



comes under Art and Culture of our country. School will also invite lams/monks from the nearby monastery and let him talk about the importance of Jam yang Soeldep and other important prayers to the children during some of the morning assembly.

School will also conduct morning assembly wearing “**Kabney and Rachu**” once in a week.

Physical Ambience

The environment plays a decisive role in modeling a child. We learnt this in Psychological classes. Similarly school with clean environment, uncontaminated classroom, safe and conducive infrastructure, enough water taps and adequate wash rooms and foot path are not only vital but have become basic necessities for the school to have in place.

In this regard our school will ensure that these facilities(mentioned above) are in place and if not available, school and supporting committees like SMB, SMT will explore the possibilities and make the school an inviting and as congenial as possible. The school will also make sure that it is waste free, graffiti free and pollution free. The school will sustain the ever green nature club and see the possibilities of adopting any other natural things like river, hill, forest etc and provide sustainable care.

The school will ensure that the children will attend the classes clean, tidy and healthy.

Psychological/Psycho- social Ambience

The school will ensure that it has safe, caring and supporting environment and absence of bullies and abuses, corporal punishment, humiliation and harassment. The school will promote mind training and mindfulness practices as a normal part of school life.

School will maintain proper health record of each child, conduct remedial programs and services to help all students succeed and practice inclusiveness.

School Management Practices

It is often said that good management is associated with the dynamic and resourceful leader who shares responsibilities and firmly believes in transparency, accountability and efficiency.

Ethiopian proverb says, “When spider webs unite, they can tie up a lion.”

In conjunction to the quotation above, this school will believe in cooperative management and hence embrace the GNH values of unity, cooperation and tranquility. To support this, school will consciously form different committees and delegate the responsibilities as per the need of the school and students. The school will have written management policy which is understood and shared by all- principal, teachers, learners and community.

The School will conduct morning assemblies meaningfully and purposefully, evening prayer will be conducted by the students in the presence of ToD and Dzongkha Lopen daily.

The school resources (human, finance and materials) will be mobilized, used and monitored effectively.

The school will seek support from the relevant agencies and keep the record of such support judiciously.



The school will have functioning SMB members and meet as and when it is required. For the smooth functioning of the academic session, school will do the timely requisition of stationeries and other resources.

The school will also conduct regular meetings involving students from different classes, committees, teachers and school captains. The code of conduct for both students and teachers will be explained in the beginning of the year and remind them as and when it is required.

School faculty members will give due respect to others view and share their experiences with others.

Classroom Citizenship and Discipline

School will advise concern class teachers to frame classroom rules with some of the students of that class and read it through so that all the pupils in the class are aware of the rules. The rules will include: cleanliness of the class and students, language, respect, care of properties and friends, no bullies, no hooliganism, no quarrels, no fighting, no weapons or arms, no cell phone, no graffiti, no entry for others, home work time etc. This classroom rules will be displayed on the wall where children can see and read daily.

Critical Thinking and Media Literacy

Principal, all the teachers, senior students will sit together one day and look at the school policy critically and thoroughly wearing the GNH lens and together decide whether or not the school policy is in line with the GNH. If someone feels and finds something is against the GNH, all the participants will visit that particular point and do the debate with the supporting points until everybody is satisfied. The participants will not only look at the content of the policy but will look deeper into the grammar, sentence structure and word accuracy. Participants will be allowed to criticize, pass judgment and find some skeptics in the policy but not the personal remarks on any participants.

This is aimed to build such an important habit to our children in sharpening the intellect and improving analytical reasoning as it is an essential dimension of GNH itself. Students should be able to separate the truth from the chaff.

So the language teachers in upper primary classes can bring any articles in the classroom and use it to enhance learning, sharpen the intellect, and transmit basic GNH principles to the children by letting them do critical thinking.

Assessment: students

The purpose of bringing this topic in the GNH is primarily to recognize each student's unique capacity and talents. Rather than gauging students solely according to the academic criterion, are there ways of recognizing excellence in the arts of music, sports, or in manual dexterity, or in caring for others and the exercise of generosity. How might such qualities, often closely aligned with core GNH values, be properly assessed and recognized so that there are "NO FAILURES" in our school and so that every child's talents and skills are properly acknowledged. (Source:



Educating for GNH Hand Book) In relation to what is said above, the school will follow continuous formative and summative assessment through anecdotal, checklist, rubric and portfolios and other practices. School will do the fair means of assessment, follow criteria and practice central marking system, do the paper moderation honestly and carryout result analysis.

