



Phuentsholing Higher Secondary School 2026
PHSS POLICY DOCUMENT 2026

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Towards Holistic Development

Forward

This document is prepared strictly in line with the policy guidelines of Ministry of Education and Royal Civil Service Commission rules and regulation. The policy document will serve as a reference to guide the school in the endeavor to achieve the vision, mission and goals of the school and of the Vision of the Ministry of Education as whole.

Brief History of the School

Phuentsholing Higher Secondary School was established in 1983 as a Primary school. The school began with 200 students and 9 teachers. The capacity of the school to accommodate the rapidly growing population of students the school increased year after year. The school was then was then upgraded to Junior High with classes ranging from IV to VIII.

In 2000 Dasho Zangley Dukpa, then the Chukha Dzongda, inaugurated and upgraded the school to a High School. In 2003 the school was further upgraded to a higher Secondary school offering classes XI and XII Science and Commerce. In 2004 the first batch of students graduated from class XII with 100% pass. The school was awarded the Top Ten Ranking among Higher Secondary Schools during Annual Education Conference, 2009. Since then the school has recorded statistical improvement in both academics and co-curricular outcomes. Consequently, the school maintained the nationwide Top ten positions again in 2013 and 2014.

The school has been headed by until three generations of Principals since 1983. Mr. K.B. Basnet was the first Principal to pioneer the school from its fledgling years until 1986. Mrs. Naina Kala Gurung had served the longest duration as Principal for over 19 years. It was during her time that the school witnessed progressive developments in the infrastructural, enrollment and academic achievements.

Dasho Kesang Choden Dorji, the then Director of DCRD, Minister of Education, then took over as the 3rd Principal from 2007 until 2011. It was during her tenure as the Principal that the school was among the Top Ten Higher Secondary schools of Bhutan. This achievement has marked the progressive success and achievements of the school through the latter years. In 2012, Mrs. Yanki Dem took over as the 4th Principal of the school. The school then began to see major improvements in its aesthetic values, academic pursuance and co-curricular outcomes.

The school was awarded the Top Ten Ranking for 2012 and 2013 among Higher Secondary Schools consecutively. From 2014 to 2018 the Phuentsholing Higher Secondary was granted the 'School Autonomy' from the Ministry of Education. A Memorandum of Understanding was signed with the Ministry of Education and the Phuentsholing Thromde, recognizing the school as an Autonomous School.

In 2023, there was a major segregation of students and teachers of four government schools of Phuentsholing Thromde. Consequently, today PHSS offers educational services to classes VII to XII.

Location

The school is located across the left bank of the Om Chhu stream about half a kilometer from the 'gateway to Bhutan.' The school is flanked by Nazhoen Pelri Youth Hostel to the South which is situated near the Toorsa Khola River (Amochhu) and National Pension and Provident Fund housing colony to the North-East.

Table.1.1 Principals of Phuentsholing Higher Secondary School

Principal	Year	Duration served
Mr. K. B. Basnet	1983 - 1986	4 years
Mrs. Naina Kala Gurung	1987 - 2006	20 years
Mrs. Kesang Choden Dorji	2007 - 2011	5 years
Mrs. Yanki Dem	2012 - Present	



SCHOOL LOGO

The school logo consists of Lotus growing out of a pristine lake upon which a text of Prajnaparamita (book of wisdom) encircled with a flailing white scarf, a double-edged

ceremonial sword and three precious gems. The text symbolises wisdom of God of Knowledge, Jetsun Jampelyang. The three gems and sword of wisdom flaming brilliantly are firmly placed upon the book of wisdom. Lotus symbolises purity of mind and absence of three moral poisons of Desire, Anger and Ignorance in the students. The text symbolises the craving for knowledge and excellence in all academic pursuance. The knot of flailing scarf symbolises a solemn vow of harmonious existence among the Teachers and Students as one family. The three precious Gems symbolise an unfailing loyalty to Tsa-wa-sum and the richness of wisdom which is accessible in the school. The sword of wisdom symbolises destruction of ignorance, hatred and desire in the hearts of teachers and students. The brilliant burning flame signifies purifying of all negativities and the glory of wisdom.

School Motto: Towards Holistic Development

The school believes in the intellectual, moral and physical enrichment of the children through both academic and co-curricular activities. The school provides series of planned activities towards the attainment of all ideals that lead to holistic development of any student graduate of the school.

School Vision: A Leading school NURTURING the youth to become responsible and productive Bhutanese Citizen.

School Mission:

- A firm commitment to nurture each student to bring out the full potential through varied academic and enriching programmes.
- Determination to develop each student to have a code of moral and spiritual values creating a harmonious, aesthetic and intellectual teaching-learning environment.

Goals:

- To enhance efficient democratic form of management through accountability, transparency and responsiveness.
- To provide conducive teaching learning environment for effective learning.
- To inspire positive learning attitude in the school through good practices.
- To ensure maximum participation and promote wholesome education.
- To participate and include community in carrying out community developmental activities.
- To provide opportunities to upgrade and update the school staff through professional development programs.

- To develop innovative skills of 21st Century.

Values & Core Competencies: Values: 7 Ps

Patriotism: *Sense of belonging and loyalty*

Peace: *Peace with oneself and others*

Passion: *Enthusiasm, eagerness and creativity*

Paradigm: *Role model or set an example*

Preservation: *Preservation of culture and environment*

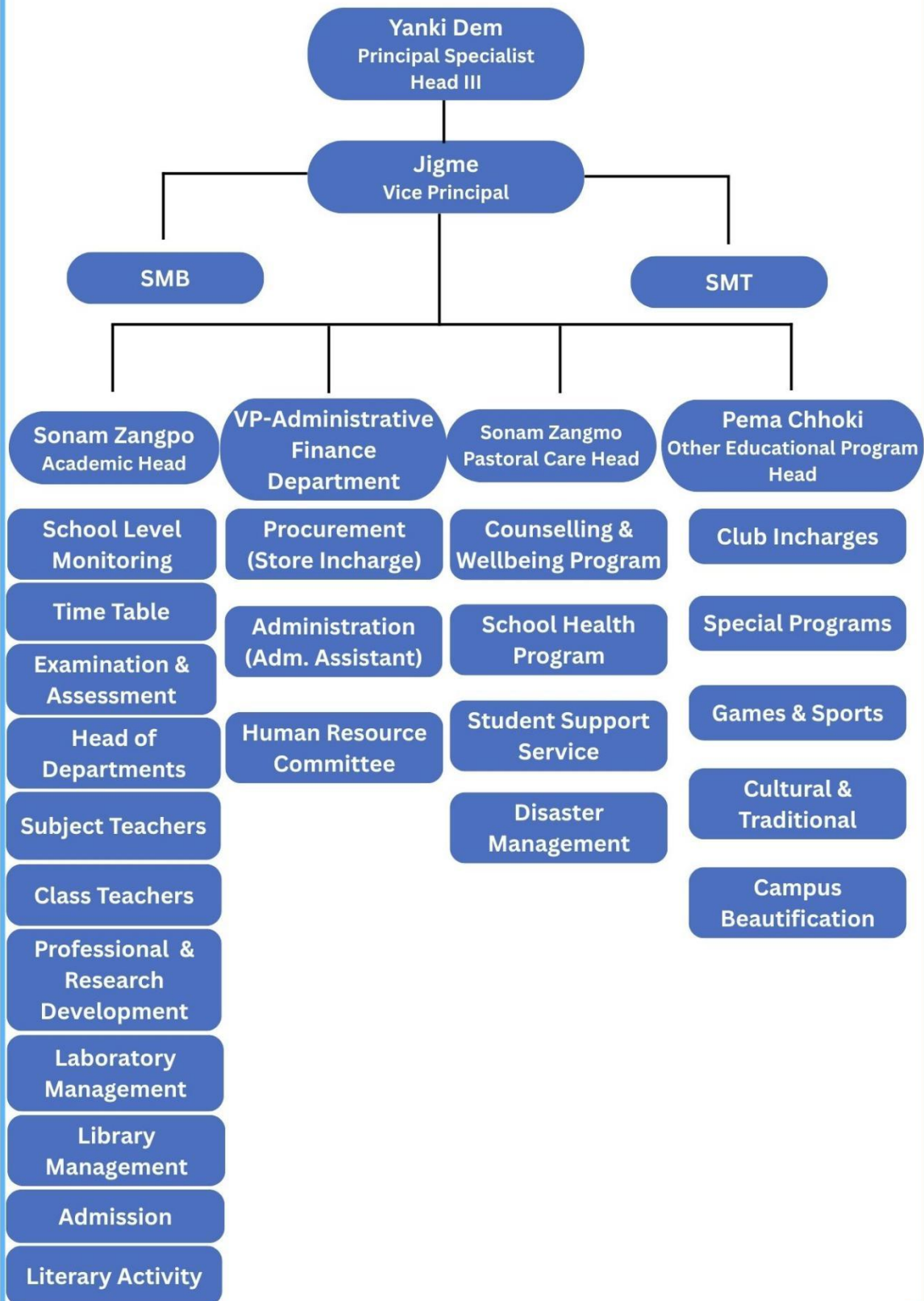
Punctuality: *Always on time*

Perseverance: *Never give up*

Pledges towards Holistic Development

- The school shall strive to serve our king, country and the people to fulfill the vision of our Kings.
- School will follow democratic management practices enabling highest calibre of work ethics in the system.
- School will strive for excellence in academic knowledge, life skills and conduct of teachers and students. School shall nurture the youth to become responsible and productive Bhutanese Citizen.
- We pledge to keep school green and clean.

ADMINISTRATIVE ORGANOGRAM - 2026



Administration & Management

Class Teachers PD and Research Development

Administration and management of Phuentsholing Higher Secondary School as an organization is carried out collaboratively by a management team consisting of the principal, vice principals and HoDs. The principal as an Instructional Leader is the highest authority of the school assisted by the management team members along with other teaching and ancillary staff. The administration is devolved into sets of committees headed by a committee coordinator. The School Management Board (SMB) as a separate body with members composed mostly of parents works as an advisory board and governing body helping the school to execute the government policies on education.

For smooth functioning and efficient management, the area of management is bifurcated into the four Level Heads chaired by the Vice Principals. The VPs shall be nominated by the School Management Team for the following roles and endorsed by the principal.

Administrative areas:

- i. Academic Affairs
- ii. Non-Academic Affairs (Religious Affairs, Co-curricular Affairs, Staff & Infrastructural Affairs)

i. The Academic Affairs, is chaired and coordinated by a vice principal as the Head of Academic Affairs (**HoAA**). The HAA shall Chair all Academic affairs and Academic departments of the school. The HoA shall become the prerogative Chairperson of the Examination Committee and the Library Committee/Club. The HoAA shall head the academic departments which are each headed by a Head of Department/HoD. **The Head of Academic Affairs** is expected to fulfill the following general objectives for the school:

- ✓ Achieve academic excellence
- ✓ Decentralization of academic prerogative to teachers
- ✓ Provide a forum for leadership training and development to teachers
- ✓ Provide professional development support services

ii. Non-Academic Affairs

- a. **Religious Affairs** shall be chaired by a vice principal as the Head of Religious Services (**HRA**). The HRA shall be responsible in planning and coordinating all religious and spiritual activities of the school.

The HRA is expected to:

- ✓ Chair meeting with the Religious/ Rimdro Committees
- ✓ Plan religious activities such as Rimdro and Choshey
- ✓ Coordinate activities as per year plan

- b. **Co-curricular Affairs** will be headed by a vice principal as the Head of Co-curricular Services (**HCA**). The HCA shall be responsible for all co-curricular and cultural programmes activities in the school, including the promotion and preservation of culture and tradition. The HCA shall specifically chair Games and Sports committee and the Cultural committee.

The Head of Co-curricular Affairs is expected to fulfill the following general objectives for

the school.

- ✓ Coordinate internal and external school level sports and games
- ✓ Coordinate Cultural activities and school annual Variety programme
- ✓ Supervise Clubs programme activities
- ✓ Supervise all Literary activities

- c. **Staff & Infrastructural Affairs** is chaired by a vice principal responsible for all matters related to teacher welfare and developmental activities of the school infrastructural as the Head of Staff & Infrastructural Services (**HSIA**). The matters of staff leave and support staff welfare and supervision shall be supervised and managed by the HSIA. The Head of HSIA is expected to fulfill the following general objectives for the school.

- ✓ Staff welfare in relation to staff leave
- ✓ Support staff management and supervision
- ✓ Student's volunteer activities
- ✓ Manage and develop physical amenities

Committees

Committees are formed with the primary objective of ensuring smooth functioning of the school and to ensure that every aspect of education is covered and every child receives full attention that he/she requires in the aim of pursuing wholesome education. Committees cover a wide range of activities, academic and non-academic. The members are flexible depending on the situation and strength of the staff. Every committee has its own aims and objectives within the National and School's educational (School) policies, functions, implementation, reviews, sessions, reviews and recommendations.

i. School Management Team (SMT)

The team will work along with the SMB and is the executive body responsible for ensuring the smooth functioning of the school. The school Management Team/Committee (SMT) is the core group to assist appropriate smooth functioning of the school in terms of management and administration.

Membership:

- ✓ The committee shall constitute HoDs and one of the staff secretaries.

Objectives:

The members function on an ad-hoc and round the clock (as and when) basis to ensure smooth functioning of school.

- a) Supervise the overall management of such activities.
- b) Set goals to implement the policies and plans.
- c) Prepare and distribute annual school calendar, diary, health books etc.
- d) Estimate budget and submit to the SMB for approval.
- e) Provide information on general Notice Board.
- ✓ SMT convene at least three times in a year (beginning of academic year, midterm review meeting, year-end review meeting) and other times as and when need arises.

Responsibilities:

- ✓ Plan, implement and monitor the progress of school programmes and activities collectively.
- ✓ Implement government directives, policies and plans.
- ✓ Provide direction and steer school community for success.
- ✓ Develop and implement government policies and plans.

- ✓ Present budget proposal to the SMB and seek approval for its utilization.
- ✓ Form committees and assign tasks with well-defined job descriptions.
- ✓ Study impact, assess and provide feedback on the performance of in-charges.
- ✓ Apprise the SMB and the staff on government policy directives.
- ✓ Institutionalize School Level Monitoring and Support Services (SLMSS).
- ✓ Conduct professional development programmes based on the findings of SLMSS.
- ✓ Nominate staff for SBIP/DBIP/NBIP.
- ✓ Play lead role in ensuring the promotion of GNH values and principles.

Note: As a highest decision-making body in a school SMT shall have the rights to supersede of the other committees and relevant groups on any proposals based on the degree of importance.

ii. School Admission Committee (SAC)

The admission committee ensures that all admissions are carried out in strict adherence to the guidance and directives from the Education Ministry and related agencies.

Membership:

The Principal shall be the absolute Chair Person and the final decision-making person. The Head of Academics shall be the Secretary. The School Management Team shall nominate 3-5 other teachers/VPs, inclusive of support staff as the legal members of the committee.

Objectives:

To ensure the admission of students are done in strict compliance with admission policy framed by Ministry of Education.

Admission to Phuentsholing HSS shall follow guidelines provided below:

- ✓ Maintain a maximum class size at 35 students per class to enhance conducive and productive teaching-learning sessions.
- ✓ The committee shall not admit dependent candidates with a vision to provide seats for natives of Phuentsholing, students whose parents reside within Phuentsholing Thromde and for the legal parental transfer from other organizations to Thromde
- ✓ Bhutanese national students shall be given priority for admission.
- ✓ The committee shall not admit students who have been in boarding school in the preceding year.
- ✓ The school shall prioritize admission of students on health-related issues, if and only if Medical documents from a doctor provide specific recommendations.
- ✓ Students transferred from other schools on disciplinary grounds will not be eligible for admission.
- ✓ The students seeking admission in the school should have following documents:
 - i) Character Certificate.
 - ii) Citizenship Identity Card.
 - iii) Mark sheet/Progress card.
 - iv) Merit Certificates (if any)
 - v) *School leaving certificate should be produced only after their admission in the school is confirmed.*
- ✓ The committee reserves the right to accept or deny admission requests with reason underlying one or any of the above matter.
- ✓ The committee shall maintain an admission register with all details of the candidate.
- ✓ Collect the required documents from the candidates and hand them over to the respective

class teachers for filling up.

- ✓ Carry out allocation of classes/section.

iii. School Time Tabling Committee (STTC)

Rationale:

Timetable is an essential requirement for the systematic functioning of the school. The timetable coordinator and the committee members shall be mainly responsible for planning and coordinating Time Tabling.

Membership:

Two teachers shall be nominated as committee member and one of them shall be the Time-Table Coordinator. The committee shall be chaired by the Vice Principal (or Academic Head).

Objectives:

- ✓ Frame school timing with specific direction for the weeks' timing
- ✓ Preparing daily teaching routine as per subject allocation approved by the department ✓
- Make necessary amendments in the time table according to need of the school system ✓
- Ensure due attention to every subject and activity to facilitate maximum use of available resources

Strategies:

- ✓ Allocating classes to teachers as directed by the academic department head/Management team.
- ✓ Allocating the required number of periods to teachers as per the policy guidelines.
- ✓ Spreading teachers' classes throughout the week.
- ✓ Adhering to policies, rules and regulations of the Ministry in order to maintain standard and uniformity.

iv. SDF Committee/SDFC

Rationale:

The School mandates the management of finance with exclusive responsibility to the School Adm. Assistant/Vice Principal (Non-Academic)/SDF Coordinator. Since clandestine financial management raise suspicion and doubts, the committee shall be formed to ensure absolute accountability and transparency in its management. This committee is responsible for all transactions of finance.

Membership:

The members of SDF committee shall consist of Principal as Chair Person, Vice Principal (Non-Academic), one representative from the SMT, staff secretary and two School Captains. The Principal shall be the highest signatory member, and the secretary shall be the accountant of the committee.

Objectives:

- ✓ Supervision of all financial accounts.
- ✓ Foster greater efficiency, transparency and accountability.
- ✓ Keep records of all financial transactions up to date.

Strategies:

- ✓ Collect and keep record of all funds generated by the school.
- ✓ Responsible to carry out all transactions supported by evidence, such as receipts, Bank book, check documents and cancel check records (including local purchases) ✓
- Issue

guidelines to different committees/in-charges for budget proposal and maintenance of records.

- ✓ Provide guidance and support to various committees/in-charges for proper utilization of school fund.
- ✓ Scrutinize, propose budget and put up requisition for different activities in consultation with the committees and obtain prior approval from the Principal.
- ✓ Disburse staff emolument and other official remuneration as per the Financial and the audit norms.
- ✓ Ensure that records are maintained by all concerned according to the prevailing financial and audit norms.
- ✓ Maintain record and appraise staff, students and the parents from time to time on financial management.
- ✓ Look for ways to use the fund for the improvement of the school in consultation with the SMB, staff and the students.
- ✓ Present budget proposal to SMB and seek approval in the beginning and appraise at the end the academic session.
- ✓ Accountable to SMB and Royal Audit Authority for all matters pertaining to public fund.
- ✓ To submit the account register to the SDF Committee towards the end of June and December month.
- ✓ SDF Committee shall present on SDF in the month of June & December. ✓ Signing of bills by the committee members shall be done on every Saturday (after class).

