



དཔལ་ལྷན་འབྲུག་གཞུང་།  
ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan  
Ministry of Education

སློབ་བྱུང་གནས་སྐབས་ཤེས་ཡོན།  
**EDUCATION IN EMERGENCY**

Guidelines for Re-opening of School/Centre,  
Implementation of Adapted & Prioritized Curriculum,  
Examination & Assessment, and Checklist



ལྷན་ཁག་གི་འབྲུག་གཞུང་།  
ཤེས་རིག



June | 2020



## CONTENTS

<b>1. NOTIFICATION ON RE-OPENING OF SCHOOLS .....</b>	<b>1</b>
<b>2. INTRODUCTION .....</b>	<b>3</b>
<b>3. BEFORE REOPENING OF THE SCHOOL AND CENTRES.....</b>	<b>3</b>
3.1 Schools and Centres .....	3
3.2. Students/learners.....	6
3.3. Dzongkhag/Thromde.....	6
3.4 Parents/Guardians.....	7
3.5 Procedures if students/learners or staff become unwell.....	7
<b>4. AFTER DISMISSAL OF CLASS/LOCK DOWN/CLOSURE OF SCHOOL/CENTRE .....</b>	<b>8</b>
<b>5. TEACHING AND LEARNING .....</b>	<b>8</b>
5.1 Prioritized Curriculum .....	9
5.1.1 Conditions .....	9
5.1.2 Strategies .....	10
5.2 Adapted Curriculum .....	10
5.2.1 Conditions .....	11
5.2.2 Strategies .....	11
<b>6. ASSESSMENT AND EXAMINATIONS .....</b>	<b>12</b>
6.1 Prioritized Curriculum .....	12
6.1.1 Introduction .....	12
6.1.2 Board Examinations .....	12
[A] Enabling Conditions .....	12
(I) Facilities.....	12
(II) Role of Convener.....	12
(III) Role of School Counsellor.....	13
(IV) Role of Supervising Examiner.....	13
(V) Role of Invigilator.....	14
(VI) Role of Candidates .....	14
(VII) Role of Chief Dzongkhag / Thromde Education Officers.....	14
[B] Strategies.....	15
(I) Conduct of Examinations.....	15
(II) Evaluation and Result Declaration .....	15
6.1.3 Home Examinations.....	16
[A] Enabling Conditions .....	16
(I) Facilities.....	16
[B] Strategies.....	16

6.2 Adapted Curriculum .....	17
6.2.1 Introduction.....	17
[A] Enabling Conditions .....	17
(I) Facilities.....	17
(II) Role of Principal.....	17
(III) Role of Teachers .....	18
(IV) Role of School Counsellor .....	18
(V) Role of Chief Dzongkhag / Thromde Education Officer .....	18
6.2.2 Strategies.....	19
<b>7. ANNEXURES.....</b>	<b>20</b>
Annexure 1: Suggestive Schedule for Staggered Class and Recess .....	20
Annexure 2: Nutritional Guidelines & Healthy Practices .....	21
Annexure 3: Contact list of officials for any clarifications:.....	22
Annexure 4: Guideline Development Team.....	22
Annexure 5: Checklist for re-opening of schools.....	1

## 1. NOTIFICATION ON RE-OPENING OF SCHOOLS



SECRETARY

དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།

Royal Government of Bhutan

Ministry of Education

— Rethinking Education —



ཤེས་རིག

--Rethinking Education--

Ref. No. DSE/SPCD/Adm (1.1-A)/2020/1221

June 25, 2020

### NOTIFICATION ON RE-OPENING OF SCHOOLS

In line with the re-opening announcement of the schools from the office of Hon'ble Prime Minister on June 19, 2020, the Ministry of Education would like to inform the schools (both Government and Private) that all students studying in classes X and XII will resume the academic session starting from July 1, 2020. Schools will follow Prioritized Curriculum as prescribed in the "Education in Emergency (EiE) Adapted and Prioritized Curriculum Guidelines" for Key Stages IV and V respectively.

Students studying in classes VII, VIII, IX and XI will resume in the subsequent phases which the Ministry will inform the schools based on the decisions of the Government. Until the schools reopen, students will continue to follow the Adapted Curriculum and the lessons delivered through BBS, SIM, Radio, Google Classroom and other social media platforms. But once they resume the schools, they will follow Prioritized Curriculum as prescribed in Key Stages of III, IV and V.