Other than these academic aspects, school will identify thirty potential students in thirty different categories through fair assessment by the committees and award them with medals and certificate at the end of each academic session. This will encourage our children in healthy competition and motivate others to work harder to achieve the awards.

The other assessment in the school is the social work assessment and classroom. The best house and the best class will be later on identified by the principal and award some cash prizes to the winner. Principal himself is donating Nu. One thousand (1000) only for the best house

Teachers and Administration

Questions such as how do teachers and school Principal should be evaluated according to GNH guidelines? What kind of teachers conduct is in accord with GNH values, and how might a staff meeting be conducted according to GNH principles?

To answer these questions, school will execute the administration in accordance with the GNH policy.

School will believe firmly on Three Pillars (*Transparency, Efficiency and Accountability*) and practice within the committees and in charges and with the manager. The school will work collaboratively and share professional skills with the colleagues, organize gathering and conduct regular meetings.

Different committees will be formed and delegate the responsibilities to them. School will have academic and non-academic in charges. The academic in charge will solely look after the academic issues including the observations of the classes. The non-academic in charge will look after the sports and other co-curricular activities. These activities will be monitored again by principal and provide necessary feedback to the concern in charges and committees.

Conduct regular meetings and provide ample opportunities to the teachers to express their views, ideas and suggestions. Give opportunities to the teachers to speak during the parent-Teacher meeting and on any other occasions. Lot of respect will be shown amongst the teachers, principal and teachers and with students and community. No feelings of superiority and inferiority will prevail in the school.

Weekly Self-Assessment/Reflection

With the due consideration to what Lyonchoen has suggested, school will do this monthly self-assessment by sitting together in one of the evenings preferably on Friday evening and reflect on what GNH values have been inculcated to personal level, school, class, family, and community levels. In the next day one of the teachers/ToD/students will share the reflection in the morning assembly.



(Annexure 2)

GNH MONTHLY REFLECTION SHEET

Reflection Day: Last Friday of every month

Date:

The concept of infusing the GNH values and principles in the school and in the curriculum is still in its infant stage, yet you might have contributed numerous things in your own small way but perhaps left unnoticed. In this regard this form will present you the best opportunity to replicate what activities you have done to uphold GNH in the school children, community, your family, yourself and in the class. Please fill free to put down your GNH activities against each heading below. You can list the GNH activities and need not elaborate in detail. You can also include what you want to do the next.

NOTE *List only the activities that you have done, not by the school.*

What have I done at the:

1. **School Level:**
2. **Class Level:**
3. **Community Level:**
4. **Family Level:**
5. **Personal Level:**

What I want to do the next?

Write few activities...

Name & Signature of the Teacher

Principal



Leave Application Form

Application addressed to:

1. Name of the applicant:
2. Nature of leave applied:
3. Period of leave (From - To)
4. Ground of leave applied for:
5. Address during the leave:

Date:

Signature of the applicant

Note: - Please fill in the work set format and attach with this application form whenever you take a leave.

For office use only

Leave approved for _____ day (s)

PRINCIPAL
Lingmethang Primary School
Mongar Dzongkhag



(Annexure 4)

WORK SET FORMAT

(Please fill in and submit along with the leave application whenever you stay away from the school)

Name of the Teacher:-

Day and Date:-

WORK SET

Period	Class	Details of work
1		
2		
3		
4		
5		
6		
7		
8		

(Signature)



(Annexure5)

Joining Report Form

This joining report form should be duly filled by the teacher and submit it to the office when the teacher is issued the relieving order by the school and after availing long term leave and while joining the office after performing the official duty.

- 1. Application addressed to:

- 2. Name of the applicant:

- 3. Date and time of joining the duty:

- 4. Reason for taking the leave:

Date:

Signature of the applicant

.....

For office use only

Lop. _____ joined his/her regular duties from the
_____ after _____

Signature of the Principal
PRINCIPAL
Lingmethang Primary School
Mongar Dzongkhag





Documents required for the Admission

1. Health Card or Ketshi (Original)
2. Citizen ID card of both the parents (Photocopy)
3. Letter from the Head of the organization/institute, if employee.
4. Certificate from Geog for local employee.
5. Two copies of recent pass port size photograph of the child.