School Fee and Penalties policy

Fee Collection:

Since fee collection from the students is the main source of revenue for the school, the following will be the mode of its collection:

- All school fees from the students will have to be collected by the class teachers and deposited to the SDF committee within the stipulated time frame (three weeks after the reporting date).
- In any academic year, fees from the students will have to be collected only after the directives from the SDF Committee.
- Fees for the students admitted after the fee collection will have to be collected at the time of admission by Admission Committee/Adm Asst.
- Cost of textbooks from the Non-Bhutanese students will have to be collected by the class teachers and deposited along with the school fees.

Fees Structure

a. VII - VIII

Fees : Nu. 100/-

Token : Nu. 5/-

Rimdro (Term I) : Nu. 200/-

Diary : Nu. 55/-

Badge : Nu. 35/-

Total : 395/-

b. IX – XII

Fees : Nu. 200/-

Token : Nu. 5/-

Rimdro (Term I) : Nu. 200/-

Diary : Nu. 55/-

Badge : Nu. 35/-

Total : 495/-

Miscellaneous penalties

Any other emergent miscellaneous collections of money from students for general purposes shall be only with the approval from the parents/SMT and SMB. For the collection of penalties related to store, laboratories, libraries and offices, the person concerned must adhere to the following:

- The equivalent cost of lost books or any other material from the store, library and laboratories shall be collected by the concerned In-charges.
- The office shall charge Nu.50/- for issue of duplicate documents.
- The In-charges must provide non-revenue receipt of penalties collected and maintain a book of accounts for further deposit to the SDF.
- In the event of staff or student transfer 'No Objection' certificate shall be signed by concerned heads, particularly Store and Library.

v. Academic Monitoring & Support Service Committee (AMSSC)

As a standard management system of any educational institution, monitoring need to be institutionalized according to standard management practice. AMSSC shall administer services towards facilitating greater accountability, transparency and efficiency in the management system. The committee ensures implementation of mandates as per EMSD directives and supervises professional services in classroom teaching and learning.

Membership:

All HoDs shall by default become the member of the committee. The head of academic affairs shall be the chairperson for all related functions of the committee.

Objectives:

- ✓ Enhance the professional qualities
- ✓ Ensure teaching and learning is carried out effectively.
- ✓ Update teaching-learning strategies or methodologies
- ✓ Monitor lesson planning and teaching sessions.
- ✓ Improve quality of teaching-learning through feedback, PDs, PLCs and SBIPs.

Monitoring Strategies:

- ✓ The respective HOD shall check teachers' lesson plan and VP/Academic Head checks HODs' lesson plan every Monday.
- ✓ Lesson observation, portfolio maintenance, Mid-year review, evaluation of IWP will be carried out as per BPST implementation Guidelines.

Monitoring will be based on the frequency table given below.

Sl. No	Tools to be used by monitor	Frequency
1	Daily lesson plan	Once a week
2	Classroom Observation Tools	Twice in a year or as per BPST cycle
3	Assessment of students work	At least once in a month

vi. School Examination & Assessment Committee (SEAC)**Rationale:**

In tandem with government policy of conducting the examinations in a fair and just manner,

all school examinations at Phuentsholing HSS will be conducted and coordinated by the examination committee. This is to ensure the smooth functioning of all examination/test related matter and their results. The committee has to ensure:

Membership:

- ✓ The Committee shall be spearheaded by the Examination Coordinator.
- ✓ The Examination and Assessment Committee shall be chaired by the Head of Academic Affairs.
- ✓ The membership duration shall be for minimum of two years.
- ✓ The new membership shall be nominated in February.
- ✓ The new coordinator shall be nominated by the staff and outgoing coordinator and endorsed by the SMT, HoDs and the staff.

Objectives:

- ✓ Conduct home examinations and unit tests.
- ✓ Ensure timely, fair and smooth conduct of all home exams and tests.
- ✓ Supervise moderation of questions.
- ✓ Inculcate spirit of competition and fairness among students.
- ✓ Organize group evaluation.
- ✓ Ensure adequate supply of exam materials.
- ✓ Propose time frame for exam formalities.

vii. School Religious Services Committee (SRSC)

Rationale: The SRSC shall plan and coordinate School Rimdros, Chosheys and all other religious and spiritual activities as an important cultural practice of the school. The contributions towards the functions shall be made by the students/parents and the teachers, as per the decision of the committee.

Membership: Headed by the Head of Religious Affairs (HRA), all Dzongkha teachers shall become the member of the committee by default.

The committee is headed by Non-Academic Head. All HoDs shall become the member of the committee by default.

Goals:

- ✓ To promote and preserve traditional rituals and practices.
- ✓ To inculcate religious values in school community.
- ✓ To provide opportunities to students in scriptural recitation.
- ✓ To deepen religious understanding and spiritual development.

Strategies:

- ✓ Organize Choeshey and School Kurim.
- ✓ Collect Nu. 200 per student and Nu. 300 from staff in each term to conduct school Rimdro.
- ✓ Term I Rimdro shall be conducted by the school, whereas term II Rimdro shall be conducted by the parents.
- ✓ Create awareness of the significance of Choshey and Kurim and seek student participation.
- ✓ Create Choshey Fund for its conduct in transparent and accountable manner.
- ✓ Supervise morning and evening prayer.
- ✓ Disseminate information of religious and spiritual matters. Organize recitation of Lungta

in the 2nd term for classes VIII, X & XII students. (new amendment)

viii. School Cultural Committee (SCC)

Rationale: Traditional and international dance and songs, variety programmes and drama competitions are carried out as extra-curricular activities coordinated by the cultural committee. The cultural committee Chair Person (VP) and the Committee Coordinator are responsible for supervision and coordination of the events.

Membership: The committee shall be headed by Head of Co-Curricular Affairs (HCA) and four other teachers. The member shall include at least one Dzongkha teacher, and any three members.

Goals:

- ✓ To promote and preserve Bhutanese culture and tradition.
- ✓ To provide opportunities for students to participate in various cultural activities in the school.
- ✓ To promote the values and respect for Bhutanese cultural heritage and appreciate other cultures.
- ✓ To help students overcome stage fright and develop confidence.
- ✓ To provide forum for students to explore and improve their latent talents.

Strategies:

- ✓ Conduct inter-house cultural competitions.
- ✓ Conduct annual concert/ variety programmes
- ✓ Participate in the outside school cultural competitions.

ix. School Library Committee (SLC)

Rationale: Library is an immense source of knowledge and a treasure house to any institution and more so to the schools for any kind of references. Therefore, it is imperative to strengthen and develop library not only to serve as the storehouse of knowledge but also as the source of entertainment. The Head of Academic Affairs shall supervise the functions of the library.

Membership: Spearheaded by the Chief Librarian and chaired by the Head of Academic Services, members shall include language teacher each from Dzongkha and English, and another teacher.

Goals:

- To inculcate reading culture in the school community.
- To provide support in implementing the curriculum.
- To provide a variety of reading materials catering to juvenile as well as adult interest.
- Provide efficient and sound library management system.
- Create reader friendly atmosphere.

Strategies:

- Conduct library based literary activities such as reading, reviews, etc.
- Conduct library classes.
- Procure library books as frequently as possible subject to the availability budget, to

- replenish and strengthen the library as per the CAPSD guidelines.
- Repair and bind the old books on regular basis.
- Provide user education.
- Look for ways of its development through donations, sponsors, contributions, etc. · Proper arrangement of the furniture and books according to the call no. in the library and keeping it clean.

x. School Games and Sports Committee (SGSC)

Rationale: The school, in its pursuit of wholesome education lays strong emphasis on games and sports. Physical and mental developments are two equally important components of education. Games and sports are important to develop physical, social and mental skills in children. Holistic development aims at achieving this task. The Games and Sports Committee ensures that students learn the finer qualities of leadership, team work, discipline, triumph and humility.

Membership: Headed by the Head of Co-Curricular Services, the number of members shall be maintained at five individuals, considering the various disciplines in the games and sports.

Objectives.

- ✓ Conduct games and sports activities as per the schedule.
- ✓ Provide recreational and other sporting activities to the students to refresh and revamp their energy.
- ✓ Develop an appreciation for games and sports in students.
- ✓ Develop in students the knowledge and skills related to different games and sports.
- ✓ Identify potential candidates for cluster/Dzongkhag/National tournaments. ✓
- Foster team spirit and a sense of competition among the students.
- ✓ Contribute in dispensing wholesome education.
- ✓ To exhibit and explore a student's full potential and latent skills/talents.
- ✓ To cater to and fulfill the aspiration/policy of wholesome education.
- ✓ To instill values like team spirit, cooperation, leadership, discipline and competition.
- ✓ To engage students fruitfully and meaningfully in well designed physical activities.

Strategies:

- ✓ Prepare an annual master Action Plan as per Dzongkhag guidelines and include in the School Annual Calendar
- ✓ Identify In-charges from the committee members for the various field events
- ✓ Conduct house/grade competitions and different sports disciplines.
- ✓ Observe and celebrate annual sports day.
- ✓ Invite sports personnel for demos, coaching and talks.
- ✓ Provide adequate games and sports facilities, time and training.
- ✓ Provide coaching to the school teams of various disciplines for participation in the regional and national tournaments.

xi. School Campus Care Committee/SCCC

Rationale: The committee shall coordinate and supervise school SUPW programmes in maintaining cleanliness and aesthetic values of the school. The class wise cleaning session shall be carried on a daily basis. The class teachers shall supervise the social work in their designated areas prior to morning assembly as well as on Saturdays after the classes.

Membership: The committee members shall compose of SUPW coordinator and four non-class teachers. The Committee shall be chaired by the Vice Principal/CCA Head.

Objectives:

- To plan, coordinate and organize any work programme.
- To inculcate the value of dignity of labor.
- Create awareness on environmental issues.
- Strengthen team spirit, cooperation, ownership, and work ethics.
- Create conducive teaching-learning environment.
- Develop eco-friendly citizens in our country.
- Create litter free school campus and community.

Roles and Responsibilities:

- Divide the school area and allocate to the classes with the class teachers as the in-charges.
- Monitor the conduct of SUPW area along with the various in-charges.
- Provide feedback on the conduct of SUPW.
- Award grades to individual students on work done in the scale of A to E and reflect in the progress card each term.
- Develop criteria and rubrics for evaluation of SUPW area.
- Evaluate the SUPW area, compile the scores and award the prize for the best area at the end of the academic session.
- Observe and coordinate Zero Waste hour monthly.

xii. Waste Management Committee

- ✓ Waste Management coordinator
- ✓ shall initiate and coordinate for Home-Waste collection.
- ✓ Home waste shall be collected on Saturdays by class teachers from their students and hand it over to Waste captain/Coordinator.
- ✓ Waste management coordinator shall maintain a record of waste collected from different classes and the fund generated by selling waste.
- ✓ Home-wastes collected will be sold to the scrap dealer by Waste Management coordinator.
- ✓ Class captains shall maintain record of waste collected by the students of their class.
- ✓ The fund shall be used for enhancing Beautification Programmes.

xiii. Classroom Management Committee

The committee shall consist of Academic Head/VP as coordinator and a teacher as a member.

Objectives:

- To create a safe, fair and rule-based learning environment.
- Monitor and prevent students' disruptive behaviour.
- To maintain personal hygiene of students.
- Assist learners to achieve their academic targets.
- Promote safety and security in the classroom.

Roles and Responsibilities of class teachers & class captains:

- ✓ Prepare duty roster and display at a strategic place.
- ✓ Ensure that the classrooms are swept every evening before leaving for their homes.
- ✓ Ensure that the dustbins are emptied and kept in the corner of the classroom.
- ✓ Ensure that the class students follow the school rules and regulations strictly.

- ✓ Share the classroom evaluation criteria with the students and organize the classroom as per the criteria.

Assessment of classroom management:

Assessment will be carried out by non-class teachers **twice in a term**, marks obtained by each class will be totaled and the best class will be awarded with certificates at the end of the year.

Assessment will be done as per the following criteria:

Evaluation Criteria for Classroom Management																							
Term:		Classroom Cleanliness [20]										Students' Conduct [10]				Subject Corners [20]							
	Class	Clean floor [2]	Clean ceiling [2]	Clean corridors [2]	Clean fan [2]	Brooms & bin kept nicely in the corner [2]	Graffiti free walls & doors [2]	Graffiti free tables [2]	Graffiti free chairs. [2]	Neatly arranged furniture. [2]	Conducive Seating arrangement [2]	Smartly & correctly dressed as per the school norms [4]	Correct hair length [2]	Well trimmed nails [2]	Natural hair colour [2]	Well organised subject corners with TLM [10]	Display of classroom rules and regulations [2]	Captains roles & responsibilities. [2]	Cleaning roster [1]	Merit & Demerit chart [2]	Reading log for individual std's & Book corner [2]	Well maintained Class notice board [1]	Total [50]
1	VIIA																						
2	VIIIB																						
3	VIIIC																						

xiv. School Literary Committee/SLC

Rationale: Literary committee functions as a forum to develop literary skills and to create awareness of national and international issues among the school community.

Membership: Committee shall compose of two teachers each from Dzongkha and English from senior class, two primary teachers. The committee shall be chaired by the Head of Co-Curricular Services.

Goals:

- To develop in students the ability to use English and Dzongkha with confidence.
- Encourage students for independent learning.
- Develop bilingual standard in reading writing and speaking skills.
- Improve communication skills both verbally as well as in writing.
- Promote creative and critical thinking.
- Assist students in developing confidence.
- To develop debating and public speaking skills.

Strategies:

- Conduct morning assembly speeches and news reading.
- Organize writing competitions.
- Inter-house debate, quiz, extempore, poetry recitation and other literary activities.
- Observe reading week to promote reading culture in the school community.
- Refer students for outside school literary competitions.

xvi. School Management Board

Objectives:

- School management Board (SMB) is a bridge between the authorities (Gewog, Municipal Corporation, Dzongkhag, and Ministry) and the school.
- It is the immediate governing body of the school and its prime role is to implement the policy of the Ministry of Education and the school towards fulfilling the vision of the school.

Membership:

The board shall consist of the following:

- The Chairperson and the Vice-Chairperson
- Member Secretary (Principal, PHSS)
- Vice Principals concerned
- Five to eight prominent parents as members
- Two senior members of the School Management Team
- School Captains

Membership criteria:

- The Principal, Vice Principals, SMT and two School Captains shall be ex-officio members.
- The SMB parent members (including the chairperson and vice-chairperson) shall be elected at the first annual parent-teachers meeting.
- To be elected as a parent member, the incumbent must have a child at the school at the time of his/her election to the committee. However, this requirement may be waived by the SMB on a case-by-case basis.
- Duration of office of SMB members shall be for a term of two years. The members shall continue his/her membership if the SMT/SMB recommend until his/her own resignation. · An elected SMB member may resign from the board stating his/her statement at any time. · The SMB has the right to terminate a member from the committee if membership of the incumbent is detrimental to the smooth functioning of the SMB
- The extraordinary vacancy of a Member shall deem nomination of another member to officiate. A member appointed under such circumstances shall hold office only for the remaining duration of the term.

The responsibilities of the SMB are as follows:

- Help the school to plan and carry out developmental activities.
- Approve the school's programme of activities, monitor, and review.
- Mobilize human resources from the community.
- Assist in running major school events, celebrations and other functions. · Provide supplementary direction to the management team.
- Be a link to the school and the community.
- Involve the community in the development and maintenance of school. · Provide feedbacks on plans and programmes of the school.

Code of Ethics for SMB:

- The SMB shall participate in decision making meeting of the school as required by the school.
- In the event that the Principal and School Board members are unable to reach agreement on

areas of significance, the School Board and/or Principal may call on the Ministry of Education to make a decision. The Ministry will consult with the School Board and the Principal before making a ruling. The decision of the Ministry is final.

- The SMB shall participate in major programs of the school to represent parents. ·
- The SMBs shall not to interfere in the day-to-day internal school administration.

Scheduled Meetings of SMB: The SMB shall mandatorily convene at least three times a year as per the following indicative schedule:

Month of Convention	Agenda
March	✓ To receive the annual calendar ✓ Approve changes and implementation of policies ✓ Discuss and consent budgetary plan for the year.
July	✓ Chair and represent parents during PTM ✓ To provide feedback on midterm examination ✓ To examine analysis of the mid-term results ✓ Assess midterm general performance
December	✓ To assess the year's performance, ✓ Review the level and disbursement of internal funds ✓ Report major activities carried out during the year. ✓ Plan for following years' initiatives and programs.
Special meetings of the SMB may be convened by the Chairman and Principal as and when necessary.	

School level policies

2. School Admission Policy

The Admission Committee shall abide by the Admission policy in carrying out its administrative responsibilities. The goals of the committees must be in line towards achieving the policy mandate.

Admission to Phuentsholing HSS shall follow guidelines provided below: ✓ Maintain a maximum class size at 35 students per class to enhance conducive and productive teaching-learning sessions.

- ✓ The committee shall not admit dependant candidates with a vision to provide seats for native of Phuentsholing, students whose parents reside within Phuentsholing Thromde and for the legal parental transfer from other organizations to Thromde
- ✓ Bhutanese national students shall be given priority for admission.

- ✓ The committee shall not admit students who have been in boarding school in the preceding year
- ✓ The school shall prioritize admission of students on health-related issues, if and only if Medical documents from a doctor provide specific recommendations.
- ✓ Students transferred from other schools on disciplinary grounds will not be eligible for admission.
- ✓ The students seeking admission in the school should have following documents:
 - 1. School Leaving Certificate from their respective schools.**
 - 2. Character Certificate.**
 - 3. Identity Card.**
 - 4. Mark sheet.**
 - 5. Merit Certificates (if any)**
- ✓ The committee reserves the right to accept or deny admission requests with reason underlying one or any of the above matter.
- ✓ The committee shall maintain an admission register with all details of the candidate. ✓
Collect the required documents from the candidates and hand them over to the respective class teachers for filling up.
- ✓ Carry out allocation of classes/section.

General Objectives:

- ✓ Inform, update and enhance teachers in pedagogical areas
- ✓ Provide learning communities to share strengths and weaknesses
- ✓ Explore and address teacher needs through interactive discussions
- ✓ Provide avenues for self-reflection and staff bonding
- ✓ Engage in effective research related to curriculum and teaching practices
- ✓ Enhance teachers' professional competence
- ✓ To enhance the efficiency and effectiveness of the teachers in working with the students.
- ✓ Provide support services based on the findings of SLMSS
- ✓ To foster team spirit and collegiality among the staff.
- ✓ Update with the changes in curriculum and national educational policies.

3. Lesson Planning Policy

Rationale: It is mandatory for all teaching staff to prepare lesson plans for all teaching classes and deliver the lesson effectively.

Strategies:

- Prepare term/block plan & detailed daily lesson plan using basic competencies as required by BPST Indicators.
- Lesson plan must be planned from the first day of the teaching class until the beginning of Annual/Trial examination.
- Teachers submit their lesson plans to respective HOD and HODs submit to Academic Head every Monday through Google Classroom.
- Lesson plan must include Objectives, Teaching Strategies, Teaching aids, GNH values, BPST indicators, Introduction, lesson development and closure.
- The Monitors shall observe lessons as per BPST Guidelines.