However, students of Pre-Primary (PP) to class VI will not undergo campus education and therefore the schools will remain closed for this academic year. This is considering the fact that in the event of local transmission, children of lower classes are at higher risk due to their inability to understand and follow the COVID-19 safety and preventive protocols. Therefore, students will continue to learn through the Adapted Curriculum delivered through BBS, SIM, Radio and other social media such as WeChat, Telegram, Messenger, etc.

Similarly, NFE and CLC will also open from July 1, 2020 and continue to follow their adapted lessons as per the planned schedule. While ECCD centers will continue to remain closed, children's meaningful engagement will be continued through the social media platform coordinated by the concerned Facilitators.

Till end of June 2020, the main objective of EiE is to keep students engaged in learning but beginning July 2020 students' assessment on key learning areas will be introduced for certification and promotion to higher grades. For classes X and XII, there will be Board Examination on the Prioritized Curriculum conducted by BCSEA and rest of the classes will be assessed on the Adapted Curriculum prescribed by Royal Education Council.

In order to implement the EiE curriculum effectively and on time, we expect all the teachers teaching classes X and XII to report to their respective schools by June 29, 2020. However, teachers teaching other levels and school staff presently on De-suung duty need not report to the

Post Box No. 112, Kawajangsa, Thimphu, Bhutan, Tel: PA: +975 2 325146, [www.education.gov.bt](http://www.education.gov.bt)



དཔལ་ལྷན་འབྲུག་གཞུང་། ཤེས་རིག་ལྷན་ཁག།  
Royal Government of Bhutan  
Ministry of Education



SECRETARY

—Rethinking Education—

--Rethinking Education--

schools until further notice. We must not forget that while we address the educational priorities of our nation's future and children, the National Security, Safety, Health and Well-being of our people remains the topmost priority.

For smooth resumption of the schools, all boarder students can report to the respective schools i.e. class X on June 29<sup>th</sup> 2020 and class XII on 30<sup>th</sup> June 2020 whereas the day students can report on the morning of July 1, 2020 to minimize crowding. Further, all schools must strictly follow the guidelines for re-opening of schools prepared by the Ministry of Education as per the general guidelines provided by the Ministry of Health. A copy of the guidelines is available on the Sherig website at [www.education.gov.bt](http://www.education.gov.bt)

This Notification is being issued to facilitate the reopening of the schools and would come into immediate effect.

For further clarification please contact the following persons:

1. Kinley Gyeltshen, CPO, SPCD at telephone no.17685536 and 02321794 (during office hours) or email at [chiefspcd@moe.gov.bt](mailto:chiefspcd@moe.gov.bt)
2. Dorji Wangchuk, CPO, PSD at 17761714 and 02 323237 (during office hours) or email at [dorjiwangchuk@moe.gov.bt](mailto:dorjiwangchuk@moe.gov.bt)

(Karma Tshering)  
Officiating Secretary

Copy to:

1. Hon'ble Sherig Lyonpo, Minister for Education for kind information.
2. Dasho Zimpon, Office of Gyalpoi Zimpon, Thimphu for kind information.
3. Dasho Cabinet Secretary, Gyalyong Tshokhang, Thimphu for kind information.
4. Dasho Dzongdags and Dasho Thrompons, all Dzongkhags and Thromdes for kind information and necessary action.
5. PS to Hon'ble Prime Minister, Gyalyong Tshokhang, Thimphu for kind information.

## **2. INTRODUCTION**

Enabling environment for the students/learners is one of the prerequisites for re-opening school and Non-Formal Education centres which will ensure effective engagement, health, safety and psychosocial wellbeing of students, learners, education faculty and parents.

Teachers, instructors, parents and caregivers have crucial role to play in creating a safe environment whether at schools, centres or at homes, and students and learners must also play equal part.

This document aims to guide, support and provide a platform to all educators, teachers, and students/learners to stay healthy and safe, share their concerns and issues, while meaningfully continuing the provision of education. It also places emphasis on the need to be vigilant, cautious, and responsive while implementing any interventions.

Given the vulnerability of children/learners, staff and parents exposing to any possible risk or harm, it is important that schools/centres re-opening must follow health, safety and psychosocial protocol for COVID-19 prevention and control measures, and remain vigilant at all times.