FOR OFFICE USE ONLY

Admission

Approved

Not Approved

If approved, School Admission Number:

Signature of the Admission Committee

Coordinator

Comm. Member

Comm. Member

Comm. Member

CHAIRMAN

(School Admission Committee)

PRINCIPAL

Lingmethang Primary School

Mongar Dzongkhag

Verified By

DZONGKHAG EDUCATION OFFICER

Dzongkhag Administration
Mongar

GUP

Saling Geog



(Annexure 7)

Paste recent photograph of the candidate

ADMISSION FORM FOR TRANSFER CASES

1. DETAILS OF STUDENTS

- 1.1 Name:- _____ 1.2. Sex: - _____
- 1.3 Date of birth: - _____ (as certified by the head of the previous school)
- 1.4 Mother's tongue: - _____ 1.5 Nationality:- _____
- 1.6 Admission sought for Class:- _____ (Class to be written in words)

16.1 Name of the previous school in which the child was studying: _____

16.2 Student's Code No:

--	--	--	--

--	--	--	--	--	--

--	--

--	--	--	--

17 DETAILS OF FATHER

- 2.1 Name of the Father:- _____
- 1.2 Citizenship ID No.: _____
- 1.3 Occupation (If Govt. service, state designation):- _____
- 1.4 Village :- _____ 2.5 Geog:- _____
- 2.6 Dzongkhag: - _____ 2.7 House No.:- _____
- 2.8 Tharm No.:- _____

2. Reason for the change of School (Tick the appropriate one)

- Transfer of the parents
- Health ground
- Parent's option
- Others

3. Documents required for the admission.

- 1. Transfer certificate and the mark sheet of the last class attended (original).
- 2. Citizen ID Card of both the parents (Photocopy)
- 3. Transfer order of the parents/ Letter from the Head of the organization/institute, if employee
- 4. A recent passport size photograph of the child
- 5. Health Handbook

 I hereby declare that the above information is true and correct. I fully hold the responsibility of any misinformation if noted.

Name and Signature of Father/Mother

.....



For Office Use Only

The admission sought is

Approved for Class (in words)

Not Approved

If approved, School Admission Number

.....

Signature of the Admission Committee

Coordinator

Comm. Member

Comm. Member

Comm. Member

CHAIRMAN
School Admission Committee

PRINCIPAL
Lingmethang Primary School
Mongar Dzongkhag



PRE IMPLEMENTATION PLAN AND REQUEST FORM FOR OUTREACH ACTIVITY/ FIELD TRIPS/CASE STUDIES

1. Name of the activity/event _____
2. Objective: At the end of the activity, it is expected that it will;

3. Purpose _____
4. When (*Date of the activity/event to be held on*) _____
5. How? (*Process of how the activity/ events to be conducted*)

6. Where? (*Venue/ area the activity to be conducted/visited*)

7. Mention briefly how the activity will be organized in each of the stages.

Before	During	After

8. Mention any help or support required from the school to carry out the program planned.

Name & Signature of the Teacher

Note: - The teacher concerned need to submit the pre implementation form at least two days before the event.



(For Office use only)

The aforementioned activity/event planed by _____ is

Approved

Not Approved

Remarks of the Principal:

Name and signature of the Principal

PRINCIPAL

Lingmethang Primary School
Mongar Dzongkhag

Date:



MISDEMEANOR FORM

Date/Time	Name of the Student	Class	Age	Offences	Frequency	Sanctions	Student's Sign	Parent's Sign

Signature of;

1. Principal
2. Discipline Coordinator
3. Concerned Class teacher
4. Discipline Committee



SUSPENSION FORM

Name _____ Class/sec _____ D.O.B _____
 Student code no: _____ CID no:.....
 Father's name:.....CID no:.....
 Village:.....Gewog:.....Dzongkhag.....
 Contact no:.....
 Mother's name:.....CID no:.....
 Village:.....Gewog:.....Dzongkhag:.....
 Contact no:.....

This is to inform you that Mr./Ms.....conduct has established cause for proposed suspension from.....to.....school days.) He/she can rejoin school from.....

The cause for suspension is based upon the following alleged misconduct ,that violated the following school rules

.....

During the suspension, the child has to complete assigned task under the Supervision of parents /guardians.

School Management Team

- | | |
|-------------------------|--------------------------|
| 1. Principal (sig): | 5.Class Teacher (sig): |
| 2. Academic Head (sig): | 6.Parent/Guardian (sig): |
| 3. Non Academic (sig): | 7.Student (sig) |
| 4. SSS (sig): | |



EXPULSION FORM

Annexure 11

Name.....Class/sec.....D.O.B.....

Student Code no:CID no:.....

Father's name:.....CID no:.....

Village:.....Gewog:.....Dzongkhag.....

Contact no:.....

Mother's name:.....CID:.....

Village:.....Gewog:.....Dzongkhag:.....

Contact no:.....

This is to inform you that Mr./Ms.....conduct has established cause for **EXPULSION** from.....

The cause for **EXPULSION** is based upon the following alleged misconduct ,that violated the following school rules

.....