4. Monthly Staff Review Meeting Policy

The school shall conduct Staff Review Meeting, abbreviated as SRM, on a monthly basis. The meeting shall be planned in February by the time tabling committee. The SRM shall be conducted on the last week of every month.

Objectives:

- ✓ Discuss issues pertaining to the school, staff and students.
- ✓ Disseminate outcomes of other programmes
- ✓ Inform on achievements and weaknesses on all fields
- ✓ Brainstorm on new ideas and skills applicable to school
- ✓ Review and follow-up discussion

Strategies:

- ✓ MSRM datelines shall be planned in the beginning of the year.
- ✓ Staff Secretary as per Year Plan shall organize Monthly Staff Review Meeting (MSRM) on the last week of every month.
- ✓ The Staff Secretary shall prepare Roster for the year. (Each meeting will be coordinated by different teacher on the monthly basis).
- ✓ Concern Chairperson shall collect agenda for the meeting.
- ✓ Conduct review meeting once a month chaired by different teacher in rotation wise. ✓ Note and properly record the Minutes of the meeting for future reference. ✓ The Minutes must be the outcomes of the deliberations and should be made available to teachers within a week's time.
- ✓ *Review and follow up the issues discussed earlier.*
- ✓ The Staff Secretaries shall maintain Minutes of the SRM and maintain filed records accordingly
- ✓ It is mandatory for all staff members to be present for the MSRM

5. Academic Assessment Policy

The assessments of students' academic achievement constitute written examination (WE) and Continuous assessment (CA) for VII to XII. The written examinations constitute the Weekly Test/Unit test, class test, and two term tests. However, classes VIII, X and XII shall write Trial examination instead of Annual examination as per BCSEA rules and regulations.

Objectives of the CA:

- ✓ To enhance the teaching learning processes,
- ✓ Encourage a child-centered learning,
- ✓ Promote professional accountability of teacher,
- ✓ Promote integrity.

Fields of assessment under CA:

The components include: class work, homework, project work, practical work, journal, portfolio, scrapbook, etc.

Class work: It is a planned learning activity, related to the lesson taught and carried out by the students in the class room during the teaching period under the supervision and guidance of the teacher.

Criteria for assessing the Class - work to be developed department wise or use the criteria provided by DCPD.

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

Criteria for assessing the home - work to be developed department wise or use the criteria provided by DCPD.

Project work/practical work/assignments/journal/scrapbook, etc: It is an extended learning activity undertaken by students related to a topic in the syllabus involving the students in doing research, gathering information interpreting and presenting the information in a logical sequenced written form.

Assessment to be done as per the criteria & rubrics provided by DCPD.

6. Professional Development

Rationale: In the ever-changing societal norms and preferences, teacher, an influential figure should be able to adopt the changes in curriculum and 21st century's teaching learning pedagogies. Primarily, the professional development programme in the school is aimed at better facilitation of required skills and knowledge, which ultimately would benefit the learners with correct and timely acquisition of skills.

Professional Development Policy

- ✓ The school shall have at least one PD programme in a month.
- ✓ School lead teacher and PD coordinator shall work collaboratively for identifying the relevant topic for the benefit of teachers.
- ✓ The PD coordinator should identify training programs for the teachers to benefit the school and teachers.
- ✓ A minimum of 40 hours of PD should be provided to the teachers by the school, annually.

Roles and Responsibilities of PD Co-ordinator

- ✓ Decide the time for the PD meetings in the beginning of the year and incorporate in the school calendar.
- ✓ PD coordinator should keep record of every teacher who has attended workshops, conducted SBIP.
- ✓ Ensure to conduct SBIP by the teachers who attended the workshops as early as possible.
- ✓ Arrange resource person(s) for the PD programs.

7. Student Academic Promotion Policy

Objectives:

- ✓ Carry out promotion as per students results.
- ✓ Conduct analysis of promoted and detained candidates.
- ✓ Be judicial, fair and transparent in promotion.

Strategies:

- ✓ Promotion meeting shall be carried at the end of Annual examination as per school calendar schedule.
- ✓ The meeting shall be chaired by the Principal.
- ✓ Each class teacher shall present the analysis of the result.
- ✓ Any promotion of students other than those legally passed shall be undertaken only with

the consensus from all the subject teachers.

- ✓ Excellence in co-curricular activities shall not be considered for promotion criteria. if students have not fulfilled the academic promotion criteria.

Academic Promotion Criteria

Promotion of students to the next higher grade will be purely based on the “Revised Assessment Structure 2023” provided by the School Curriculum Division, Department of School Education.

The minimum pass mark for each subject for key stage II-V (Class IV-XII) is 40%. However, a student should pass in both CA and written examinations with a minimum of 40% each respectively.

For a student to be considered pass, he/she should pass in the subjects as given below:

Key Stage	Should pass in
I (PP-III)	Dzongkha, English, Maths and ICT
II (IV-VI)	Dzongkha, English and Mathematics plus any ONE subjects among Science, Social Studies and ICT
III (VII-VIII)	Dzongkha, English and Mathematics plus any TWO subjects among Science, History, Geography and ICT
IV (IX-X)	Dzongkha, English and Mathematics plus any TWO among Science, HCG, Economics, ICT and TVET* <i>*Applies to school offering TVET A student can opt TVET in place of Economics</i>
V (XI-XII)	Science: Dzongkha and English plus any TWO among Physics, Chemistry, Mathematics, Biology and TVET* Commerce: Dzongkha and English plus any TWO subjects among Business Mathematics, Accountancy, Business and Entrepreneurship, Economics and TVET* Arts: Dzongkha and English plus any TWO subjects among Business Mathematics, Geography, Economics, History, Rigzhung and TVET* <i>*Applies to school offering TVET</i>

The following are the criteria for computing the percentage and position/rank.

Key Stage	Should Pass in	Percentage & Position/Rank
I (PP-III)	All subjects	Minimum of "Meeting" level
II (IV-VI)	Dzongkha, English, Maths plus any other ONE subject	Dzongkha, English, Maths plus best ONE
III (VII-VIII)	Dzongkha, English, Maths plus any other TWO subjects	Dzongkha, English, Maths plus best TWO
IV (IX-X)	Dzongkha, English, Maths plus any other TWO subjects	English plus best FOUR
V (XI-XII)	Dzongkha, English, plus any other TWO subjects	English plus best THREE

8. Co-curricular & Extra Curricular Activities Policy

The co-curricular activities and extra-curricular program is a very important component of our education to our students. Towards fulfilling the holistic development of a child, non academic activities are conducted out of the normal teaching-learning session.

Objectives:

- ✓ Build a healthy mind and body
- ✓ Provide a platform for amateur sports professionals for training
- ✓ Learn life skills
- ✓ Develop a productive hobby besides academics
- ✓ Share and apply classroom knowledge with the community
- ✓ Keep abreast with the changing environment

Strategies:

- ✓ All students must be a member of any one club of their choice
- ✓ The club session is conducted for an hour every Wednesday
- ✓ Participate and compete in sports and literary activities in different levels
- ✓ Engage in community awareness programs in related fields.
- ✓ Award certificates for excellence, participation.
- ✓ Recommend for scholarships to graduating students.

9. Merits and Demerits Policy

Rationale:

- ✓ Merits and Demerits Policy is a system of appraisals for positive conduct and achievements of students. It is a preventive strategy to minimize disciplinary offences in shaping the character of the student as eminent practice towards infusing GNH values in all students. This system will grade the character of the children through a consistent supervision and record keeping of their activity at both academic and co-curricular fields. All the teachers and support staff have right to award merits and demerits as per guidelines of the policy.

Objectives:

- ✓ To inculcate the GNH values like honesty, integrity and responsibility.
- ✓ To encourage wholesome education in the school.
- ✓ To produce productive and responsible GNH graduates.
- ✓ To evaluate the child's character in fair holistic way.
- ✓ To practice Positive Discipline strategy in the school.
- ✓ To foster healthy learning atmosphere in the school.

Strategies:

Instructions for award of value for meritorious/de-meritorious achievements/failures

Merits Award

Merits Awards value

Academic Areas			
Position Holders	Award Value		Direction
	Class Merit	Section Merit	
BCSE School Level Toppers	5		Award for class VIII, X & XII
Overall Class/Section Toppers	4	3	Awards for both individual class and sections toppers during term examination only
Overall Class/Section SecondToppers	3	2	
Overall Class/Section Third Toppers	2	1	
Unit Test Subject Topper (>18)	2	1	Awards for overall class toppers in each subject during Unit Test
Class attendance at 100% (Both the terms)	2		
Catch'em Good	1		
Leadership			
School Captain	5		
House Captain	4		
Class Captain	4		
Club Captain	3		
Mentor-Mentee	1		
Surveillane	1		
Others (Exhibits leadership quality)	1		

Demerits Awards value

Academic Area		
Repeated (3 times) non-submission of assignment notes	1	
Frequent (2 times or more) misconduct in the class/Truancy	1	
Damage of texts of notes	2	
Damage of school property	2	
Class attendance less than 80% (Term-I & II)	2	
Disciplinary Sanctions		
Any offences within disciplinary policy resulting in disturbing and affecting general functioning of the school	1 to 5 as per the degree of offence and number of repetitions exceeding more than 2 times	
Violation of classroom norms	2	
Truancy, lateness to/from school	2	
Graffiti	2	

Co-Curricular/Extra-Curricular Activities		
School Level Recognition	Award Value	
First Position Holder/Best Players	3	
Second Position Holder	2	
Participation in Activities	1	
Volunteerism & Initiative per activity	2	
Dzongkhag Level Recognition	Award Value	
Winner/Gold Medalist	3	
Runners Up/Silver Medalist	2	
Bronze Medalist/Participation	1	
Regional Level Recognition	Award Value	
Winner/Gold Medalist	4	
Runners Up/Silver Medalist	3	
Bronze Medalist/Participation	2	
International Level Recognition	Award Value	
Winner/Gold Medalist	4	
Runners Up/Silver Medalist	3	
Bronze Medalist/Participation	2	
Others	Award Value	
Contribution of Pet Bottles	1	
	1	
Participation/Volunteerism	1	

Note: *To ensure fairness of justice and weightage of value, the value of one merit shall be equivalent to value one demerit. One demerit shall therefore nullify one merit value.*

Criteria for Awarding Top 30 Merit Certificate

The Certificate of Recognition for accumulating highest merits will be awarded to a student(s), who has/have highest merits secured in a year. However, the following conditions must be applied.

1. Top 30 highest merit scoring students shall be awarded. A student scoring 30 and above merits is eligible for the award of Merit Certificate.
2. If there is a tie between last 30th merit holder, then student without or lowest demerit will be awarded.
3. To ensure fairness of justice and weightage of value, the value of one merit shall be equivalent to the value of one demerit. One demerit shall therefore, nullify one merit value.
4. Certificate will be awarded to three different class levels.
 - a. VII - VIII
 - b. IX - X
 - c. XI – XII

10. Staff Leave Policy

In accordance with the BCSR 2018, leave shall 'not be claimed as a matter of right' by civil servant. Leave shall be granted for genuinely favorable or unfavorable circumstance.

General Rule:

- All matters related to 'Leave' shall be in explicit adherence and reference to BCSR 2018 (page no 238-253).
- A civil servant/teacher shall be considered 'on duty' at any time of a day in a working week and can be summoned to duty by the appropriate authority at all times according to exigencies of service.
- Except in the case of sudden illness or unforeseen circumstances, no civil servant/teacher shall remain absent from no duty or leave station without taking prior permission from the immediate superior.
- Staff applying for leave must inform and apply in written a day ahead to minimize disruptions of programmes
- Submission of application for leave by a civil servant does not imply that the leave is approved till an approval is obtained.
- Telephonic calls may be accepted during ad-hoc exigency circumstances for short leave · The authority vested with the powers to grant leave shall exercise his/her discretion in granting leave.
- Teacher applying leave beyond a week shall submit syllabus coverage detailing the lesson of their respective classes to the Academic Head.
- Leave shall not be treated as a 'matter of right'

Categories of leave: Vacation leave, Casual leave, Earned leave, Maternity leave, Paternity leave, Medical leave, extraordinary leave, Bereavement leave

a. Casual leave (CL)

- ✓ Admissible for a maximum of ten (10) working days during the calendar year. ✓ Any staff failing to report to the school in the beginning of the academic session will be marked

EOL and written explanation sought as per education policy. However, if informed he/she will be marked CL and formal leave procedure completed on the date of joining duty for necessary record.

- ✓ Granted for on account of illness or urgent personal affairs with prior permission in writing from the immediate supervisor/Vice Principal. However, leave exceeding must be intimated directly to the Principal.
- ✓ Principal shall avail CL in writing from the TEO, and intimate one of the Vice Principals by designation an officiating VP.
- ✓ Casual leave account shall be maintained in respect of every civil servant. ✓ Allowed to be availed by prefixing, sandwiching and suffixing government holidays including weekly off days viz Saturdays and Sundays. Saturdays shall also be prefixed, suffixed and sandwiched for whom Saturdays are working days.
- ✓ Teachers going out of the school compound with approval for three or more periods will be marked as ½ day CL.
- ✓ All leave must be pre-planned and sought in written and only during circumstances exigency through verbal information.
- ✓ In the event of any staff leaving the school compound without prior approval from the head or any other immediate supervisor he/she will be marked CL
- ✓ At the end of every month, CL updates will be displayed by the office and records sent to the TEO for necessary information.
- ✓ After availing CL (irrespective of number of days), teachers must report in person to the office.
- ✓ Leave during examinations is strictly discouraged and if availed on exigency a proper substitution for exam duties must be arrangement for on their own. Leave during examination time should not compromise on the answer-script evaluations and submissions of papers to committee.
- ✓ On account of failure to abide by the articles stated, the staff/teacher shall be obligated to verbal caution followed by written explanation on second account of failure.

b. Maternity leave

- ✓ Maternity leave shall commence from the date of delivery for period of six months. ✓ Maternity leave to the school staff shall be granted by the Dzongkhag/Thromde on submission of the Medical Certificate through Principal.
- ✓ Non-Formal Instructor will be eligible for only two months maternity leave.

c. Paternity leave

- ✓ A Male staff shall be granted paternity leave of five days.
- ✓ A paternity leave may be combined with other forms of leave and shall be prefixed or suffixed to public holidays.
- ✓ Paternity leave shall be applied through principal to the Dzongkhag/Thromde.

d. Medical leave

- ✓ A civil servant, who has been certified as incapable of performing duties due to illness or injury shall be granted medical leave on production of medical certificate issued by a medical authority in Bhutan as detailed below for the period:
- ✓ Up to three (3) days; Medical prescription with a remark for rest by a Medical Doctor/ Officer
- ✓ Up to one month; certification from a medical doctor/ officer.
- ✓ Up to six months; certification from a medical board of doctors appointed by the ministry of health.
- ✓ Six month and above; certification from a highest authority of health service department on the recommendation of a medical board appointed by the Ministry of health. ✓ A school

staff shall be granted medical escort leave for a maximum period of one month only for the direct dependent of the staff concerned. He /She shall be entitled to TA/DA as per the Medical referral treatment rules and regulations.

- ✓ A medical leave shall be sanctioned to all the school staff by the Dzongkhag Administration only.
- ✓ A civil servant on medical leave shall be paid full gross pay to a maximum of six months. In the event the medical leave exceeds six months, the allowances if any, shall cease to be paid for the subsequent period.

e. Study leave

- ✓ All leave related to studies, preparatory leave for CE and DE shall be applicable as per BCSR, 2018.
- ✓ As per BCSR, 2018, the study leaves may be granted to the civil servant for the maximum period of eighteen months.

f. Extraordinary leave

- ✓ Principal shall grant Extraordinary Leave to the staff only after the Dzongkhag/Thromde committee sanctions leave with a formal of sanction.
- ✓ EOL shall be granted to a civil servant up to a maximum period of twenty-four months in total during the entire service period.
- ✓ A civil servant shall be eligible for extraordinary leave for three month or more, only after rendering a minimum active service for five (5) years.
- ✓ Remuneration or other benefit of the post held shall not be granted to a civil servant for the days of extraordinary leave.
- ✓ ***Total periods of Extraordinary Leave availed during the entire service shall be excluded while calculating the number of completed years of service rendered by a civil servant as on the last day of his service for the purpose of gratuity claims.***
- ✓ ***A staff going on Extraordinary Leave for longer duration without prior permission may lose his/her job on return.***

g. Bereavement leave

- ✓ In the event of death of immediate family member, bereavement leave of 21 working days shall be provided to the civil on each occasion.

h. Earned leave (for support staff only)

- ✓ Earned leave for support staff in the school shall be granted by the Dzongkhag Administrative Officer only.
- ✓ Earned leave is an explicit entitlement for the supporting staff only
- ✓ A support staff shall earn leave with gross pay at the rate of 2.5 (two and half) days for every completed month of service.
- ✓ Earned leave shall be accumulated only to a maximum period of sixty (60) days.

i. Vacation leave

- ✓ A teacher shall avail vacation leave during the winter vacation between 18th December and 9th February.
- ✓ As per the nominations from the school teachers must attend NBIP/DBIP/CBIP during the vacation period.

12. Students Leave Policy

Rationale: The school mandates a minimum of 90% attendance before each term to qualify them for sitting in all the internal and external examinations. Hence:

- ✓ All informed absence from school/class shall be marked as 'Leave.'

- ✓ Students shall not avail leave on their own under any circumstances.
- ✓ Class teacher shall grant leave for a maximum period of three days under genuine illness, domestic problem, and with written application from parents or relevant guardian.
- ✓ A leave exceeding more than three to seven days shall be granted from the authority superior to the class teacher.
- ✓ Leave exceeding one week should have consent from the Principal.
- ✓ In case of medical leave, he/she shall have to produce an original medical doctor leave certificate or directive, whichever pertinent.
- ✓ Students/parent shall not refrain from writing Board/home examination under the pretext of illness without a reference from a Medical doctor.

Leave & Hospital Visits

- ✓ Students' absence should be intimated by parents to the class teacher with a written application
- ✓ In case of leave exceeding three days parents/guardian should call and contact class teacher

Class Hour Procedure

- ✓ Students desiring to go home for any reason during class hours should call their parents to seek permission.
- ✓ Students found outside the campus during school hours without permission will dealt as the school disciplinary sanctions.
- ✓ Students shall not leave the campus without written information slip from the concerned Health In-charge, class teachers, teachers and management.

Out pass Records

Sl.No	Reasons in brief	Parent's/Guardian's Signature	Class Teacher's Signature

Hospital out Pass

The Student shall fill this Hospital Visit form before taking leave and upon reporting from the concern teacher

Date	Visiting Time/Period	Leave Approved by Class Teacher: Name & Sign	Reporting Time	Reported to Subject Teacher: Name & Sign

13. Amenities User Policy

The school has a range of amenities provided by the Ministry of Education & Skills Development and by the school. The primary aim of all users is to utilize the amenities judiciously. Therefore, the following norms mandates for their effective use:

I. TEXT BOOK

- Refrain from scribbling in the textbooks, cutting pictures, notes and over folding
- Cover all the textbooks immediately upon receiving them
- Students are prohibited to lend/exchange their textbooks with fellow students or outsiders.
- Avoid dumping books or handling them with disrespect.
- Must be used for a minimum period of 5 years.
- Loss and mishandled stationeries shall be charged the price of the material and 10 % handling charge.
- Stationeries shall not be supplied for loss or mishandling under any circumstances.