## **3. BEFORE REOPENING OF THE SCHOOL AND CENTRES**

### **3.1 Schools and Centres**

Schools and Centres should have a comprehensive plan to ensure the health and safety of children to create an enabling and safe learning environment. While the comprehensive plan should address the following key areas, it should also fulfill the checklist (Annexure: 4)<sup>1</sup> set as minimum prerequisite for re-opening of schools.

#### **3.1.1 Safety Wellbeing**

- a) vacate, clean and disinfect the schools/centres if used as quarantine or temporary accommodation of people.
- b) collect or update emergency contact lists (names and numbers) of all the staff, students and parents/guardians.
- c) identify a sick room to temporarily separate staff and students who may be unwell
- d) mark routes at all locations including classroom, dining hall, hostel, MPH, library, laboratory, hand washing stations, toilets, exit and entry points.
- e) display QR code to facilitate contact tracing at all the entry points.
- f) all visitors must use Druk Trace App or manual registration mandatorily, and students of the school requires to keep attendance.
- g) clean and disinfect buildings, classrooms and toilets daily, particularly surfaces that are frequently touched by many people (desks, railings, tables, sports equipment,

---

<sup>1</sup> This annexure has been kept at the end of the document to enable schools to print out a separate copy for use.

- doorknobs, window handles, teaching learning materials, etc)
- h) staff and student to maintain at least one-meter physical distance during any physical activities.
  - i) do not conduct/organize events that require gathering of large number of students/learners/teachers to reduce face-to-face interaction. Such events includes assembly, prayers, fete, concerts, picnic, competitions (literary activities, games and sports), farewells, etc.
  - j) monitor student/learner absenteeism and get updated information daily by class teacher or COVID focal teachers and submit to the management.
  - k) instruct students, learners and staff to use clean face mask at all times and keep at least one spare for emergency use.
  - l) check ventilation of rooms by opening windows and doors. Use fans and air conditioning for air circulation where available and necessary.
  - m) display posters to encourage hand washing and respiratory hygiene practices.
  - n) dispose trash daily and safely.
  - o) follow school feeding and nutrition safety protocols.
  - p) discourage outsiders visiting school/centre campus. They may be permitted to visit for genuine reasons but with permission from the school/centre/Dzongkhag/Ministry.
  - q) all students, learners, staff and visitors should undergo thermal screening at the school/Centre entry points.
  - r) do not initiate to conduct any rapid check. This creates unnecessary panic and stigmatization.
  - s) staff returning from frontline duty and students coming from cordyceps collection/border areas shall follow COVID-019 safety protocol issued by Ministry of Health.
  - t) plan and prepare for staggered reporting to school/centre and dispersing of the students/learners for interval, lunch, library, cafeteria, etc to avoid crowding (Annexure:1)
  - u) communicate to staff, parents and students/learners on safety protocols and procedures.
  - v) conduct Parents Teachers Meetings/Centre Management Committee (in small groups) few days before children/learners resume school/centre for the following to:
    - i) inform and seek support on the smooth functioning of school/centre make parents aware of the need to monitor their children's /learner's health and hygiene and report to school/centre of any illness in their child.
    - ii) discuss any other issues and concerns.
  - w) brief students/learners and parents on the new normal situation before the start of actual classes. The following should be disseminated on:
    - i) instruct parents to escort their children safely to school and back home
    - ii) risk communication and preventive measures on COVID – 19 using reliable resources from WHO, UNICEF and Ministry of Health.

- iii) tour around the school to familiarize with hand washing stations, toilets, routes, entry and exit points.
- iv) come to school/centre following staggered timing and leave directly home as soon as classes are over.
- v) distance themselves from outsiders.
- vi) make aware of counselling and mental health support services from help desk.
- x) monitor implementation of the guidelines by teachers/instructors and students and provide feedback.
- y) Schools should issue office orders or guidelines based on the guidelines issued by MoE.
- z) health service providers will be deputed by the Ministry of Health to periodically carry out joint monitoring and supervision of the schools and Centres to ensure that the WASH facilities are in place and used effectively, and health and safety protocols are followed.