School Management Team

1. Principal (sig):

5. Class Teacher (sig):

2. Academic Head (sig):

6. Parent/Guardian (sig):

3. Non Academic (sig):

7. Student (sig)

4. SSS (sig):



Club Activities Report Form

Annexure 12

1. Name of the club: _____

2. Date of club activity: _____

3. Topic(s) for the week: _____

4. Objectives: *At the end of the club activity, it is expected to;*

5. State how the club activity impacted the students' learning.

Name and Signature of the Club Advisor

Name and Signature of the Club Captain

Club activities report received on date:

--	--	--	--	--	--	--	--	--

Signature of the Principal:

.....



Short Leave Form

Annexure 13

Short Leave No:

- 1) Application addressed to:

- 2) Name of the applicant:

- 3) Duration of leave (*Specific*): From to

- 4) Substitution assigned to (*If the applicant have class*):

- 5) Reason for applying short leave:

Date:

--	--	--	--	--	--	--	--

Signature of the applicant

Note: Four Short Leave will account to one day Casual Leave

Short Leave Approved by:

Time the applicant resumed his/her duty:

Signature of Leave Sanctioning Authority:



Co-curricular Activities Report Form

1. Name of the Event/ Activity: _____

2. Date/Period of the event conducted: _____

3. Aim: _____

4. Objectives: At the end of the event/activity, it is expected to;

5. State the following in brief

<p>3 things that went on well</p>	3	
	2	
	1	
<p>2 things that did not go well</p>	2	
	1	
<p>1 thing that we need to improve upon.</p>	1	

Name and signature of Event Coordinator

Principal



CHILD ADOPTION REPORT FORM

Name:

Class:

Date of Birth:

Student Code No:

Name of father:

Village:

Gewog:

Dzongkhag:

Year of Adoption:

1. Reason for Adoption

2. Types of Support provided:

3. How adoption has helped the child:

4. Future plan:

Name of the teacher:

Contact No:

EID:

Email ID:

Signature:



PD Report Form

1. **Name of the PD:**

2. **Date of the PD conducted:**

3. **Aim:**

4. **Objectives:** *At the end of the professional development programme, it is expected to:*

5. **Action Steps** *(What are the things that have to be done to fulfill the objectives?)*
 - 5.1 **Before :**

 - 5.2 **During:**

 - 5.3 **After :**

6. **Process** *(How would you carry out your activities)*

7. **Total cost of the PD Programme**

8. **Follow up of the PD Programme** *(How would you monitor the learning outcomes of the teachers from the PD Programmes)*

Name and Signature of the PD Coordinator

PRINCIPAL
Lingmethang Lower Secondary School
Mongar Dzongkhag



TOD Monitoring Report Form

Annexure 17

Name of Teacher:

Period of ToD: (From to)

CLEANING AREA OF DIFFERENT HOUSES

Area 01: Tshenden House

Old ADM block, Old Staff toilet, Citrus garden, Upper Academic building, steps and foot path.

Area 02: Bjaro House

Assembly ground, Middle Academic blocks, Approach road leading to main gate and parking area.

Area 03: Dronggyemtse House

New ADM block, IT lab, Toilet footpath and approach road to lower academic block. (From the confluence)

Area 04: Tsherngoen House

Lower academic block, Footpath leading to lower teacher's residence, below store and kitchen area, and playfield

State the following in brief. This monitoring form should be submitted to the office on Monday after teacher completes the tenure as ToD.

1. Area supervised in a week: (Tick the area below)
 - Area 1
 - Area 2
 - Area 3
 - Area 4
2. Most cleaned area of the week(Support your finding(s) by listing some evidences)
 - i.
 - ii.
 - iii.
 - iv.
3. Any important Celebrations/Observations in the week (Describe the event)

.....

.....
4. Important Announcement/ Reminder

.....

.....
5. Visitors (Name the visitor and write the purpose of visit, If any)

.....

.....
6. Co-curricular activities (Impact in the students learning)

.....

.....
7. Overall Comment(s)and findings

.....

.....

[Signature of Teacher on Duty]



Endorsement of the Policy

The following staff were involved in the revision and amendment of the school policy. This policy is read and understood by all and endorse the documents thereof on February 02, 2018.



References:

Education Department (1990). *Guidelines for heads of schools*. DoE, Ministry for Social Services, Department of Education, Royal Government of Bhutan.

Education Ministry (2005). *Bhutanese School Management Guidelines and Instructions*. Thimphu: Ministry of Education.

Education Monitoring and Support Service Division (2011). *Nurturing Green Schools for Green Bhutan - A Guide to School Management*. Thimphu: Ministry of Education.