II. FURNITURE

- The furniture In-charge shall supervise all furniture issuance.
- All the furniture in the school should be handled with care.
- Repair and maintenance shall be carried out by the school.
- Refrain from scratching, scribbling, marking, drawing and unnecessary nailing.
- Don't drag furniture while shifting them within or beyond the class.
- Class teachers and students shall be accountable for breakage or loss.

III. LIBRARY BOOKS

- Library books shall not be lent out for more than one week.
- Borrowed books will be thoroughly checked when returned.
- All available books will be displayed for use.
- Minor mending books will be carried out by librarians.
- Writing, scribbling, drawing and cutting pictures will not be entertained.
- Lending and exchange of library books with outsiders are strictly prohibited
- Handle library books with respect.
- Loss of library shall amount to 10% penalty and its actual price, or replacement of the same.

IV. ELECTRICAL ITEMS

The concerned In-charge dealing with electronic items (audio-visual equipment, computer and its related accessories) will frame their own user policy.

- Handle the electronic items with care.
- Carry out immediate repair and maintenance (if required).
- Never allow unauthorized persons to handle them.
- Never lend to outsiders without proper approval from the school authority.
- Maintain an inventory of items.

V. GAMES AND SPORT ITEMS

- All games equipment will be used appropriately.
- Different games equipment will be under the custody of custodians.
- Students can avail games equipment from respective custodians and captain.
- The used and obsolete equipment shall be brought to the games store.
- Refrain from use of school sports attire when no tournament is conducted.
- Sports attire shall be used at least for two years.
- Never lend or exchange school games and sports items with outsiders.
- Maintain an inventory of items.

VI. CLUB EQUIPMENT

- All the equipment/implements will be kept under the custody of the respective in charges.
- They should be handled with care.
- They shall not be lent out without approval from the school authority.
- Maintain an inventory of items.
- Carry out maintenance and repair of the implement / equipment, when needed.

VII. LAB EQUIPMENT

- Handle the equipment with absolute caution
- Maintain an inventory
- Never allow students to mis-handle
- Hazardous chemicals must be safely stored
- Brief students on their safety measures in usage and harmful effects
- Students must be informed and be aware of gas plant /other chemicals safety measure

14. ICT Acceptable User Policy

The purpose of this Acceptable User Policy (AUP) sets forth the principles and ethics that govern the use of ICT Lab Services in the school. It is designed to help protect infrastructures,

other users, and the Internet community, from irresponsible, abusive or illegal activities.

1. Scope

1.1 The AUP is applicable to all users, including both teachers and students.

2. AUP recommendations:

2.1 Users are expected to use the ICT lab and Internet responsibly and productively.

Internet access is limited to job-related activities only. Brain break can be acceptable. 2.2

Users are expected to not to change any settings of the computer.

2.3 Keep your login accounts and password secure.

2.4 Inform the ICT teacher/administration immediately of any unusual occurrence. 2.5

Maximum of one section/32 students (apart from class hours) are permissible to enter in the ICT lab for any activity.

2.6 Individual using the ICT lab or desktop are accountable for any damages caused by them/ during their stay in ICT lab.

2.7 Manage your own waste. If found littering in the ICT lab then you will be charged with Nu. 10 per teacher and Nu.5 per student. (The funds raised will be used to upgrade the ICT lab)

3. AUP Prohibits the following:

3.1 Stealing, mis-using, or disclosing someone else's password without authorization 3.2

Using computers to perpetrate any form of fraud, and/or software, film or music piracy

3.3 Downloading, copying or pirating software and electronic files that are copyrighted or without authorization

3.4 Deliberate unauthorized access to outsiders.

3.5 Using any program/script/command, or sending messages of any kind, designed to interfere with a user's session.

3.6 Using internet as a tool to exploit minors, children's or as an abusive tool. 3.7

Deliberate activities having, with reasonable likelihood, any of the following characteristics:

3.7.1 Wasting service provider's staff effort or networked resources, including time on end systems and the effort of staff involved in the support of those systems;

3.7.2 Corrupting or destroying other users' data;

3.7.3 Violating the privacy of other users;

3.7.4 Disrupting the work of other users;

3.7.5 Denying service to other users (for example, by deliberate or reckless overloading of access links or of switching equipment);

3.7.6 Continuing to use an item of networking software or hardware after ICT section has requested user not to use because it is causing disruption to the correct functioning of service

4. Reporting Violation of the AUP

4.1 Any user, who believes that there is a violation of this AUP, shall direct the information to the ICT teacher/Administration with all relevant information and

evidences.

4.2 ICT section/Administration shall take necessary action against the individual violator.

5. Revision of the AUP

5.1 School Administration have the right to revise, alter or modify this AUP. 5.2

Any revision made to this AUP shall be informed to the teachers and students.

6. Monitoring

6.1 Teachers are required to be present during any activity assigned during class hour, apart from class hour ICT teacher or lab assistant shall be there to monitor them.

15. Books Issue Policy

Objectives:

- ✓ Issuance of textbooks and other stationeries to students
- ✓ Maintain life span of the books
- ✓ Ensure fair and equal distribution
- ✓ Issue text books as per latest edition available

Strategies:

- ✓ All Bhutanese students will be issued textbooks free of cost in the beginning of the academic session through the class teacher and the same taken over at the end of the year.
- ✓ Non-Bhutanese students will have to buy the textbooks and the cost of which must be deposited to School Accounts Section. Books will be issued only upon production of the money receipt.
- ✓ Class teachers are responsible to ensure that their pupils have received the complete set of prescribed texts from the store and return the same in good condition at the end of the year.
- ✓ Once the textbooks are issued, it will be the responsibility of the class teacher to ensure its care and proper use by their students and return the same to the store in proper condition at the end of the year.
- ✓ In case of loss, the cost of the book/s will have to be realized by the class teacher and deposited to the Account Section to settle any outstanding against the class and the class teacher.
- ✓ Books issued from the store must be checked upon receipt along with the class teacher to ensure that the pages are complete and useable and thereafter no request for exchange will be entertained.

Note: *Individual responsible for the issue of transfer certificates must counter check the outstanding dues list submitted by the store in charge.*

16. School Discipline Management Policy

Rationale:

- To achieve of a sustained safe and supportive environment in our schools. · To adhere to the the recommendation of the 13th Annual Education Conference for a national level discipline guideline.
- Guidelines for students to abide by the rules and regulation outlined in the student's code of conduct.
- A mechanism to deal with disciplinary action systematically as per degree of the offence

Level 1: Minor disturbances to school order	
Possible offences	✓ Teacher - child conference ✓ Child-class teacher conference ✓ Reminder to student ✓ Undertaking letter from student Parent/guardian notification
Absenteeism	
Tardiness	
Violation of school dress code	
Graffiti	
Tattoos	
Littering	
Possession of unauthorized gadgets	
Possession of indecent material	
Indecent language	
Negative peer pressure	Note: Punishments levied as per teacher/committee decision ✓ Additional assignments ✓ Reminder to the students ✓ Detention work ✓ Denial of privileges (Barring from participation in programmes of their liking)
Mischief	
Petty theft	
Disrespectful behaviour	
Harassment	
Business transaction	

Inappropriate dress code	
Littering	
Discrimination	
Indecent language	
Sanction any one of the following as per the degree and severity of the offence	

Level 2: Violation of school rules and frequent violation of level 1 offence

Frequent violation of level 1 offences	Possible sanctions (<i>one or more sanctions can be applied as is appropriate</i>)
Insubordination	✓ Teacher-child conference ✓ Counselor-child conference ✓ Principal-child conference ✓ Principal-parent conference
Possession of harmful substances	
Substance abuse drug/alcoholism /tobacco	
Dishonest behavior	

Plagiarism/ Prowling	✓ Discipline Committee's intervention ✓ Undertaking letter from child ✓ Written warning to the child ✓ Parent/guardian undertaking ✓ 2 demerits
Trespassing	
Unruly behavior	
Inappropriate relationships	
Defamation	

Gambling	
Bullying	Punishments: As per teacher/committee decision committee one or all sanctions are levied. ✓ Physical labor ✓ Denial of privileges (Barring from participation in programmes of their liking) ✓ Suspension to 2-3 weeks depending on severity ✓ Three demerits
Anti-social activities	
Unauthorized Picnicking	
Black mailing and forgery	
Physical threat	

Level 3: Severe violation of school rules and national laws or frequent violation of level 2 Offenses

Possible offences	Possible sanctions (<i>one or more sanctions can be applied as is appropriate</i>)
Frequent violation of level 1 and 2 offenses	✓ Undertaking letter from the child ✓ Denial of privileges (Barring from participation in programmes of their liking) ✓ Undertaking letter from parent/guardian ✓ Suspension from 2-3 weeks ✓ Expulsion on repetition ✓ 5 demerits
Gambling	
Groupism for ulterior motives	
Physical fighting and gang fights	
Prowling	
Vandalism/ theft	
Malpractice in exams	
Impersonation/forgery	
Possession of harmful weapons	
Sexual harassment	
Substance abuse/ smuggling/ distribution	
Threatening or use of weapon	

Remarks:

- The possible sanctions outlined above are not necessarily comprehensive owing to infinite opportunities of offences. The committee shall deliberate and levy sanctions based on the severity and frequency of the offence committed.
- Offences related to Law/Police matters that warrant interventions of the law shall be intimated to the concerned authorities and dealt as per legal provisions.
- Suspension: 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 2 weeks to one month depending on the severity of the offence.
- The period of suspension shall be treated as absent. Corrective measures such as assignments and additional works can be assigned to be supervised by parents. · The child will not be accepted back until the assigned task and other requirements prescribed by the school 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 guardian/parent.

Procedure for solving disciplinary offences:

1. Conduct investigation with student, parents or both
2. Study previous records to ensure judicious sanctions
3. Repeated case and severe offences may be referred to Level Heads/ Principal which ever appropriate
4. Take statement and counter signed by class teacher, level head and parents
5. Levy sanction appropriate to the offence and as per its severity.
6. Maintain record of the disciplinary sanction and offences

School disciplinary problem record form.	
Record number:	
Name of defaulter	
Class/ section	
Class Teacher/ Subject teacher	
Details of incidences (Attach document if any): Date, Time, Location of incidence, names of witnesses.	
Policy level violated/ number of times currently	
Previous record of defaulter (brief account)	
Undertaking / Explanation Letter from students	

Undertaking of assurance from parents	
Disciplinary action of the Class teacher/ Subject teacher/Committee	
Consequent caution: I have submitted my explanation for the offence. I assure to abide by the discipline actions taken by the authorities and shall be accountable for any consequent offence in the future.	
Name of Defaulter /Signature	
Parent/ Guardian 's Signature/Thumb print	
Contact number of Guardian/ Residential location	
Class Teacher's signature	
Subject teacher and others if required	
Principal/Vice Principal	

18. School Drug Policy

Rationale:

With the rapid changes around the world propelled by new developments, its concomitant negative influences are also beginning to seep into our safe and comfortable society as we progress and move into the new millennium. Juvenile crimes today are on the rise world over and Bhutan is no exception to this. Reports of such crimes committed under the influence of drugs and its related issues and the stray cases of even the loss of life from drug overdose have begun to feature in the media more than occasionally. Substance abuse in many of the schools today even in the far-flung areas is a major concern though quite often it goes unnoticed or is being hushed up.

However, unless we acknowledge the problem, realize that the harm it does to the life far exceeds the harm it does to the reputation of the school, put measures in place towards its mitigation and work collaboratively in tandem with the government and other agencies to deal with this menace even the most stringent policy will not bear much fruit and our efforts for realizing the Gross National Happiness will continue to elude and remain a distant dream. Therefore, recognizing the magnitude of this problem and its ripple effect on the society at large, PHSS affirms to take the following as the school drug policy in its stride to grapple with all issues on drugs in order to promote the health and welfare of its students and the school

community.

Policy: In our efforts to promote the health and welfare of the students and its community in order to engender productive citizens, PHSS will strive to promote a drug free environment in the school through a multi-pronged approach focusing more on proactive as well as reactive measures. While the school will continue to deal with compassion and understanding in order to try and rehabilitate them, repeated offenders and cases beyond the scope of the school will be referred to the appropriate authorities and agencies for necessary course of actions.

Strategies:

- Create awareness on the harmful effects of drugs by observing the International Day against Drug Abuse and Illicit Trafficking.
- Ensure the presence of trained counselor in the school.
- Include drugs and substance abuse prevention policy and programs in the school activities.
- Carry out drug surveillance assessment for early detection and counseling services.
- Ensure early detection of drug users with special focus on high risk individuals.
- Refer severe cases of addicts to appropriate agencies for rehabilitation.
- Strengthen parenting education programme to create awareness among the parents on the dangers of and early signs of drug abuse.

18. Home Examination Policy

Strategies I- Functional roles of Examination committee

- ✓ Committee shall prepare examination and tests, invigilation and ancillary schedules in consultation with the Academic Head and display the roster at-least three weeks before the final deadline.
- ✓ All details of the tests and examinations must be maintained properly by the committee and an office staff for reference.
- ✓ Prepare Blueprint and expedite Moderation in respective departments.
- ✓ The result must be prepared in the EMIS. However, the results, class wise consolidated mark sheets with complete details of number of students who appeared (boys and girls), failures, pass %, attendance, etc. must be filled in and submitted to office through the Examination & Assessment Committee (EAC) for safe keeping and future reference.
- ✓ At the end of the year the class teachers must submit individual class details of pass% and failure for proper projection for the next academic session.
- ✓ Ensure that the question papers are clear, complete, and correct prior to its distribution.
- ✓ Ensure strict invigilation in exams and provide safety to exam materials.
- ✓ Create awareness of students on the exam rules and the sanctions by providing written directives and verbal information.
- ✓ Prepare examination timetable and invigilation roster that is fair, just and serves the best interest of all.
- ✓ Compile results and organize meetings to analyze and discuss student performance.
- ✓ Provide suggestions and assistance to the BCSEA as and when required.
- ✓ Maintain Question Bank of both Home examinations. The home examination questions must be recorded in a database, for teacher reference.
- ✓ Award penalties to those caught for examination malpractices

Weekly/unit tests

- ✓ Prepare weekly test shall be scheduled on every Monday morning during 'zero-period'. However, the test may also be conducted on daily basis throughout the week depending on the decision of Exam Committee.

- ✓ The Weekly test shall be conducted of 20 % full mark with a writing length of 30 minutes.
- ✓ The weekly test marks shall be included as part of summative continuous assessment
- ✓ All class teachers shall by default represent examination committee by conducting and supervising weekly tests.

Mid-term and Trial/Annual Examinations

- ✓ Issue notice for examination dates and submission of Question paper
- ✓ Arrange for smooth and confidential mass printing work.
- ✓ It is mandatory for one EAC member to physically supervise printing and stapling work.
- ✓ Ensure maintenance of Question bank in both soft and hard copy.
- ✓ Prepare invigilation duty and seating arrangement for the candidates.
- ✓ Distribute Progress Result Form before declaration of results, collect after endorsement from parents and store it safely.

Strategy II- Moderation and Group Evaluation

- ✓ Provide guidelines for moderation and Group Evaluation to teachers
- ✓ All teachers shall prepare questions according to blueprint and submit to HoDs for moderation.
- ✓ The moderated paper is then submitted to exam coordinator along with the model answer.
- ✓ Subject teacher shall collect answer scripts from EAC and carry out group/individual evaluation according to model answer and marking scheme.
- ✓ The school management and the EAC do not recommend self-correction and carrying of answer-scripts home.
- ✓ Class teacher prepare consolidated mark sheet and then submit to examination coordinators for further correction if necessary.

Malpractice during the exams:

- Any malpractice during the exam reflects about the vigilance of the invigilator concerned, so be firm and vigilant.
- Should anybody be caught cheating in the exams, the defaulter will submit the detail account of his/her actions to the exam committee along with rest of the papers.
- Avoid disrupting the exam environment distracting the examinees.
- Do not hush up any cases of malpractice. Make sure to report it to the exam committee immediately to avoid unpleasant future consequences.
- Any cases of malpractice must be taken seriously by all in order to promote fairness.
- All cases of malpractice will be dealt as per the school's Offences and Sanction Policy: Marked Zero in the paper concerned.
- Teachers on invigilation duty should at all times avoid rendering help to the students in the exam hall.

Leave during examinations:

- Teachers to avoid taking leave during the exam period.
- Those availing adhoc leave during exam period/exam duty must make arrangement to substitute their duty.
- Teachers going on planned leave must inform the exam committee in advance so that the committee could make adjustment and arrangement.

Evaluation of answer scripts:

- Teacher concerned must prepare agreed model answer prior to evaluation.
- Evaluation could be done as and when you are free.

- Answer scripts must be collected and submitted/kept in the exam room.
- No answer scripts should be taken home for evaluation.
- Answer scripts must be evaluated in respective department (Group Evaluation).
- Must be evaluated in the rooms designated for different subjects.

Students Missing Examinations:

In case of absence of a student, the case shall be dealt as per BCSEA rules; which states “*student must be present for all papers registered. He/she will be treated as absent for all papers if absent from one written paper or part of the paper*”- *Guideline for Conduct of Public Examination in Bhutan, 2004; appendix-XI, pg. 5*. However, in case students not able to reach the examination center due to natural hazards and other unfortunate misfortunes such as mechanical failures etc. depending on the authenticity of the case either the paper for the day would be postponed if the exam has not started or separate paper arranged if the exam has already commenced if they report to the center after other students have finished and have been released.

19. School Disaster Management Policy

Rationale:

Disaster Management programme aims to reduce the risks with proper management and preparation. The Schools have very comprehensive disaster management plans and evacuation strategies to reduce the risks of the unexpected disasters. A disaster management committee shall be mandated to plan and execute Contingency Plan during disasters and other threatening misfortunes within the school.

Objectives:

1. Explain about different types of hazards.
2. Prepare comprehensive evacuation plans about four listed hazards.
3. Conduct mock drills for all the listed hazards twice a year.
4. Prepare strategies for various hazards.
5. Create awareness on the hazards in the schools.
6. Assess the disaster and loss after the disaster in the school.
7. To create secure learning atmosphere in the schools.

Strategies

- Assessment of potential hazards and risks.
- Secure non-structural building elements and furnishings.
- Carry out sensitization, mock drills and relevant briefings.
- Provide training and capacity building to staff and students.
- Execute ‘Evacuation’ as per strategic plan and procedures.
- Conduct Mock Drill at least twice annually.
- Prepare Examination time contingency plan.

Special School Programmes

1. Mindfulness/Meditation Programme

GNH is infused in the education system to bring about friendlier and more approachable teachers to produce value laden graduates. It is a holistic approach where elements of GNH values and principles are imparted through daily activities as part of school culture. To achieve the goals school has introduced three minutes of meditations practice in the school. It is the practice of paying attention to full range of what is occurring in our lives, rather than just our thoughts, plans

or memories. Through mindful meditation, the mind is allowed to settle, the body is allowed to relax, a natural wakefulness, curiosity, and compassion are allowed to shine through.