### **3.1.2 Health wellbeing**

- a) make adequate and functional hand washing stations with continuous supply of water and soap at strategic locations.
- b) maintain clean toilets and adequate water at all times.
- c) maintain clean kitchen, store and dining hall in accordance to the SOP for food safety and hygiene (Refer 'Food & Dietary Guidelines for school Aged Children in Bhutan' available on Ministry's website).
- d) designate at least two dedicated COVID-19 Safety Focal teachers (preferably School Health Coordinator/De-suung/Counsellor) trained by the health officials.
- e) train all staff on COVID-19 safety protocols and handling the situation.
- f) establish and disseminate mechanisms or rapid communication protocol with health centers.
- g) practice frequent hand washing following hand washing steps (Annexure:2) and cough etiquette diligently.
- h) remind students/learners daily on hand hygiene, cough etiquette, physical distancing and reporting of any illnesses.
- i) develop a plan to provide special care and monitor health of vulnerable students/learners.
- j) provide balanced nutritional diet in line with nutritional guideline (Annexure:2)
- k) use soap and detergent with water to clean and disinfect the surface.

### **3.1.3 Psychosocial wellbeing**

- a) identify a counselling room to provide counselling and psychosocial support services.
- b) address mental health and psychosocial support needs in close coordination with counsellors/health sector.
- c) talk about issues and challenges to a counsellor/teachers/parents/health official.



## **3.2. Students/learners**

Students/learners should

### **3.2.1 Safety wellbeing**

- a) go to the classroom directly and not to loiter around.
- b) ask questions, educate and get information from reliable sources.
- c) keep a distance of at least 1 meter away from others wherever possible.
- d) not hug and shake hands.
- e) not share cups, plates, face masks, textbooks, notebooks, pens, rulers, erasers, food or drinks with others.
- f) wash hands frequently with soap.
- g) practise good habit of sneezing or coughing into elbow or handkerchief and washing hands frequently. If paper towels are used, immediately dispose in waste bin.
- h) not spit and blow nose in open and public spaces.
- i) not visit crowded places, large gatherings, quarantine centres, etc.
- j) always use face mask in classrooms, play fields, large gathering, quarantine centres and while travelling.
- k) share about the safety protocols on COVID-19 with their family and friends especially with younger children and siblings.

### **3.2.2 Health wellbeing**

- a) wash hands frequently with soap and water for at least 20 seconds following hand washing steps.
- b) not touch face (eyes, mouth, nose) with unwashed hands.
- c) inform the school, centre, parents or caregivers if you feel sick, and stay home.

### **3.2.3 Psychosocial wellbeing**

- a) not stigmatize or discriminate peers or tease anyone about being sick; remember that the virus can affect anyone.
- b) talk to someone they trust such as counsellor/parent/guardian/teacher if they are worried, confused, scared or angry.

## **3.3. Dzongkhag/Thromde**

Dzongkhag/Thromde should

### **3.3.1 Administrative and Financial Support**

- a) monitor implementation of the guidelines and provide feedback.
- b) mobilize transportation, counsellors wherever necessary.
- c) plan and mobilize financial assistance to schools/centres.

### **3.3.2 Safety wellbeing**

- a) liaise with health sector for preventive and safety measures.

### **3.3.3 Health wellbeing**

- a) monitor functionality and usage of WASH facilities consistently.
- b) coordinate supplies of soaps, disinfectants, infrared thermometer etc., to schools.

### **3.3.4 Psychosocial wellbeing**

- a) support counsellor mobilization according to Dzongkhag/Thromde contingency plan.

## **3.4 Parents/Guardians**

Parents/Guardians should

### **3.4.1 Safety wellbeing**

- a) model good practices of hand washing following hand washing steps especially before and after eating; after blowing your nose, coughing, or sneezing; going to the bathroom/toilets and whenever your hands are visibly dirty.
- b) provide help, or services to ensure children are safely escorted to and from schools.
- c) not expose their children to large gatherings and crowds.

### **3.4.2 Health wellbeing**

- a) understand, recognise and share basic information about coronavirus disease (COVID-19), including its symptoms (coughing, fever, shortness of breath), complications, how it is transmitted and how to prevent transmission.
- b) stay informed about COVID-19 through reliable sources such as WHO, UNICEF and Ministry of Health advisories.
- c) notify the school management if the child is not well.
- d) provide nutritious meals to their children.
- e) seek medical advice by first calling health helplines (112) or COVID-hotline (2121).

### **3.4.3 Psychosocial wellbeing**

- a) identify psychosocial issues, challenges and refer to counsellors/mental health experts.

## **3.5 Procedures if students/learners or staff become unwell**

- a) Students/learners and staff must stay home or isolate from others if they are unwell without stigmatization.

- b) Share to someone they trust, such as counsellor/parent/guardian/ teacher/ peer helpers if they are experiencing any strong negative emotions.
- c) Inform parents and seek medical advice by first calling health helplines (112) or COVID-hotline (2121).
- d) Refer students/learners/staff directly to a health facility, depending on the situation/context, or send home.
- e) Dismiss or cancel classes if the school/learners have a suspected case to contain further spread of virus.

#### **4. AFTER DISMISSAL OF CLASS/LOCK DOWN/CLOSURE OF SCHOOL/CENTRE**

- a) Students/learners and staff must stay home or isolate themselves until recovered.
- b) Clean and disinfect buildings, classrooms and toilets, particularly surfaces that are frequently touched by many people (desks, railings, tables, sports equipment, doorknobs, window handles, teaching and learning materials etc.)
- c) Assist in identifying people who might have been exposed (contact tracing).
- d) Maintain confidentiality of the student/learners or staff member suspected or tested positive.
- e) Lockdown the whole campus based on the advice of the health officials.
- f) Consider compulsory medical leave for the staff and students if suspected or tested positive.
- g) Avail online counselling services through Sherig Counselling Services
- h) Adopt alternative feeding modality to continue meeting nutritional requirements of students.

#### **5. TEACHING AND LEARNING**

Education has been hit hard by the COVID-19 pandemic leading to sudden closure of schools throughout the country. This has immensely impacted the continuity of the students' education. The re-opening of the schools after closure due to COVID-19 necessitates both teachers and students spend more time to adapt to the new normal. *Schools must ensure that education is welcoming to all by adapting the system to the students, rather than expecting the students to adapt to the system.* Therefore, it is not advisable to resume teaching and learning on the first day of the school. Both teachers and students need time to interact and know each other and gradually prepare towards teaching and learning.

As schools prepare to initiate teaching and learning, it is imperative that the teachers give due importance to prepare and deliver lessons as per the adapted and prioritized curriculum so that the students get the maximum benefit. Schools also need to make

optimal use of available teaching learning resources including the usage of ICT wherever possible.

Psycho-social support services are normalizing force in students' lives during and after emergencies that provide students with sense of hope and aspirations for future. Hence, principals, teachers and support staff must consider students' psychosocial wellbeing and accordingly support them. In this new normal situation, it is crucial to make the school inclusive, conducive, and create safe learning environment.

Principals, teachers and support staff must meet before students report to school to prepare restorative programme. Every teacher should instruct and follow Covid-19 protocols for safety of the students. They must also get acquainted with the adapted and prioritized curriculum including the implementation guidelines.

The following points should be considered while implementing the adapted and prioritized curriculum.

## **5.1 Prioritized Curriculum**

### **5.1.1 Conditions**

- a) Make education welcoming for students.
- b) Conduct restorative programme on the first day (bonding, team building, foster informal link with community and within the school).
- c) Create conducive learning environment.
- d) Adequate teaching/learning resources including human resource should be put in place.
- e) School management to ensure safety of students, teachers and support staff by following Covid-19 protocols.
- f) Principals, teachers and support staff need to be more understanding, caring and supportive towards students and build good rapport with them.
- g) Enforce school rules and regulations.
- h) Ensure cleanliness of classrooms, toilets and school campus.
- i) Use Saturdays as full instructional days.
- j) Use summer break as full instructional days.
- k) Teachers should be proactive and set positive expectations from the learners.
- l) Explore opportunity to reduce class size where possible.
- m) Reprioritize resources towards more inclusive education services.
- n) Library books should be issued to students in a staggered manner to avoid crowding.
- o) Make Internet services available to all teachers.
- p) All teachers and support staff to work from their respective schools to deliver the Curriculum.