Objectives of Mindfulness meditation:

- ✓ Provide momentary peace, calmness and joy.
- ✓ Settle the chaotic mind to the present moment.
- ✓ Nurture GNH into schools to elevate child-friendly schools.
- ✓ Make learning a meaningful and relevant experience for the children (DCRD, 2011).
- ✓ Enhance academic performance and to engender positive attitudes, behavior and values

Strategies of Guided Mindfulness:

- ✓ All teachers shall attend SBIP on mind training programme.
- ✓ Relevant teacher shall guide meditation during assembly.
- ✓ Silent meditation shall be carried out on some days.
- ✓ Meditation guide with melodious and relevant music can be played.
- ✓ Teachers carry out meditation during the first and last hour of the class.
- ✓ Meditation (Tonglen) shall be practiced during prayer.

Mindfulness Meditation technique guide:

- Maintain sitting posture.
- Don't hold breath, push out, or change natural rhythm.
- If mind wanders simply note the thought.
- Return to watching the breath repeatedly.
- Bring awareness to their thoughts and feelings.
- Relax after the exhalation and before inhaling.

The Sitting Meditation posture: 7-Point Posture of Vairocana (*Nampar Nangzod*) 1. The back: straight like an arrow or like a pile of coins.

2. The legs: in vajra / full-lotus, half-lotus, crossed legs.
3. The hands: with right palm over the left below the navel.
4. The shoulders: held up and back ('like a vulture').
5. The chin: tucked in slightly, 'like an iron hook'.
6. The eyes: looking into space, at nothing in particular, in front of the nose.
7. The tongue should be held against the upper palate.
8. The lips should be slightly apart, the teeth not clenched.
9. Breathe through the nose.

2. Orientation Programme

The school shall practice the culture of conducting Orientation sessions to staff and students who join the school as a New Comer.

Objectives of the Program:

- Familiarize individuals to the culture of the host school.
- Establish an understanding about the school's expectation.
- Ensure awareness of the school system and practices.
- Get introduced to the management and the staff.
- Learn about the school campus and other facilities available.

Strategies:

- The Staff Secretary shall be responsible to arrange for the Orientation Program. · The

· Vice Principals and relevant teachers shall conduct orientation program. **a.**

Oath for the Captains

Today, on this auspicious day, the Xth of (month), (year), I am thankful to the Management and teachers of the school for entrusting me with the Captainship for the school. On my part, from today onwards I shall withhold and abide by the rules and regulations of the school with my body, heart and speech. I shall not violate any of the rules of the school under any circumstances. With the witness of the Buddha and the Protecting Deity, Pal Yeshe Gonpo, I shall serve my role of a captain with utmost sincerity. I vow to perform my duties with integrity and without biases all the time.

ཡོངས་དཔྱད་ཚུ་གི་ཁས་སྒྲུངས་དམ་བཅའ།

३ དེས་ གཟུངས་ཆོས་གངས་ སུན་སུམ་ཆོགས་པའི་ ཏུས་དང་བསྐྱེད་ཏེ་
 སློབ་དབྱ་ འཛིན་མཆོག་གིས་ དབྱ་གཙོས་པའི་ ཐུགས་རིག་མཁས་པའི་ སློབ་དཔོན་
 དམངས་ཀྱིས་ ངལ་ ཐུགས་བརྩེ་བ་ཆེན་པོའི་སློ་ལས་ ཐུགས་གཏད་དེ་ སློབ་གྲིའམོ་
 ཁྱིད་པ་ འབད་ནིའི་གོ་སྐབས་བཟང་པོ་གནང་མི་འདི་ལུ་ དེའི་མི་ཆེ་ནང་ རྣམ་ཡང་བརྗེད་མ་
 ཚུགས་པའི་ དགའ་ཆོར་ཁྱེད་དང་ དལས་པར་ ངགས་ སློབ་གྲིའམོ་ཁང་བྱིས་འདི་ཚུ་
 རང་གི་བྱིས་ཡིན་མ་པའི་ ཁྱས་ཞབས་དང་ སློབ་དཔོན་ཚུ་ལུ་ དྲིན་ཆེ་བའི་པམ་ཡིན་པའི་འདུ་
 ཤེས་ སློབ་གྲིའམོ་ནང་ འཛིན་ས་འདི་ཡོད་པའི་ སློབ་ཕྱག་པོ་མོ་ཚུ་ལུ་ སྤྱན་ཆའི་འདུ་ཤེས་
 བསྐྱེད་དེ་ དག་སྤང་གི་ཐོག་ལས་ སློབ་གྲིའམོ་བཙུག་པོ་མོ་ཚུ་ལུ་ སྤྱིགས་ཁྱིམ་ས་བཟང་པོ་ཚུ་ཚུ་ལ་
 བཞིན་ཏུ་རྒྱུ་སྦྱང་དང་ རྒྱུ་སྦྱར་འབད་ནི་ སློབ་གྲིའམོ་ཚམས་ཚུ་ཡང་ རང་གི་ཡིན་པའི་ མཉོ་
 བསམ་བཏང་སྟེ་ བདག་འཛིན་འཐབ་ནི་དང་ སྤྱན་ཆསློབ་ཕྱག་ པོ་མོ་ཚུ་ལུ་ཡང་ཨའི་གིས་བུ་
 ལུ་ འདུ་ཤེས་བསྐྱེད་དོ་བཟུམ་ རྒྱུ་སྦྱར་འབད་ནི་ཡིན། དེ་ལས་ སློབ་གྲིའམོ་ནང་ བུ་སྦྱང་
 ངན་པ་རེ་ འབད་མི་འཐོན་པ་ཅིན་ བུམས་དང་བརྩེ་བའི་ཐོག་ལས་ ཡ་རབས་བཟང་པོའི་
 ལམ་ལུ་ཁྱུགས་ཏེ་ སྤལ་ལས་ འབྲུག་གཞུང་ཙུ་བ་གསུམ་དང་ དྲིན་ཆེ་བའི་པམ་གཉིས་ལུ་
 ཞབས་ཏོག་ཁྱུ་ཚུགས་པ་ཅིག་ བཟོ་ནི་ཡིན་ཟེར་ དཀོན་མཆོག་གསུམ་དཔང་ལུ་བཙུགས་ཏེ་
 ཁས་བླངས་དམ་བཅའ་ཕུལ་མ་ཡིན།

Students' Pledges on 5th February to Celebrate Gyalsey's Birthday

Phuentsholing Higher Secondary School on an auspicious day, pledge with high sense of responsibility and accountability:

- **First:** I shall offer sincere respect to teachers and parents at all times, and shall abide by the norms of the school.
- **Second:** I shall read at least ten books to enhance and benefit my learning.
- **Third:** I shall maintain cordial and constructive relationship with teachers, friends and with neighbours at all times.

- **Fourth:** I shall nurture, preserve and care plants in the garden and the natural environments to build aesthetic ecosystem in the school.
- **Fifth:** I vow in the presence of the Triple Gem to carry the sacred responsibility as a Bhutanese to be responsible citizen for today and the future.
- **Lastly:** I pray that our Gyalsey shall remain a sole protector of

prosperous

Bhutan.

ཀུལ་སྤྱུ་མཆོག་གི་འཁྲུངས་སྐར་དུས་སྟོན་བཅི་སྤྱད་གི་ལས་བྱངས་དམ་བཅའ།

༣ ད་ཅིས་ གཟའ་སྐར་ཕུན་སུམ་ཆོག་པའི་ ཉིན་མ་དང་འབྲེལ་ཏེ་ ང་བཅས་ ཕུན་ཆོག་སྤྱི་འབྲེལ་དེམ་སྟོབ་ཟྱ་གོང་མའི་ སྟོབ་ཕུག་བུཛ་དང་བུཛ་ཚུ་གི་ཁ་ཐུག་ལས་ ལཱ་ག་ཅི་ར་འབད་རུང་དབྱེ་བ་བྱེ་སྟེ་ ལཱ་ངན་པ་ སར་སྤང་ཐབས་དང་ ལཱ་བཟང་པོ་ ཚུར་ལེན་ཐབས་ལཱ་ ལུས་ངག་ཡིད་གསུམ་གྱི་སྟོབ་ལས་ ལས་བྱངས་ཕུལ་ནི་ཨིན།

དང་པ་ ང་བཅས་སྟོབ་ཕུག་ཚུ་གིས་ དུས་ཡུལ་རྟག་ར་ དད་དམ་གཙང་མའི་སྟོབ་ལས་ བཀྱིན་ཅན་གྱི་སྟོབ་དཔོན་དང་ ཅིན་ཅན་གྱི་ཕམ་ཚུ་ལཱ་ གུས་བཀྱར་ལྷན་ཅི་དང་ སྟོབ་ཟྱ་ནང་ལཱ་ འབད་ཆོག་པ་དང་མ་ཆོག་པ་ ཁྲིམས་ལུགས་གྱི་སྤྱི་གཞི་ལཱ་ཡང་ བཅི་མཐོང་གི་ཐོག་ལས་ ཡིད་ཆེས་བསྐྱེད་དེ་ཕུག་བྱིད་ལྷན་ཅི་ཨིན།

གཉིས་པ་ ང་བཅས་སྟོབ་ཕུག་ཚུ་གིས་ དུས་ཅི་ལོ་གཅིག་གི་ནང་ལཱ་ རང་ལཱ་ཕན་ཐབས་དང་ ཤེས་ཡོན་ཀྱི་བསྐྱེད་གཏང་ཐབས་ལཱ་ གི་དེབ་ཉུང་ཤོས་ར་ བཅུ་ཐམ་དེ་ཅིག་ལྷན་ཅི་ཨིན།

གསུམ་པ་ ང་བཅས་སྟོབ་ཕུག་ཚུ་གིས་ བླང་དོར་སྟོན་པའི་སྟོབ་དཔོན་ བཅི་གཏུང་ཅན་གྱི་ཆ་རོགས་ཀྱི་སྟོབ་ཅན་གྱི་ཁྲིམ་ཚང་ཚུ་ལཱ་ མཐུན་ལམ་འགྱུར་བ་མེད་པར་ དམ་ཐབ་འབད་བཞག་ནི་ཨིན།

བཞི་པ་ ནམ་ར་འབད་རུང་ ང་བཅས་སྟོབ་ཕུག་ཚུ་གིས་ སྟོབ་ཟྱའི་མཐའ་འཁོར་ལཱ་ཡོད་པའི་ རང་བཞིན་གྱི་མཛེས་ཀྱན་དང་ སྐྱེད་ཆལ་གྱི་ ཤིང་དང་མེ་དྲོག་ཚུ་ བདག་འཛིན་འཐབ་སྟེ་ ཉམས་སྤང་འབད་ནི་ཨིན།

ལྔ་པ་ ང་བཅས་སྟོབ་ཕུག་ཚུ་ མི་ཁྲུངས་དང་ལྷན་པའི་ འགན་ཁུར་འབག་ནི་འདི་ མ་འོངས་པའི་སྟོབ་ཕུག་ཚུ་ལཱ་ཐོག་པ་ལས་ དཀོན་མཆོག་གསུམ་དཔང་ལཱ་བཙུགས་ཏེ་ ང་བཅས་སྟོབ་ཕུག་ཚུ་གི་རྟོང་ལས་ ད་ཅིས་ ལས་བྱངས་དམ་བཅའ་ཕུལ་མ་ཨིན།

མཅུག་ར་ གཏུང་འཛིན་ལཱ་མཆེད་པའི་ ཀུལ་སྤྱུ་འཛིན་པོ་ཆེ་མཆོག་ ཀུལ་ཁབ་གྱི་གཙུག་ཀྱན་དང་ འབངས་མི་སེར་གྱི་ སྐབས་དང་མགོན་འབད་ བསྐྱལ་པ་མ་སྟོང་གི་བར་དུ་ བཞུགས་ནི་གི་རེ་སྟོན་ལཱ་ ལས་བྱངས་དམ་བཅའ་ཕུལ་མ་ཨིན།

3. Student Leadership Programme (SLP)

Tuesdays are identified as the Student Leadership Day. The student body is engaged in leadership development training on a rotational basis. The captains take the role of Captain-on Duty (CoD) to supervise the programs of the day.

Objectives of instituting SLP:

- Build leadership quality.
- To be resourceful.
- To delegate responsibilities.
- Build confidence and self-esteem.
- Learn the techniques of building and holding a team together.

Strategies: Roles of the CoDs

- Conduct the morning assembly.
- Make announcements in the assembly.
- Comment on the morning speakers.
- Monitor student movement.
- Take the roles and responsibilities of Teacher on Duty.
- The captains will take up the responsibilities of CoD on rotational basis ·
- Coordinate and supervise school activities.
- Conduct meetings quarterly and minute it.

4. School Parenting and Education Awareness Program (SPEA)

Rationale:

In this age of media explosion, the younger generation is exposed to many undesirable influences leading to anxiety and experimentation to fulfill the emotional and physical needs of the adolescents. Hence, educating parents and making them aware of their children's needs and the emerging youth related issues is seen as the most appropriate way to address these threats at the moment.

Objectives:

- ✓ To raise parents' awareness on issues & problems facing today's adolescent & youth.
- ✓ Increase parents' scientific knowledge & understanding of adolescence.
- ✓ Develop parents' capacity to address issues concerning their adolescent children.
- ✓ Encourage parents to share child rearing experiences.
- ✓ Liaise with parents in the upbringing of students academically.
- ✓ To encourage parents to share child-rearing experiences.
- ✓ To educate parents on the special needs of adolescents and youth.
- ✓ To improve parenting skills through shared learning and formation of Parent Support Group (PSG).
- ✓ To enhance parents' capacity to address issues confronting their adolescent children at home.

Strategies

- ✓ Task group should be composed of the following people: Principal, Focal teacher (male & a female teacher) and minimum of three teacher members

- ✓ A task group should be formed to coordinate & implement the SPEA program chaired by a Focal teacher
- ✓ Identify and invite parents to attend SPEA through class teachers
- ✓ Conduct SPEA atleast twice in the school as per the SPEA Guidelines
- ✓ Initiate formation of Parents Support Groups to assist in enhancing SPEA programme ideologies to other parents
- ✓ Provide regular progress report on the program to the DYCS.

5. Career Education & Counseling Programme

Rationale:

Career education is associated with the development of knowledge, skill and attitude through a planned program of learning experiences that will assist students to make informed decision about school and post school options. In today's competitive world scenario, confronted with myriad of challenges and increasing pressure from different angles, students, particularly those at the terminal classes are at a cross road, requiring to make choices which would either make or mar their future. Therefore, the career and counseling programme will assist students in making realistic and informed decisions about school and post-school options by imparting career educations to the terminal classes and making personal counseling services accessible to others.

Objectives:

- ✓ Help students understand their aptitudes and skills better.
- ✓ Instill ability to set and achieve goal according to their interest.
- ✓ Assist in determining students' career path.
- ✓ Create awareness of career options available in the job market.
- ✓ Develop an understanding of their interest, abilities, strength, weaknesses and the capacity to set goals relating their future.
- ✓ Develop knowledge on the changing nature of the world of work, expectations of the employers and the demand of the work place.
- ✓ To help identify a range of possible career options and pathways that is relevant to personality, aptitude and the field of studies.
- ✓ Provide counseling to at risk students.

Strategies:

- ✓ Career and Counseling teacher shall plan and conduct Career education classes. ✓
- Maintain career education bulletin board the updates on current job market scenario. ✓
- Provide information about the different type of job available in the job market. ✓
- Familiarization for students on job shadowing and how to fill up career portfolio. ✓
- Formation of Peer Counseling group and initiate their active participation.

6. Parents-Teachers Meeting (PTM) programme

Parent's understanding of school management is important for proper functioning of school administration. Therefore, towards achieving this goal school shall conduct parents-teachers meeting twice a year.

Objectives:

- ✓ Discuss current Education policies with the parents.
- ✓ Disseminate academic, curricular, disciplinary and social issues related to school and students.
- ✓ Inform achievements, initiatives and participative outcomes of the school.

- ✓ Reinforce parents support to school administration and teachers.
- ✓ Enhance dialogue and understanding between parents and teachers.

Strategies:

- ✓ School Management Team (SMT) shall schedule PTM as per Year Plan.
- ✓ Staff Secretary shall collect agenda for PTM during monthly staff review meeting.
- ✓ PTM day shall be observed on a Saturday to encourage maximum participation of parents.
- ✓ The school shall call off students from school to create space and to prioritize the meeting agenda.
- ✓ Class teachers shall meet with individual parents and provide feedback on the child.

7. School Reading Programme

Objectives:

- ✓ Inculcate the habit of reading in students.
- ✓ Improve student's reading and speaking skill.
- ✓ Provide guidance in Reading skills.
- ✓ Observe Reading Month.

Strategies:

- ✓ Language teachers shall provide 20 minutes time for Reading Purposes once a week.
- ✓ Language teachers shall Prepare Action Plan for Reading in Class room.
- ✓ The Librarian in consultation with Academic Head shall provide Library period to all classes.
- ✓ The teachers shall supervise the Library class to ensure efficiency and productive reading.
- ✓ Literary Club coordinators of English and Dzongkha shall organize intensive Reading Month Programme in the month of September.
- ✓ Reading Month shall include class reading competition, writing book view, writing competitions, speeches and other relevant programmes.
- ✓ Delivering speeches in the assembly by students in both Dzongkha and English for 3 minutes each.
- ✓ Student Speech delivery shall be coordinated by Literary Coordinators by identifying themes for the month.
- ✓ Literary Committee shall coordinate Reading Week activities in both English and Dzongkha.

8. Scouting Programme

Scouting in Phuentsholing HSS will form part of extra-curricular activity imparted only to the volunteers who are committed and willing to serve the community beyond the school hours. In line with the scout motto of being prepared, basic life and other survival skills will form the core of their learning.

Goals:

- To impart the fundamentals of scouting and basic life skills to the scouts.
- To train the scouts and rovers to be productive citizens.
- To provide opportunities to students to explore their interests, abilities and innate talents.

Strategies:

- Making scouting accessible to every grade based on their interests.
- Conduct life skills education classes.
- Organize community services.

- Participate in the scouts' activities organized by the Dzongkhag/Thromde and others.

9. Know Your Child Program (KYCP)

Know your child program is one of the simplest approaches to reach to every child to assist, guide, direct and mentor in building a professional intimacy, productive rapport and positive learning school environment as a teacher. The program aspires to make teaching-learning experience more enchanting, exhilarating and everlasting by bridging gap between learners and mentors.

Objectives

- ✓ Build good rapport between teachers and students
- ✓ Know the needs and interests of the students
- ✓ Know the strengths and weaknesses of the students
- ✓ Guide and counsel students
- ✓ Nurture children for their physical and mental development

Strategies:

- ✓ Teachers shall allocate adequate time in a week to engage in free interaction with students outside the normal teaching-learning session.
- ✓ Class teachers shall talk with all the children in the class at least twice a year on various days
- ✓ The teachers may select students randomly or may focus on those who need moral stimulus to start with.
- ✓ Non-class teachers shall engage in the program with at least 15-30 students randomly in a year
- ✓ All activities must be documented in the format provided from the office and recorded in a KYCP file.
- ✓ Teachers must identify special skills, talents and aptitudes; know the pedigree of the child, schooling history, social circle, areas of assistance and appraisals.