### **5.1.2 Strategies**

- a) Orientation on Prioritized Curriculum implementation to be conducted before school re-opens.
  - i) Principals, teachers and support staff to plan for restorative programme before schools reopen.
  - ii) Discuss and familiarize on the Adapted and the Prioritized Curriculum including the implementation guidelines.
  - iii) Develop academic plan individually before schools reopen.
- b) Reporting of students to schools to be staggered separately for class 10 and 12.
- c) Provide guidance and counselling class (psycho-social education).
- d) Requirement of 80 hours of professional development for teachers does not apply during emergency.
- e) Inform students and parents that the Adapted Curriculum and Prioritized Curriculum cater to the education needs of the students in emergency.
- f) Minimize homework and assignments to reduce burden and stress on students.
- g) Minimize conduct of tests.
- h) Take students' attendance daily and follow-up on absentees and report to the school management.
- i) Keep track of student's learning and provide necessary support.
- j) Do not conduct extra classes, however, schools can conduct remedial classes on need basis.
- k) Adapt and modify the curriculum to meet the requirements of the children with disabilities.
- l) Provide Life Skills Education to students with disabilities (Activity of Daily Living, Orientation and Mobility, Vocational Education and Total Life Curriculum).
- m) Do not use teaching strategies such as field trips, surveys and excursions.
- n) Do not use teaching strategies that involve physical contact.
- o) Optimize available teaching learning resources including ICT.
- p) Strengthen reading culture and encourage students to read more.
- q) Use video lessons, SIM and radio lessons to supplement teaching and learning.
- r) Continue with study routine for boarding schools with proper supervision.
- s) Use social media platforms to provide information about students' learning to parents so as to avoid gatherings.

### **5.2 Adapted Curriculum**

The Adapted Curriculum is especially developed to engage and continue the education of students through video lessons, SIM and radio lessons, Google Classroom and other social media platforms (WeChat, Telegram and WhatsApp). The schools that are yet to re-open will implement the Adapted Curriculum. Teachers should continue to deliver lessons through online and follow up on the students' learning. All the records of students learning should be maintained and used for assessment and promotion purposes.

### **5.2.1 Conditions**

- a) Adapted Curriculum will be implemented for classes PP to VI and secondary schools that are yet to re-open.
- b) Teaching learning should be based on video lessons, SIM, radio lessons.
- c) Class PP to III will be delivered through social media such as WeChat, WhatsApp and Telegram and class IV to IX and XI through Google Classroom.
- d) Class PP to IX and XI will be assessed using conventional test/short assignments/objective type questions based on the accessibility and affordability.
- e) Students' promotion to the next grade will be based on the records of activities and assignments maintained by the individual subject teachers.
- f) Schools to pay special attention to the students who do not have access to electronic gadgets and TV.
- g) Schools need to be more caring and supportive towards students to resolve their personal and academic challenges.
- h) Teachers should inform the timing of re-sequenced video lessons that will be aired on BBS TV and radio.
- i) All teachers and support staff to work from their respective schools to deliver the Adapted Curriculum.
- j) Create awareness on online safety and media literacy (cyberbullying, fake news, scams, etc.) by schools.

### **5.2.2 Strategies**

- a) continue providing support to students through video lessons, radio lessons, SIM, Google Classroom and other social media platforms.
- b) minimize homework and assignments to reduce burden and stress on students.
- c) maintain records of students' learning and provide timely feedback and support.
- d) schools to explore alternative ways of lesson delivery for students who have no access to electronic gadgets and TV.
- e) encourage students to read and ask them to maintain reading portfolio.
- f) adapt and modify the curriculum to meet the requirements of the children with disabilities.
- g) provide Life Skills Education to students with disabilities (ADL, O&M and Total Life Curriculum).
- h) provide bridging classes for the current cohort of students in the following academic session to fill knowledge gap created due to closure of schools.

## **6. ASSESSMENT AND EXAMINATIONS**

To facilitate certification and promotion of students to higher grades, examinations and appropriate assessment techniques will be implemented base on Prioritized and Adapted Curriculum.

### **6.1 Prioritized Curriculum**

#### **6.1.1 Introduction**

The prioritized curriculum shall consist of carefully selected learning experiences of the content area of the grade-specific which each student must know and be able to do by the end of each school year in order to be prepared for the standards for the next level.

Examinations shall be based on the prioritized curriculum for classes VII to XII. Classes PP to VI will not follow the prioritized curriculum but will follow the adapted curriculum.

#### **6.1.2 Board Examinations**

In addition to the clauses laid down in the "*Rules and Regulations for the Conduct of Public Examinations*" document, centres shall follow the procedures given below to keep candidates and examination conducting officials safe at centre and help prevent the transmission of the disease.

### **[A] Enabling Conditions**

#### **(I) Facilities**

The centres must have the following facilities to prevent and control COVID-19 transmission:

- a) adequate face masks and hand sanitizers for candidates and examination conducting officials.
- b) adequate functional hand washing facilities with continuous supply of water and soap.
- c) adequate infrared thermometer.
- d) appropriate marking for physical distancing at the school entrance.
- e) provision for additional examination room for students detected with higher body temperature.
- f) adequate examination rooms and furniture.
- g) proper sanitation and waste management in place.
- h) make examination equipment and materials ready for children with disability.
- i) provide special consideration and arrangement for children with disability.

#### **(II) Role of Convener**

The following basic principles must be adhered to keep candidates and examination conducting officials safe at centre and help prevent the transmission of the disease:

- a) designate at least two dedicated COVID-19 Safety Focal Person (preferably School Health Coordinator and the Counsellor) to carry out thermal screening and other COVID-19 safety protocol.
- b) provide adequate functional hand washing facilities with soap and continuous water supply.
- c) provide sanitation and waste management facilities and follow environmental cleaning and decontamination procedures.
- d) make disinfection and cleaning of examinations rooms after every examination as a mandatory practice.
- e) ensure sick candidates and examination conducting officials do not come to centre.
- f) do not allow any gathering on centre premises.
- g) do not allow parents / visitors to enter the centre premises.
- h) monitor and make arrangement to provide necessary intervention in case of emergency.
- i) practise personal safety measures at all times.
- j) Designated place for pick-up and drop of students by parents / transport services.

### ***(III) Role of School Counsellor***

- a) make counselling services available at all times.
- b) should help students cope up with examination related stress.

### ***(IV) Role of Supervising Examiner***

The following basic principles must be adhered to keep candidates and examination conducting officials safe at centre and help prevent the transmission of the disease:

- a) prepare marking for physical distancing at the school entrance for thermal screening for day scholars.
- b) thermal screening is carried out by the COVID-19 Safety Focal Person.
- c) identify additional examination room for candidates detected with higher body temperature to do their exams.
- d) candidates and examination conducting officials should use hand sanitizers and face masks.
- e) ensure candidates and examination conducting officials frequently use hand washing facilities.
- f) disinfect and clean examinations rooms after every examination.
- g) brief the candidates and examination conducting officials to avoid crowding before and after the examinations.
- h) do not allow any gathering on centre premises.
- i) ensure sick candidates and examination conducting officials do not come to centre.
- j) practise personal safety measures at all times.
- k) inform BCSEA if they are not well.



- l) keep doors and windows of examination rooms open if possible.
- m) mark routes at all locations including classroom, dining hall, hostel, MPH, library, laboratory, exit and entry points.

#### ***(V) Role of Invigilator***

The following basic principles must be adhered to keep candidates safe at centre and help prevent the transmission of the disease:

- a) ensure candidates have washed their hands before entering examination room.
- b) ensure candidates use personal hand sanitizers and masks.
- c) do not allow candidates to share stationeries inside the examination rooms.
- d) do not allow gathering on centre premises.
- e) practise personal safety measures at all times.
- f) inform Supervising Examiner if they are not well.

#### ***(VI) Role of Candidates***

Candidates should understand basic, age-appropriate information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Candidates should stay informed about COVID-19 through reliable sources such as WHO, UNICEF and Ministry of Health advisories. Be aware of fake information / myths that may circulate by word-of-mouth or online.

Candidates should:

- a) undergo thermal screening before entering the examination room / at the school gate.
- b) wear face mask compulsorily.
- c) wash hands frequently, always with soap and water for at least 20 seconds or use personal hand sanitizer.
- d) not touch your eyes, nose and mouth.
- e) maintain a distance of at least one meter away from others.
- f) not share stationery with others in the examination hall.
- g) not share cups, plates, mugs, spoons, food or drinks with others.
- h) practise good habit of sneezing or coughing into elbow or handkerchief and washing hands regularly. If paper towels are used, immediately dispose in waste bin.
- i) avoid crowding before and after the examination.
- j) inform parents or caregivers if they feel sick and stay home.

#### ***(VII) Role of Chief Dzongkhag / Thromde Education Officers***

- a) Identify boarding schools for the conduct of quarantined examinations for affected centres if necessary.

- b) Ensure that proper facilities and infrastructure are in place as per the health protocol in the centres.
- c) Support Conveners and BCSEA in the preparation and conduct of examinations.
- d) Monitor and make arrangement to provide necessary intervention in case of emergency.
- e) Practise personal safety measures while visiting centres.