KYC Form

ལུང་ལོ། Date	མིང་གི་སྐད་ཅིག་། Name of a child	མིང་གི་སྐད་ཅིག་། Class/ Stream /Sec	ལུང་ལོ་གི་སྐད་ཅིག་། Parents Detail	ལུང་ལོ་གི་སྐད་ཅིག་། Unit Test Marks	མིང་གི་སྐད་ཅིག་། Issues /Problems/strength/ weakness
ལུང་ལོ། Date	ལུང་ལོ་གི་སྐད་ཅིག་། (ལུང་ལོ་གི་སྐད་ཅིག་གི་སྐད་ཅིག་། Intervention (How/Ways to Improve/enhance)	ལུང་ལོ་གི་སྐད་ཅིག་། Term Exam	ལུང་ལོ་གི་སྐད་ཅིག་། Academic Target	ལུང་ལོ་གི་སྐད་ཅིག་། Academic Target achieved/ not achieved	ལུང་ལོ་གི་སྐད་ཅིག་། Findings/ Result/ Analysis

11. Health & Safety Education Programme

Rationale: Leading active and healthy lifestyles, coupled with one's knowledge about personal health and an understanding of the physical and social development are extremely essential for the personal wellbeing as well as of the society, both now and in their later lives. Health and hygiene of the students is one of the important concerns of the school. It is an important biological aspect in students' quest for better health and wholesome education. Therefore, the school health committee, informally through various activities will continue to inculcate good health habits and sanitary practices.

Objectives:

- ✓ Be informed to counter health related problem.
- ✓ Encourage student to practice healthy food habits.
- ✓ Develop knowledge of safety and diseases.
- ✓ Develop understanding of good sanitary practices.
- ✓ Create awareness in population related issues, health and hygiene among the school community.
- ✓ Create awareness of health hazards related to substance abuse and alcohol.
- ✓ Create awareness on road safety.
- ✓ Sensitize on maintenance of improved hygiene of self and surrounding.
- ✓ Coordinate Green Day on every Wednesday.
- ✓ Prescribe Iron Tablets on Thursdays.

Strategies:

- ✓ The Health Coordinator Teacher shall prepare a comprehensive health Action Plan.
- ✓ Disseminate health information and healthy food habits to students.
- ✓ Create awareness on outbreak of diseases in local and international places.
- ✓ Class teachers shall check health & hygiene of the students on every Friday Morning.
- ✓ Supervise hospital visits for the students by maintaining health log register.
- ✓ Coordinate Green Day on Wednesday for students to explicitly carry green vegetable curry items as part of their lunch.
- ✓ Administer Iron Supplementation on Thursdays regularly, with supervision from class teachers to ensure the medicine is consumed.
- ✓ Organize cleaning campaigns to sensitize vital health related issues.
- ✓ Organize Health Talk on various health related issues for girls and boys separately on personal health and hygiene, substance abuse, teenage pregnancy etc.
- ✓ Display health information.
- ✓ Provide first aid and treat minor ailments.

12. Staff Welfare (Support Services) Programmes

Rationale: The programme shall be chaired by the Head of Staff Affairs, and a committee of 5 members including Staff secretaries. The programme shall provide support services at varying degrees as per need. The services may include manual, material and financial support. The expenses incurred for the programmes will be contributed by the faculty members as per the specific services provided. The value of gift determined based on the year of service rendered to the school as resolved during staff meeting.

Goals:

- To express gratitude and appreciation for the service rendered to the school. ·
- To honor the outgoing faculty members for their contributions to the school. ·
- Provide support during misfortunes such as illness and death.

- Provide moral support during psychological and emotional troubles.
- Reinforce cultural tradition of supporting during hard times.

General programme policy:

- Expenses incurred to be borne by all the faculty members, except ESP staffs and Lopen Khenpo. ***However, ESP staffs and Khenpo will get whatever they are entitled for.***
- All programmes to be conducted without disturbance to instructional hours.
- All staff shall mandatory participate in the programmes.
- Deduction is compulsory even if individual is not present for the programme.

12.1. Pool Money Collection

A pool fund of Nu. 1000 shall be collected from all staff members at the beginning of each academic year. Additional contributions may be collected as and when required based on necessity and consensus among staff.

12.2. Semso (Bereavement Contribution)

- In the event of bereavement, all staff members shall officially visit the bereaved family on either the 7th or 14th day as appropriate.
- All staff shall visit the bereaved as immediately as possible to offer condolence.
- The school shall provide necessary manpower, material and financial support.
- Staff shall attend the funeral ceremony if within the Phuentsholing Thromde.

The following provisions shall apply:

- ESP, GSP, and Zhung Dratshang Lopen shall be included in the contribution framework.
- In cases involving staff couples, contributions shall be collected from both individuals.

The semso contribution structure is as follows:

- Staff member demise: Nu. 1000 per staff member
- Direct parent of staff: Nu. 500 per staff member
- Spouse: Nu. 500 per staff member
- Spouse's parent: Nu. 500 per staff member
- Child of staff: Nu. 500 per staff member

12.3. Staff Gathering

Staff gatherings shall be organized twice a year as follows:

- At the beginning of the academic year as a staff bonding program.
- At the end of the academic year after the declaration of home examination results.

12.4. Farewell for Outgoing Staff

A farewell dinner shall be organized as part of the end-of-year staff gathering. In addition, a fixed lump-sum financial support shall be provided to outgoing staff, exclusive of dinner arrangements. Non-teaching staff shall contribute 50% of the total expenditure for the farewell program.

The financial support structure for outgoing staff shall be as follows:

- Less than 1 year of service: Tea and dumplings only (no cash gift)
- 1–3 years: Nu. 3,000
- 4–6 years: Nu. 5,000
- 7–9 years: Nu. 7,000
- Above 9 years: Nu. 10,000

12.5. Promotion Celebration

- The school management shall offer khadar to promoted staff.
- Suja and desi shall be arranged through a cost-sharing mechanism among staff members.
- If promoted staff choose to host a celebration, the offering of khadar shall remain optional at individual discretion.

12.6. Baby Shower Contribution

- A contribution of Nu. 500 shall be collected from staff members.
- In the case of staff couples, contribution shall be made by only one partner, and benefits shall be limited to one entitlement.

12.7. Medical / Illness Support

- A contribution of Nu. 50 shall be collected in cases of staff absence due to illness for up to one week.
- In cases of hospitalization for three nights or more, a hospital visit shall be organized.
- This provision shall not apply during home quarantine situations such as pandemics.
- In cases where staff are referred to hospitals outside the country by the Regional Hospital, a fixed contribution of Nu. 500 shall be collected.

12.8. Student Semso Contribution

- In the event of a student's death or the demise of a student's parent, a contribution of Nu. 100 per staff member and Nu. 20 per student shall be collected.
- During the School Management Board (SMB) meeting, it was discussed and agreed that, in case of a staff demise, students will contribute Nu. 50 as a gesture of Tha Damtse (respect and solidarity). The contribution reflects the values of compassion, unity, and support within the school community.

12.9. Birthday Celebration

- A small contribution shall be collected from staff for butter lamps and khadar.
- The concerned staff member shall provide simple refreshments for the occasion.

12.10. Rimdro Contribution

- A contribution of Nu. 300 shall be collected from each staff member for school rimdro.
- Additional voluntary contributions may be made at individual discretion.

13. Student Support Service Programme

Rationale: The programme shall provide financial, material and moral support to the disadvantaged and needy students. The support shall also be rendered in the event of children affected by natural disasters and other social problems which directly affect their temporary sustenance and academic pursuance. The financial support will be also provided in case student's death and also on the demise of student's parents (both biological and step parents).

Goals:

- Educate students on emerging changes.
- Protect students against social ills.
- Generate funds to support disadvantaged students.
- Identify needy students.
- Provide financial, material and moral support to disadvantaged students.
- Maintain record of students.

Strategies:

- Identify students without parents, divorced or dependent whose temporary sustenance and livelihood affects his schooling.
- The Team and class teacher concerned shall visit the student at his residential place to verify the status.
- Communicate with parents or guardian on the Programme mandate.
- Cater relevant services in consultation to the management.
- Distribute the items collected to other schools in the community.
- In case of student's death or demise of student's parent, all students and staff shall compulsorily contribute Nu. 10 and Nu. 100 each respectively. It is to be noted that in case of death of parent(s) of two or more children from the same family, contribution will be made only once and shall not exceed Nu. 10 for students and Nu.100 for staff.
- Concerned class teacher along with the student support service team will make a visit to the bereaved family to offer condolences.

14. Evening Prayer Programme

Rationale: Prayer is a significant part of the school culture. The prayer sessions are moments when students gather to sing or read prayers to invoke, offer and seek spiritual guidance, support and protection from the higher beings in the everyday school life.

Prayer is an essential part of the psychological well-being, a domain under the GNH Pillars. This session instills the values of Oneness, Compassion, Generosity, Goodwill and self respect. Prayer is an important cultural aspect in the Bhutanese spiritual and religious ecology, with the Buddhism as the essence of everything that is Bhutanese.

Goals

- Instill the value of respect, compassion, and generosity.
- Provide spiritual moment of peace and calmness.
- Discipline in punctuality, patience and obedience.
- Enhance ability to read and understand meaning of prayer.

Strategies

- All students shall attend prayer after the last period. Primary students shall attend prayer session in the class, while senior class (VII-XII) shall attend in the MPH on a rotational basis.
- ToDs shall ensure conduct of prayer in class and MPH, and shall supervise in the MPH along with the Prayer Coordinator (Dzongkha Lopen/Khenpo-from Zhung Dratshang) for prayer.
- Teachers in the Last period shall attend prayer along with the students in the MPH.
- A Roster for the teachers shall be maintained to by the Prayer Coordinator and to ensure teachers' attendance to prayer.
- Attendance shall be taken in the prayer hall to ensure student presence for the prayer. While late comers to prayer will be dealt with specific penalties.

15. Exchange Program

Exchange Program (within and ex-country) is one of the Special Programs initiated by the school in the year 2014. The program is for teachers, support staff and the students. The program aims to provide enriching experiential learning through the participation of the students and teachers in the activities of the host school. It enables them to get hands-on experience and have close observation of the good practices adopted by the other educational institutions of the country and outside.

Objectives:

- Learn good practices of the host schools
- Provide and expand experiential learning to teachers and students.
- Provide exposure and opportunity for cross-cultural learning and respect for each other's culture.
- Provide international perspective within school.
- To strengthen relationship, understanding and appreciation between people of Bhutan and Thailand
- To promote good relationship between the youth of ASEAN countries and ASEAN plus 6.
- To enhance youth leadership for ASEAN plus 6 community.

Criteria for selection:

1. Teaching and Non-teaching staff:

- Should have shouldered managerial role (HOD, House master, coordinator and class teacher).
- Should have taken up additional responsibility of the school.
- Have willingness to take responsibility.
- Seniority and serving at least 3 years or more in the present school.
- Take initiative.
- Must be dedicated and sincere.
- Be punctual in all school programs.
- Should have valid security clearance, Audit clearance and Medical certificate.

- Willing to bear self-medical expenses in times of need during the time of visit.
- Teachers teaching board exam classes producing **Top ten** position of the school at National level will be rewarded with the eligibility.

Note: The teachers will be provided with the following benefits as per the financial norm of RCSC:

- i. Round trip air fare
- ii. Full DSA for the first day and 20% DSA for the remaining days with food and lodging.
- iii. TA/DA from school to and from Airport.

Escort teacher:

- Air fare will be provided by the parents of the participating students.
 - DSA and TA/DA will be provided as per RCSC norm.
- OR
- Expenses for the guest arriving on Home stay program.

2. Students

a. Home Stay:

Classes XI and IX will be given the preferences to participate in the Home Stay Exchange Program. The criteria are as follows:

- Parents should be willing to bear Airfare.
- Parents should be ready and willing to pick and drop to and from airport.
- Willing to host the guest in the following year.
- Should be medically fit.
- Produce passport and other necessary traveling document.
- Participants are not allowed to change the school in the following year as they have to host the Buddy.
- Parents should be willing to bear the escort teacher's airfare.
- Accept the terms and condition set by the school.

b. Thailand ASEAN Youth camp (TAYC):

The criteria for selecting the students to participate in TAYC program are as below:

- Academic Excellence.
- Exhibit good behavior and discipline.
- Possess certain leadership qualities.
- Have participated in co- curricular activities like Cultural, literary, sports and have volunteerism.
- Willingness of parents.

- Produce Medical Certificate, Police clearance and Citizenship Identity card.

Mentor-Mentee Guidelines - Purpose and Rational

Every individual is unique and makes a significant contribution to the betterment of the world. A person has an innate goodness and when provided with an appropriate environment for growth, he/she manifests as an infinite source of potential to realize all dreams and aspirations.

Phuntsholing Higher Secondary school will play an important role in realizing these innate potentials and programmes like Mentoring in schools have the power to impact young minds thriving to find themselves. It facilitates and provides a nurturing environment for every child to grow into a healthy, resilient and competent individual.

Many studies and experimental sharing have pointed out that having a caring adult to talk to, trust and feel cared for at school not only increases attendance but also enhances academic performance, thereby calling for a need to have positive relationships and communications with the children in schools. Such positive connections help children to navigate their way through life challenges and adverse experiences.

Mentoring is an act or process of helping and guiding another person so that they can realize their full potential, enhance their abilities and thrive towards self-actualization.

Mentoring programmes circle around trust. As trust is fostered and developed between mentor and mentee, students grow through this healing and rewarding relationship.

A **Mentor** is an adult who guides and supports the mentee in their learning journey. They may provide instruction, inspiration, emotional support and role modelling to a mentee while sharing knowledge about their career and academic path.

A **Mentee** is a person who does not have much experience in a particular area, seeks guidance from another person, and can also engage in self-mentoring.

All teachers in a school serve in the capacity of a Mentor.

A *positive mentor-mentee* relationship:

- Focuses on the needs of the students
- Models and fosters a positive and confident outlook on life

- Supports students in managing their behaviors
- Encourage and develops positive student attitudes and outlooks
- Be respectful and non-judgmental of young people
- Be reliable and committed to the mentoring programme
- Understand and respect the boundaries of the mentoring programme

2. Expectations

The mentoring programme in Phuntsholing Higher Secondary school expects:

- To create an enabling environment that provides the mentees with a platform to nourish their innate potentials
- To build healing relationships and foster positive communication
- To develop life skills to help mentees navigate their way through the challenges and adverse experiences of childhood
- To contribute to academic excellence and build a sense of agency
- To develop mentees into physically, cerebrally, socially, emotionally and spiritually individuals.

Guidelines

Structure of the Mentor-Mentee Group

- The mentoring programme shall be initiated for all students in the school.
- The school administration and school wellbeing team will allocate the students into the mentor-mentee group by dividing the total number of students by the total number of teaching staff including the Principal, Vice Principal(s) and the School Counsellor.
- For the mentoring programme to be effective, an ideal number of mentees a mentor should cater to is 10-12 mentees. However, the school has the liberty to structure the group size as per the situation and the needs of the school.
- A student co-mentor shall be nominated based on the ability to assist the Mentor.
- A student shall remain in the same mentor-mentee group till he/she graduates or exits from the school to understand each other better and for greater bonding and sense of belongingness.

Structure of Mentoring Sessions

- The mentoring sessions shall happen in groups as well as individually.

- In group mentoring, mentors will meet their mentees in their respective mentor-mentee groups in the school setting. Group mentoring sessions should encourage mentees to work collaboratively and support each other. Friday circle time will be used for mentoring.
- In individual mentoring, the mentor meets the mentees individually, in a one-to-one setting. Individual mentoring enables mentoring to be personalized to the needs of individual student.
- The group mentoring session shall take place once a week and the time shall be formally structured in the school's regular timetable. The group mentoring sessions may be convened more than once in a week depending on the requirements of the mentees.
- The mentors will be grouped into cohorts to shelter the mentees in the absence of the mentors. Each cohort shall consist of 4-5 mentors. The mentors on leave shall inform their respective cohort of their absence beforehand and provide the details of the mentees so that mentees are distributed equally amongst the rest of the mentors.
- No structured time shall be allotted for the individual mentoring sessions. It can happen as and when required depending on the need of the individual mentees.
- E-Mentoring shall also be employed as and when needed and appropriate. E-Mentoring is an online and technology based mentoring session and it aids in overcoming the barriers of location and time.
- The mentor may refer their mentee(s) to the School Counselor if the issue is beyond the capacity of the mentor.
- Conduct group mentoring sessions with the parents of the mentees twice a year ideally, following a School Situational Analysis.
- Conduct one-to-one sessions with the parents of the mentees as and when deemed necessary for providing additional guidance and support to the mentees.

Activities for mentor-mentee sessions

- Each mentor will thrive for the holistic growth of their mentees.
- The mentor-mentee relationship is built on trust and begins with the mentor collecting the back stories of their mentees. The mentors may employ appropriate strategies/methods to collect back stories. Understanding the back stories of mentees offer mentors an opportunity to understand each mentee's life experiences.
- Set goals and design action plans based on the strengths/needs informed by the back stories of mentees.
- The mentor and mentees are encouraged to employ their creativity and imaginative powers to devise innovative engagement activities that help to achieve the goals set for each mentee
- Develop a comprehensive profile for each mentee

- A record of every group mentoring session should be maintained (template attached).
- A student mentee induction program should be conducted to prepare students for the mentoring programme and encourage their active participation and cooperation.
- Every group mentoring session should entail a reflective journaling exercise. Both mentor and mentee should journal their experiences (template attached)
- While mentors guide and facilitate the journey of growth, it is ultimately the mentees who must take responsibility for their journey towards

Stages of the Mentoring Programme

Mentoring programmes at the school shall generally consist of three broad stages with a beginning, intermediate and adjourning stage. Each stage contributes to the mentoring relationship and requires thorough planning.

Beginning – Developing rapport and building trust

During this stage, mentors and mentees begin to develop a trusting relationship based on openness, mutual respect and honesty. The following activities may be carried out in this phase:

- i. Induction to mentoring programme
- ii. Setting in-house rules for all mentoring sessions, including confidentiality
- iii. Design mentoring action plan
- iv. Activities themed on rapport building
- v. Collecting back stories of the mentees
- vi. Mentee profiling (template attached)
- vii. Develop personal goals for each mentee

Intermediate– Working towards Goals (Grooming)

During this stage, the mentors and mentees work towards achieving the goals developed during the initial stage. Mentors and mentees should regularly review strategies and track their progress towards achieving their goals. Adjustments should be made when required.

Adjourning – Reflecting and Ending

This stage provides an important opportunity for the mentors and mentees to chart their growth and reflect on the learnings they have had from the mentoring programme.

All mentoring relationships formally conclude at the end of the mentoring programme which shall happen when the students graduate or exit from the school. This may be done through some form of simple celebrations and the parents of the mentees may also be part of it as if appropriate.

Roles and Responsibilities of the Mentor

Mentors play an important role in fostering a positive and authentic relationship with their mentees. Hence, mentors are expected to:

- Create a trusting and enabling environment in the group to ensure that each mentee feels comfortable and confident to share their concerns and issues and accordingly seek help to resolve them
- Facilitate the development of the in-house rules of conduct and etiquette for a smooth flow of mentoring sessions
- Nominate and appoint a student co-mentor for each mentor-mentee session
- Collect the back stories of the mentees employing various strategies/methods to develop a mentee profile
- Provide the required support and guidance in preparing and planning mentor-mentee programmes or activities
- Guide the mentees to set goals and work towards achieving their goals
- Maintain updated records of the mentoring sessions/activities (template attached)
- Maintain proper attendance record of the mentoring sessions (template attached)
- Create a platform within the mentor-mentee group to resolve issues related to personal and academic matters through interventions that are designed collectively by the group
- Liaise between the mentees and parents/school administration/class teachers and other relevant personnel or agencies for the holistic development of the mentees
- Conduct sessions with the parents of the mentees twice a year to share and discuss the progress and support required for the holistic development of the mentees

Roles and Responsibilities of Co-mentor

- Assist the Mentor in the overall planning of activities within the group
- Assist the Mentor in the effective implementation of the mentoring activities planned for the year
- Collaborate closely with the mentor in the effective and successful functioning of the mentoring group

- Lead the mentoring activities of the group in the absence of the Mentor.

Roles and Responsibilities of Mentee

- Provide their Back stories to draw a clear profile of them and their background
- Set clear goals and priorities for the year with the guidance of their mentors
- Write short reflections after every session focusing on their set goals and priorities, new learning/insights, challenges, achievements and other experiences
- Participate and cooperate wholeheartedly in all mentoring activities of the group;
- Follow the in-house rules and etiquette of the group at all times ● Respect each other in the group and keep sensitive matters confidential.
- Provide positive support to each other in the mentor-mentee group.
- Communicate honestly and openly
- Be willing to listen and take on board constructive feedback and advice

Mentoring Skills

- Basic helping skills
- Resilience development skills
- Positive disciplining skills
- Early identification and safe referral mechanism
- Goal setting /SMART GOALS
- Psychological First Aids (LOOK LISTEN AND LINK)
- Parenting Skills

Code of Conduct for Mentoring

The code of conduct for mentoring is essential for the effective implementation of mentoring programme in schools. The Code of Conduct provides guidelines for the behavior of both mentor and mentee.

Confidentiality: Having a safe space for the mentees to try out different ideas and share concerns is vital for a positive mentor-mentee relationship. The mentor shall maintain confidentiality and respect the information shared by the mentees and use the information to only help the mentees in their personal development.

However, confidentiality may be breached in cases where the mentor feels that the mentee or someone else is

in danger. In such cases, referral to relevant professionals and stakeholders will be considered based on the nature and severity of the concern.

Professional boundary: Professional boundaries shall be maintained between the mentor and mentees. The members in the mentor-mentee group shall not misuse or take advantage of the information shared by the mentees for any personal advantage and in ways that are detrimental to the individual mentee.

Non-judgmental: The mentor shall respect the uniqueness; facilitate his/her growth through constructive feedback. Any dealings and tasks undertaken with the mentees shall be done in a non-judgmental manner to build positive relationships founded on trust and respect.

Follow referral protocol: In the case of mentees require professional support, follow the referral protocol (template attached)

Positive discipline: There may be instances when the mentee's behavior may not be acceptable.

In such cases, the mentor shall employ helpful and positive disciplining methods or interventions instead of resorting to corporal punishment or other punitive measures.

General role and responsibilities

Towards achieving the vision, mission and goals of the school parallel to the motto of '...holistic development' the roles and responsibilities of the management, teachers and other ancillary staff are specified as per the guidelines of the Ministry of Education.

i. PRINCIPAL

The Principal is the overall administrator, supervisor and executive, responsible for the effective implementation of Govt. policies and programmes in the school. Principal shall be the Unconditional Chair Person for all committees, clubs and Houses.

- ✓ Provide and execute leadership and managerial functions.
- ✓ Execute administration and finance.
- ✓ Instructional responsibilities/taking teaching responsibilities.
- ✓ Inspire team spirit and sense of belongingness amongst the staff.
- ✓ Create a sound management system that is transparent, accountable and efficient.
- ✓ Implement directives, policies and programmes of MoE and Dzongkhag.
- ✓ Appraise MoE and Dzongkhag on events in the school.
- ✓ Orient staff and students to the school culture.
- ✓ Monitor and apprise staff performances and provide support services.
- ✓ Plan and supervise infrastructure development.
- ✓ Ensure efficient implementation of policies and school programmes.
- ✓ Liaise with the outside agencies.
- ✓ Identify the staffing needs of the school.
- ✓ Create and maintain a safe, orderly, positive and conducive learning environment.

- ✓ To provide personal and professional support to the staff and students.
- ✓ Be a role model of initiatives, leadership and perseverance.
- ✓ Provide regular feedback for the development of curriculum and textbook.
- ✓ Review school mechanism for re-designing and improvement.
- ✓ Review for the development and maintenance of school properties.
- ✓ Plan and prepare the school calendar/time table /programs.
- ✓ Delegate duties to staff members and the management team in fair manner.
- ✓ Follow-up official communication and correspondences.
- ✓ To co-ordinate student transfer and admissions.
- ✓ To provide pastoral care and oversee general welfare of the staff.
- ✓ To work for the teacher professionalism.
- ✓ To build Institutional Image.

ii. VICE PRINCIPAL

The school Vice principals are mandated to provide administrative support to the principal in the over-all functioning of the school. Vice principals' roles shall be decentralized into Academic, Co-curricular, Cultural, Religious, Infrastructural, student and staff affairs, and as heads of class levels. Generally, a VP shall be responsible to-

- ✓ Help to organize the student's day at school.
 - ✓ Provide care, guidance and support to students in order to help them achieve their academic goals.
 - ✓ Ensure the class environment conducive to learning.
 - ✓ Communicate with parents/guardians about their child's progress/shortfall, and expectations.
-
- ✓ Work in close conjunction with the various committees for the conduct and organization of activities Intervene, mediate and resolve all minor disciplinary issues, should there be any and intimate the office accordingly.
 - ✓ Keep in touch with the concerned House Teachers and Subject Teachers of those students requiring constant guidance and support.
 - ✓ Monitor student attendance, their progress, behavior and achievement.
 - ✓ Write referral letters for their pupils when required
 - ✓ Co-ordinate all academic and co-curricular activities.
 - ✓ Supervise SUPW activities are carried out regularly and that proper records are maintained.
 - ✓ Supervise the school beautification activities carried out by the concerned in charges.
 - ✓ Officiate and steer school in the absence of the Principal.
 - ✓ To maintain the general student discipline

Academic Roles

- ✓ Conduct Home Exams efficiently
- ✓ Analyse students results. Prepare awards for academic achievements
- ✓ Conduct admissions in a transparent manner as per admission policy
- ✓ Help students set achievement targets and review its progress at regular interval.
- ✓ Encourage, advice, counsel and guide students on academics, career choices and behaviour.
- ✓ Maintain proper records of individual student performance of the class or classes that they are teaching, and make available to the heads of schools, education authorities,

- ✓ colleagues and parents.
- ✓ Provide role model to the students.
- ✓ Member to the discipline committee

Student Affairs roles:

- ✓ Liaise with parents on issues related to students of secondary sections.
- ✓ Inculcate good behaviour and self-discipline in students.
- ✓ Work with class teachers and house teachers on student discipline.
- ✓ Handle all disciplinary issues of the secondary sections.
- ✓ Monitor student attendance, their progress, behaviour and achievement.
- ✓ Write referral letters for their pupils when required.
- ✓ Undertake the promotion of GNH values and principles and Green School initiatives.
- ✓ Student leaves exceeding more than three days and students requiring permission to go out of the school campus.
- ✓ Ensure timely and proper conduct of all co and extra-curricular activities.
- ✓ Liaise with teachers to identify and set up support services.
- ✓ Member to school level monitoring team.
- ✓ Assist the principal in the management of the school.
- ✓ Ensure smooth day to day functioning of the school.

Cultural ethics & Religious Affairs:

- ✓ Preservation and promotion of religious and traditional ethics.
- ✓ Observance and conduct of all religious activities in the school.
- ✓ Provide assistance to the team of Dzongkha lopens.
- ✓ Promote Dzongkha language development.
- ✓ Preservation of Bhutanese traditional values and etiquettes.
- ✓ Inculcation of religious values in the students.
- ✓ Monitor Prayers and National Anthem.

Infrastructural Development roles:

- ✓ Campus care and beautification
- ✓ Oversee structural development and maintenance
- ✓ Coordinate and supervise classroom maintenance and SUPW areas

iii. Head of Department (HoD)

To ensure better coordination and smooth functioning among the subject teachers, each of the subject group is headed by a subject head known as the head of department. The subject coordinator shall ensure that subject teachers make plans and implement them in line with the policies and directives from the education department so as to improve qualitative education. HoDs shall work in conjunction with the Academic Head.

The range of their responsibilities includes:

- ✓ Ensure proper delivery of curriculum and timely coverage of syllabus by his/her faculty members.
- ✓ Ensure proper availability and use of relevant curriculum materials and exam materials in the department.
- ✓ Exhibit competency in both content and pedagogy.

- ✓ Guide and support new teachers in the department.
- ✓ Participate in professional development programmes and share information and resources.
- ✓ Recommend purchase of appropriate reference books for the department.
- ✓ Put in place a fair Assessment System in the department.
- ✓ Ensure proper design of test papers and question papers in the department.
- ✓ Ensure proper moderation of test and exam documents.
- ✓ Encourage members to carry out remedial classes for weaker students.
- ✓ Conduct Tests and Examinations on timely basis.
- ✓ Review curriculum and provide feedback to the concerned authority.
- ✓ Design supplementary learning materials for weaker children.
- ✓ Conduct research and encourage and promote publications in the department.
- ✓ Coordinate departmental meetings and discussions.
- ✓ Work out Teacher Requisition for the concerned department and intimate the school administration.
- ✓ Nominate candidates for workshops/trainings.
- ✓ Ensure proper implementation of SLMSS in the department.
- ✓ Distribute Classes among the members of the department.
- ✓ Ensure proper implementation of the Promotion Policy in the department.
- ✓ Set individual Departmental Targets/Action plans.
- ✓ Set directions for the subjects(s) in collaboration with the teachers in his/her department.
- ✓ Monitor Daily Lesson Plans.
- ✓ Plan and organize SBIPs/ seminars and meetings relevant to professional growth.
- ✓ Identify developmental needs for the department and plan relevant activities to improve its short comings.
- ✓ Analyze test results and frame remedial measures.
- ✓ Encourage the use of ICT to enhance professional development.
- ✓ Supervise and monitor progress of work outcomes of teachers in the department.
- ✓ Review, evaluate and verify Performance Evaluation Forms of members.
- ✓ Carry out monitoring as per the requirement of EMSSD.

iv. Class Teacher

The class teacher shall create conducive learning atmosphere and coordinate all activities of the class. Primarily he / she is responsible to:

- ✓ Create conducive classroom and develop working relationship.
- ✓ Provide guidance, counseling and personal support to enhance learning.
- ✓ Maintaining decorum and discipline in the morning assembly.
- ✓ Take attendance of the class and maintain record of absentee.
- ✓ Look into the general health and hygiene.
- ✓ Keep track of the students' wholesome performance.
- ✓ Prepare result sheets and exam progress report.
- ✓ Maintain records of Continuous assessment and internal examination marks.
- ✓ A link between the students and parents, students and the administration.
- ✓ Ensure class properties are maintained properly.
- ✓ Effectively implement and administer the students' code of conduct.
- ✓ Be act as a role model for the students.
- ✓ Coordinate classroom cleanliness and SUPW.
- ✓ Check the cleanliness, appearance, dress code, lunch and the discipline.

v. Subject Teacher

In promoting academic excellence and the overall growth of students' subject teachers play a pivotal role, and are responsible for making the choices that lead to successful learning

outcomes.

Their roles shall bring quality output in the implementation of knowledge, skills, attitudes and values to our children. The range of other responsibilities is:

- ✓ Study policies on curriculum implementation and implement based on policy guidelines.
- ✓ Plan daily lessons using a variety of methods and strategies.
- ✓ Assign challenging tasks and monitor students' progress.
- ✓ Design reliable and valid assessment tools.
- ✓ Assess students' work consistently and provide feedback.
- ✓ Provide written feedback to the students.
- ✓ Analyze results of tests and exams.
- ✓ Help students set achievement targets and review its progress at regular intervals.
- ✓ Set annual performance/achievement targets.
- ✓ Help pupils catch up with work when they have been absent.
- ✓ Create conducive teaching learning environment.
- ✓ Maintain appropriate discipline in the class.
- ✓ Maintain proper records of individual student performance of the class or classes that they are teaching, and make available to the heads of schools, education authorities, colleagues and parents.
- ✓ Be sensitive to the needs of students.
- ✓ Administrative role such as monitoring and dealing with non-attendance in their class.
- ✓ Liaise with class teachers on matters of pupil's attendance, behaviour, progress-positive or negative.
- ✓ Ensure the optimal use of instructional time.
- ✓ Report to the class teacher on any problems like disability and disciplinary.
- ✓ Handle minor problems and refer major cases to respective VPs.
- ✓ Be firm and fair with students' academic or disciplinary sanctions.
- ✓ Practice punctuality in going and ending classes.
- ✓ Check the attendance of the students before starting each lesson.
- ✓ Be updated with the education policies change and in syllabuses.
- ✓ Avoid granting permission to students to go out of the class during the class.
- ✓ Conduct remedial classes if found necessary.

vi. House Master

The school shall maintain four Houses; Taag, Seng Chung and Drug. The student body shall be randomly grouped into four Houses with equal distribution of students from all levels of class from classes VII to XII. The House shall be managed by group of teachers/support staff, headed by House Master/Mistress, House captains and Vice captains. House Masters will act as the overall in charge of their respective Houses and coordinate all house activities. His/her range of responsibilities include to:

- ✓ Supervise all house activities.
- ✓ Actively participate in preparing, organizing and conducting the house events.
- ✓ Supervise and ensure the achievement of house pupils in all co-and extra- curricular activities.
- ✓ Maintaining a record of all participants taking part in various House activities
- ✓ Coordinate all sporting events amongst Houses.
- ✓ Encourage pupil's participation in the programmes and activities designed for the house.
- ✓ Supervise and ensure the achievement of the house pupil's in all co-curricular and extra-curricular activities along with the house tutors.
- ✓ Maintain records of the house pupil's participation and achievement in co-curricular activities.
- ✓ Coordinate to share information with the concerned class teachers/coordinators.

vii. Staff Secretary

The staff secretary is the spokesperson of the staff and a link between the administration and staff and student body. In addition to this, the range of responsibilities includes:

- ✓ Write and maintain minutes of meeting and mail copies to the staff members.
- ✓ Organize farewells and co-ordinate teachers' programmes.
- ✓ Disseminate information from office to teachers.
- ✓ Help the school administration in the day to day functioning of the school.
- ✓ Liaise between management team and the teachers.
- ✓ Organize and arrange for meetings.
- ✓ Coordinate for seminars, contributions and welfare programmes when required.
- ✓ Ensure the cleanliness and safe keep of the staffroom and its belongings.
- ✓ Stimulate interpersonal relation among staff members.
- ✓ Promote harmony among staff/ colleagues.

viii. Teacher on Duty (ToD)

The ToD for the day will have responsibility for the overall management of the day's programme, including supervision and monitoring during the recess. Accordingly, the range of responsibilities includes:

- ✓ Consult with management to discuss the plan of action for the day.
- ✓ Conduct assembly including the arrangement of mace and flag.
- ✓ Management of day's programme starting from morning SUPW to evening prayer.
- ✓ Monitor co-curricular activities if any.
- ✓ Prepare students ahead of time and get ready to comment on their speeches.
- ✓ Mediate disciplinary issues if any.
- ✓ Make announcement and make comment on the student's speeches.
- ✓ Be available throughout the day for the students and other teachers.
- ✓ Be extra vigilance on the campus during interval and lunch break.
- ✓ Go around the class to ensure no class is empty.
- ✓ Maintain school journal (ToD register) on the events of the day.

ix. Administrative Assistant/Office Assistant

The overall responsibility of Office Assistant is to ensure smooth and efficient management of office works, especially customer service delivery. However, the range of other responsibilities includes:

- ✓ Maintaining records (files and registers).
- ✓ Typing letters and other documents related to school.
- ✓ Prepare transfer certificates of the outgoing students.
- ✓ Dispatch letters (incoming & out going).
- ✓ Receive calls and maintain records of the calls made.
- ✓ Assist in the administrative work, compilation of the information.
- ✓ Maintain SDF and impress accounts.
- ✓ Update school statistics.
- ✓ Assist in catering services.
- ✓ Procure office stationeries.
- ✓ Receive admission document.
- ✓ Conduct official errands for management.
- ✓ Keep record of all office properties.
- ✓ Be available for additional works assigned by the school.
- ✓ Circulate notice to teachers and students, when required by the school.

x. Lab Assistant

In order to ensure smooth and efficient conduct of science practical classes and other experiments, it is essential that the lab attendant ensures the availability of materials required well in advance. Accordingly, the ranges of other responsibilities are:

- ✓ Maintain proper records of the science equipments in the Laboratories.
- ✓ Issue and collect equipments for class use whenever required by the teacher.
- ✓ Prepare requisition for the procurement of chemicals and science equipments as per budget in consultation with science teachers.
- ✓ Conduct science lessons in the lower classes in the absence of science teachers.
- ✓ Provide user education to the students.
- ✓ Physical verification/stock taking of the equipments annually.
- ✓ Maintain cleanliness of the laboratory.
- ✓ Accountable to audits (Dzongkhag as well as RAA).
- ✓ Be available in Labs during the working hours.
- ✓ Shall help the science teachers in conducting experiment
- ✓ Make sure that all arrangements are done prior to the arrival of students
- ✓ Shall ensure that all the science equipments are handled with care and stored properly when not in use
- ✓ Assist the science teachers in utilizing the locally available materials for demonstration, display and experiments.
- ✓ Shall be available in the office for any official duties ranging from passing memos, disseminating messages to teachers, typing, printing/cyclostyling any office related documents.

xi. Librarian

School library is the knowledge house for the school. Library should have efficient mechanism to for issuing books, and for reading purposes. Therefore, they are primarily responsible to:

- ✓ Prepare catalogue of books, periodicals, magazines, newspapers, journals, newsletters etc.
- ✓ Insure safe and proper storage.
- ✓ Create a reader friendly atmosphere inside the library.
- ✓ Maintain discipline during library periods.
- ✓ Prepare requisition annually in consultation with library committee.
- ✓ Maintain records of the government documents.
- ✓ Maintain stock registers properly and tally it with the existing books annually. ✓ Deposit penalty fines to the office and receipt.
- ✓ Utilize penalty money for procuring replacement of lost/damaged books.

xii. Store In-charge

The store in-charge will ensure the safe keeping of all learning materials and its adequate supply to all students. Accordingly, the range of responsibilities is:

- Timely and systematic issue and collection of textbooks.
- Ensure adequate supply of textbooks for issue to the students.
- Initiate measures to increase the life span of textbooks.
- Proper sorting and arrangement of books in the store.
- Levy penalties for the loss and damaged books.

- Maintain proper issue records and update stock registers.
- Place timely and accurate requisition for the supply processed along with school enrollments projection.
- Ensure the cleanliness of the store and its proper arrangement.
- Accountable to audits (Dzongkhag and RAA).

xiii. Furniture In-charge

- Proper handing-taking of the classrooms in the beginning and at the end of the academic session.
- Carry out on-going maintenance programme to ensure timely maintenance.
- Inspect and penalize the defaulter in case of vandalism in the class.
- Work out furniture requirement and its requisition yearly to ensure its adequate supply.
- Discourage loaning out to outside agencies as far as possible.
- Ensure that proper record of all school furniture is maintained with proper up dating
- To frame their own user policy and safety rules
- Maintain an inventory of all school properties.

Note: Audio-visual equipments will not be loaned/hired out for personal use or to outside agencies

xiv. School Captain

The School Captain will act as the overall in charge of the student body and therefore will have the responsibility to:

- ✓ Supervise and coordinate all school activities along with other captains.
- ✓ Ensure pupil's participation along with other captains in the programmes and activities designed for the students by the school.
- ✓ Assist the school in enforcing the school rules and regulations.
- ✓ Assist in the day-to-day running of the school.
- ✓ Participate in the SMB meetings as the student representative.
- ✓ Conduct meetings with other captains in carrying out the activities of the school.
- ✓ Manage student discipline and inculcate good behavior.
- ✓ Provide leadership to the student body.
- ✓ Exhibit exemplary role model and self-discipline.
- ✓ Be friendly, cooperative, vigilant, punctual, and disciplined and be able to handle the students with care and responsibility.
- ✓ Report to the authority on any abnormal behavior among students such as groupies, substance abuse, love affairs, indiscipline movement of students, hampering of school properties and other unacceptable behaviors.

NB: The school captain is not in any way authorized to take actions physical or verbal against his/her fellow students. Captains shall only appraise the authority of any matters noticed as un-acceptable.

xv. House Captain

The House Captains play a crucial role in helping the house teachers for conducting the house activities along with the house captains and other teachers in the house. Accordingly, the range of responsibilities includes:

- ✓ Supervise and conduct all house activities along with the house teachers.

- ✓ Encourage the group members to take part in the house competitions.
- ✓ Take active part in the co- and extra-curricular activities.
- ✓ Report on any sensitive matters and student behaviours.
- ✓ Assist the house teacher in all the programmes and activities of the house.
- ✓ Render support and cooperation to the school captains.
- ✓ Manage student discipline and inculcate good behaviour.
- ✓ Provide leadership to the student body.
- ✓ Exhibit exemplary role model and self-discipline.
- ✓ Mobilize House members for various activities
- ✓ Work in close coordination with the school captains in running the school.
- ✓ Maintain decorum of their respective house during House wise functions.
- ✓ Make sure that the regular House –wise competition is participated effectively.
- ✓ Appraise the House master on any un-acceptable behavior among House members and seek advice.
- ✓ Take care of all equipment issued to the House.

xvi. Class Captain

The class captain will act as the overall in charge of the class and coordinate all class activities. Accordingly, the range of responsibilities will be to:

- ✓ Ensure the participation of the class pupils in the programmes and activities designed for the class.
- ✓ Supervise and ensure the achievement of the class pupils in all co and extra curricular activities.
- ✓ Ensure the cleanliness of the class.
- ✓ Maintain the class absentee record.
- ✓ Responsible for the care of the classroom furniture and class control.
- ✓ Responsible for the formation of daily assembly lines and assembly attendance.
- ✓ Report to class teacher on matters related to student behaviour and discipline.
- ✓ Manage student discipline and inculcate good behaviour.
- ✓ Provide leadership to the student body.
- ✓ Exhibit exemplary role model and self-discipline.
- ✓ Report to the class teacher on matter of any unwanted behavior found among the students of the class
- ✓ Be accountable for all school properties in the class
- ✓ Take initiative in decorating the class with educative materials
- ✓ Maintain decorum of their respective class during morning Assembly and other class wise functions
- ✓ Coordinate SUPW in absence of class teacher.

NB: No class prefects are in any way authorized to punish the members of the class in any form, verbal or physical.

xvii. School Driver

The primary purpose of the School Bus driver is to perform transportation of students, staff and school related materials. The driver shall be available at school at all hours to be summoned for active duty when required.

- ✓ Transport staff and students for official purposes.
- ✓ Available for errands of the dungkhags and dzongkhags.
- ✓ Be accountable and responsible for transportation during sports and games season.
- ✓ Perform official errands like collecting letters from Post office.

xviii. Health Coordinator

The Health coordinator is headed by a teacher and is the main facilitator to enhance Pastoral care in the school. The Health coordinators responsible to:

- ✓ Disseminate information on good health habits in students.
- ✓ Impart knowledge on safety and diseases outbreaks.
- ✓ Administer basic medication and iron supplementation in the school.
- ✓ Acquire medicine from the hospitals from time to time.
- ✓ Scrutinize and coordinate sick students visiting hospitals.
- ✓ Coordinate health related talks.
- ✓ Arrange awareness campaign.

xix. Campus Beautification Coordinator

The importance of ecological system of the surroundings is necessary to contribute to its conservations and protection the environment. Towards this end the nature club coordinator:

- ✓ Coordinate campus beautification activities.
- ✓ Coordinate Phenology programmes.
- ✓ Shall encourage students to keep the school campus green.
- ✓ Shall help them plant saplings and look after them.
- ✓ Coordinate local cleaning campaigns.
- ✓ Organize awareness programmes (speeches, quiz, debate, essay, painting and exhibition).
- ✓ Maintain news bulletin board.
- ✓ Maintain an inventory of the nature club equipment supplied.
- ✓ Deal with all correspondences related to environmental issues.
- ✓ Plan, implement and review all related activities and documents.

xx. Scouts Coordinator

Scouting and Rovering is a youth movement to bring out social, cultural, physical, spiritual and intellectual potentials as individuals, responsible citizens, and members of their local, national and international communities. Therefore, scouts and rover-teachers shall:

- ✓ Provide progressive training suitable to the members of different age group.
- ✓ Provide personal leadership to work positively and constructively with young people.
- ✓ Frame active progressive, competitive performances through games, experiments, exercises and observation.
- ✓ Organize group activities to foster values of socialization in their age.
- ✓ Conduct open air programmes like fieldtrips, trekking, hiking, camping.
- ✓ Instill in youth value like sense of nationalism, patriotism, voluntarism taking initiatives etc.
- ✓ Organize community services like cleaning campaign, litter chase, conservation campaign and any other voluntary services to benefit the locality.
- ✓ Maintain an inventory of scout and rover equipment (implement if any).
- ✓ Prepare and forward quarterly and annual report to the BSA.

xxi. Prayer Coordinator

Religious activities are important programmes to instill social and traditional customs. The spiritual programme also provides students to develop sense of belongingness and appreciation of oneself. Therefore, the coordinator:

- ✓ Shall coordinate daily morning and evening prayers.
- ✓ Shall maintain discipline during prayer sessions.
- ✓ Shall brief the students in the importance of various auspicious days and coordinate visits to the local temples.

- ✓ Shall maintain daily attendance of students for prayer.
- ✓ Coordinate all religious activities.

xxii. Literary Coordinator

Literary exercises are very important part of education. Therefore, the coordinator's primary roles include:

- ✓ Organizing various literary activities (Quiz, Debate, Extempore, Storytelling, Poetry recitation, declamation, elocution, essay writing and story writing) as per the school calendar.
- ✓ Prompt students to participate in literary competitions at Dzongkhag, regional and National level.
- ✓ Collecting wall magazines from the houses, displaying and awarding marks.
- ✓ Deal with all value related correspondences.

xxiii. Cultural Coordinator

- ✓ Conduct class wise/inter-house cultural activity competitions.
- ✓ Coordinate school variety show as a part of fund-raising event.
- ✓ Prepare and coordinate cultural items for important functions.
- ✓ Conduct club activities as per the action plan.
- ✓ Maintain proper record of performance of club.
- ✓ Guide and motivate club members to achieve best of club activities.

xxiv. Day Duty/Night Guard

The caretaker will be directly responsible in providing vigilance, ensuring safety and safeguarding the school properties, particularly after the school hours. Therefore, the caretaker's range of responsibilities includes:

Day Duty

- ✓ Safeguard school property.
- ✓ Opening of office in the morning and closing in the evening.
- ✓ Closing of gates around the school.
- ✓ Collection of mails, newspapers and posting letters.
- ✓ Collection of bills and its payments.
- ✓ Chasing stray animals from the school campus.
- ✓ Assist school in menial work when required.
- ✓ Circulate official notices.
- ✓ Inform class substitution to teachers.
- ✓ Perform Office errands when required.
- ✓ Hand over keys of the gates and offices in the evening on change of duty.

Night Duty

- ✓ Provide vigilance to school.
- ✓ Chasing stray animals from the school campus.
- ✓ Night duty to patrol school campus from time to time.
- ✓ Ensure that the lights are put off and windows closed after the school.
- ✓ Close gates and keep vigil.

xxv. Wet/Dry Sweeper

The wet sweeper will be responsible for the overall cleanliness of the school offices, staffrooms and staff latrines:

- ✓ Maintain the cleanliness of the offices.

- ✓ Care and nurse office ornamental plants.
- ✓ Ensure the cleanliness of washrooms.
- ✓ Circulate notice.
- ✓ Inform class substitution to teachers.
- ✓ Perform office errands whenever required.
- ✓ Clean toilets every evening.
- ✓ Water plants around the school campus.

ECCD Centre - SOP/Guidelines for Health, Hygiene and other Safety Protocols

General Guidelines

All the parents, children and ECCD facilitators following safety protocols:

- a) While coming to Centre ensure that every child is neat and clean.
- b) Enter/Exit through the allocated gate.
- c) Children and parents should report before 8:50AM.
- d) All parents are responsible to keep centre surrounding neat and clean.
- e) Every Monday is marked as green day.
- f) Parents must inform if the child is sick or if they are taking leave beforehand.
- g) All parents and children's shoes/slipper should be kept outside the centre.

Protocols/Rules to be followed inside the Centre:

- ✓ If children are sick, inform the centre and visit health centre before coming to the centre.
- ✓ Toilets are cleaned every day. (Cleaner is responsible)
- ✓ Trash is removed daily and disposed of appropriately. (Cleaner is responsible)
- ✓ Practice frequent hand washing following hand washing steps before and after playing, eating and toileting.
- ✓ Practice good habit of coughing or sneezing into elbow or handkerchief.
- ✓ Children are not allowed to bring any kind of junks and personal toys in the centre.
- ✓ Every Monday is been observed as National Value. (All children must come in national dress on Monday).
- ✓ Dress code- track suit.
- ✓ Children should bring their handkerchief hang on their t-shirt.

Rules/Protocols to be followed by parents (in campus):

- ✓ Every parent must drop and pick up their child on time.
- ✓ Parents are not allowed to loiter around the centre campus.
- ✓ Each and every one of us are responsible to keep our ECCD campus clean.

Meal time management:

- ✓ Wash hands with soap before and after meal.
- ✓ Lunch time will be supervised by facilitators.
- ✓ No sharing of spoon, cup, water bottle etc.
- ✓ Encourage kids to take balanced diet.
- ✓ Every Monday is been observed as Jangsem Monday (Green Day).

Fees Structure:

- ✓ Admission form fee: 100/-
- ✓ Half yearly collection: 500/-

- ✓ If parents fail to attend any meeting called for by the centre, penalty of Nu. 300/- will be collected.

Display and explain daily plan and yearly plan.**Forming CMC Member.****Roles and responsibilities in the ECCD**

Sl No	Activities	When	Responsible person	Supervisor
1	Awareness advocacy on safety protocols to the children and parents.	As and when required	ECCDF	ECCDF
2	Morning hand washing before entering the Centre.	Every morning	ECCDF	ECCDF
3	Reporting of any children with flu-like symptoms, ask parents to take him/her to hospital and make them stay at home.	As and when required	ECCDF	ECCDF
4	Compulsory hand washing with soap and water (before/ after toileting, Eating, Playing.)	Everyday	ECCD Facilitators and parents	ECCDF
5	Adequate water in the toilets taps and wash- station. Make sure all the water filters are filled with water.	Every day	ECCD Facilitators and parents	ECCDF

6	Timely placement of soaps in the toilets taps and wash- station.	As and when needed	ECCDF	ECCDF
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Responsible person

Principal/ VP (ECCD Focal Person)

Sangay Wangmo (ECCDF)

Chhimme Rigzin (ECCDF)

Jimpa Zangmo (ECCDF)

Student's Code of Conduct

Uniform & attire

- All the students should be in SCHOOL UNIFORM in the school campus during the school hours.
- Gho length for boys should be up to knee & School Socks should be plain black.
- Use of jewellery/ornaments is not allowed during school hours.

Personal hygiene

- Uniform should be neat and clean.
- Hair to be trimmed as per the specification of the school (last page)
- Boys should cut their hair as short as possible and girls are allowed to grow their hair till shoulder's length and should be tied with white/no fringe allowed.
- Girls can use two black clips to keep their hair away from their face.
- Maintain clean short nail.
- Using make up is strictly prohibited.

Student-teacher relationship

- ✓ Student shall fulfill all requirements of academic or co-curricular nature as per teacher/support staff direction.
- ✓ Student shall respect all teachers and support staff by practicing gracefulness, humility and obedience at all time.
- ✓ Students shall not engage in aggressive manners and argument with the teacher/staff under any circumstances.
- ✓ Students shall communicate with staff courteously and politely and avoid arrogant and stubborn demeanour.

Student-student relationship

- ✓ Student should treat other students as brothers and sisters.
- ✓ Students shall not form gangs, quarrel or engage in fights.
- ✓ Students to student relationship must always be for healthy and educational purpose.
- ✓ Intimacy of romance and love affairs shall be liable for stringent disciplinary actions.

School Campus language.

- ✓ Students shall communicate either in Dzongkha or English within the school premises.

General notification

- ✓ All students should be in National dress at public functions and gathering, while visiting other institutions and offices.

Teacher's Code of Conduct

- The teaching profession demands a highest decorum of ethics to uphold the dignity and honor of the professional standard. Adherence to the code of ethics will promote co-operation, understanding and sense of dedication among the teachers.
- Educating children include among other things; nurturing and developing his or her moral, intellectual, physical, social and spiritual capabilities. Therefore, a teacher's responsibilities are sacred, vast and subtle. To this extent a teacher should be committed to:
 - ✓ Provide optimum level of students' learning experience.
 - ✓ Continually advance his/her knowledge and skill by appropriate study and inquiry.
 - ✓ Practice punctuality, industry and dedication at the work place.
 - ✓ Preserve the cultural and traditional characteristics of nation.
 - ✓ Maintain of the moral and intellectual integrity of teaching profession.
 - ✓ Promote highest standard of rightful conduct and behavior as role model.
 - ✓ Maintain allegiance and dedication to the Tsa-Wa-Sum and laws of kingdom.

Conduct towards students

- Guide them through self-discipline, counseling and as role model.
- Create enabling learning environment.
- Develop trusting relationship and positive rapport.
- Protect from all kinds of intimidation, abuse and self-destruction.
- Treat them with dignity and honesty.
- Inculcate a sense of love, respect, gratitude and patriotism.
- Make students an informed citizen, in relation to values, custom and practice that prevail in the society.

Conduct towards colleagues

- Build an atmosphere of trust, mutual respect and candor.
- Act within wider principles of cooperation and team spirit.
- Reflect and share effective learning and teaching strategies.
- Assist and support new comers to the profession.
- Respecting each other's views and suggestions.

Conduct towards parents and community

- Intimate and discuss any issues and information related to students.
- Provide professional services which are responsive to needs of the community.
- Develop respect for law and policies through dissemination of information.
- Build atmosphere of mutual respect, co-operation and harmony.

Awards and Prizes for staff and students

Objectives:

- To motivate students and staff for excellence in academics and non-academic activities.
- To encourage parents to partake in school development activities through voluntary works and contributions; or by being an active member of SMB.

Note: *A candidate with adverse record in the school for the annual year shall not be eligible for the general award. The adverse record (disciplinary case) maintained with the office shall be studied by the SMT & Award Committee. However, s/he shall be awarded in case of academics.*

Strategies:

- For smooth functioning and collaboration, Award Committee shall consist of
 1. Academic Head for academic related matters
 2. Non-Academic Head for extra-curricular matters
 3. Overall Award Coordinator
 4. Few teachers as members.
- Award function(s) shall be organized as a solemn school program by the Award Committee.
- The Award Committee in collaboration with Academic Head and Other e ducational Head shall prepare for the Awards.
- The Awards shall be met from School Development Fund.
- Award system shall comprise of academic awards and non-academic awards.

Academic Arograms and Awards for students

Students category

Unit Test 1 and 2

- Level toppers with minimum of 80% in aggregate in unit is recognized with certificate by the school.

Term examination

- Level toppers with minimum of 80% in examination is awarded with ceremonial scarf and certificate during Parents teacher meeting.
- Class toppers with minimum of 80% is awarded with certificate during parents teacher meeting

Board Examination

- Top 10 Academic performers in BCSEA board exam from VIII, X and XII are provided with certificate academic excellence and ceremonial scarf by the school.

Motivation Educational tour

- To motivate and inspire the academic performing students, Top Seven academic performer with minimum of 80% aggregate in midterm examination from each level are provided opportunity for motivational tour escorted by the teachers, HoDs and management.

Reinforcement and resilience program

- Students who have failed miserably in midterm exam are provided religious discourse by Khenpo to reinstate and making them more resilient and hard working

Performing teachers

- Teachers who have achieved national mean mark, national pass percentage and 100% percentage in their teaching subjects and sections are bestowed with certificate of excellence and ceremonial scarf by the school
- Teachers whose mean score attains Top- 10 ranking are recognized with certificate of excellence and ceremonial scarf



School Timing 2026

Period	Time	Remarks
Reporting to School	08:00 - 08:05 AM	Note: • SUPW activities will be conducted during the morning hours. • On Monday & Tuesday, Evening prayer will be conducted. • On Monday and Friday, Morning Study sessions will be conducted. • Wednesday will be observed as Reading Time for all Staff & students. • Club activities will be conducted after the 8th period on Wednesday. • The whole-school Scouting Programme will be conducted after the 8th period on Thursday. • Mentor-Mentee Sessions will be held after the 8th period on Friday. • All concerned are requested to take note and ensure smooth implementation.
SUPW	08:05 - 08:20 AM	
Assembly Gathering	08:20 - 08:25 AM	
Assembly	08:25 - 08:50 AM	
First	08:50 - 09:35 AM	
Second	09:35 - 10:15 AM	
Interval	10:15 - 10:35 AM	
Third	10:35 - 11:15 AM	
Fourth	11:15 - 11:55 AM	
Fifth	11:55 - 12:35 PM	
Lunch Break	12:35 - 01:15 PM	
Sixth	01:15 - 01:55 PM	
Seventh	01:55 - 02:35 PM	
Eighth	02:35 - 03:15 PM	
Prayer/Club/Scouting/Me	03:15 - 04:00 PM	