## **[B] Strategies**

### **(I) Conduct of Examinations**

- a) The board examinations shall begin practical examination from mid of November and theory examination from end of November. The timetable shall be uploaded in the BCSEA website in the first week of August.
- b) Project work shall be completed as per the existing assessment guidelines of respective subject/s. However, if any project work entails external surveys, group discussion or in-person communication and interactions, it must be completed remotely. Close working or community interaction is not allowed.
- c) Question paper pattern and duration of papers shall remain the same.
- d) To minimize movement of teachers, project work validation and viva voce shall be done by the respective subject teachers following the guidelines provided by BCSEA instead of visiting examiners. Marks shall be submitted to BCSEA through the online system.
- e) For Class XII Physics, Chemistry and Biology paper 2 (Practical), unlike usual practice of sending three different sets of question paper for different batches, there shall be only one question paper for all batches for each subject; the Chief Visiting Examiners shall conduct the practical examinations.
- f) Grading for SUPW for classes X and XII shall be based on classes IX and XI SUPW respectively. Grades are subject to improvement based on their performance in classes X and XII. Areas of assessment can include maintaining health, hygiene, sanitation of the school and behavioural aspect.
- g) The timing of the examinations for the different classes shall be planned to maintain social distancing.

### **(II) Evaluation and Result Declaration**

- a) centralised evaluation shall be conducted as per the schedule provided by BCSEA in Samtse College of Education.
- b) class XII evaluation shall be conducted prior to class X.
- c) thermal screening of marking camp officials shall be done by security guards / COVID-19 focal persons at the entry point. Use Druk Trace for record and tracking of officials.
- d) strict compliance of use of face masks, hand sanitizers, hand washing and maintaining social distancing; Use personal hand sanitizer and face mask.

- e) different timing for entry to marking rooms, meals and breaks shall be implemented to avoid crowding (timing could be staggered and one-way systems for officials put in place to avoid crowding).
- f) daily sanitization of workplace during evaluation.
- g) Monitor and make arrangement to provide necessary intervention in case of emergency with the support from the health centres.
- h) the overall result of the student and the certification shall be based on the aggregate of Internal / Continuous Assessment Marks submitted by schools and the Examination Marks.
- i) class XII results shall be declared tentatively by mid of January and class X results by end of January.
- j) marking officials to inform BCSEA officials if they are not well.
- k) in worst case scenario, quarantined evaluation shall be carried out.

### **6.1.3 Home Examinations**

During the conduct of home examinations, schools shall follow the procedures given below to keep students and teachers safe and help prevent the transmission of the disease.

#### **[A] Enabling Conditions**

##### **(I) Facilities**

The schools / institutions must have the following facilities to prevent and control COVID-19 transmission:

- a) marking for physical distancing at the school entrance.
- b) adequate thermal gunners.
- c) personal face masks and hand sanitizers for students.
- d) adequate hand washing facilities with continuous supply of water and soap.
- e) additional examination room for students detected with higher body temperature to do their exams.
- f) adequate examination rooms and furniture.
- g) proper sanitation and waste management in place.
- h) make examination equipment and materials are ready for children with disability.
- i) provide special consideration and arrangement for children with disability.
- j) designated place for pick-up and drop of students by parents / transport services.

##### **[B] Strategies**

- a) prioritized curriculum shall not apply to classes PP - VI.
- b) there shall be no formal examination for classes PP to VI.
- c) For classes VII - IX and XI, examinations shall be based on the prioritized curriculum if the schools reopen.
- d) for classes VII - IX and XI, examinations shall be completed before the start of board examinations.

- e) the timing of the examinations for the different classes shall be planned to maintain social distancing.
- f) the duration and weighting for home examinations shall remain the same as before to ensure the validity and credibility of the results issued by schools.
- g) practical examinations for science, accountancy and computer studies shall be conducted based on the prioritized curriculum learning outcomes.
- h) there shall be no mid-term and trial examinations in order to make up for the lost instructional time.
- i) no SUPW grading for classes VII - IX and XI.
- j) progress report for students of classes VII - IX and XI shall be issued by schools.
- k) timing for result declaration for different levels shall be planned to avoid crowding.

## **6.2 Adapted Curriculum**

### **6.2.1 Introduction**

The adapted curriculum shall be theme based and delivered covering two to three subjects. For classes PP - VI, emphasis is on literacy and numeracy. For classes VII – IX and XI, the adapted curriculum is theme based and subject-wise.

### **[A] Enabling Conditions**

#### **(I) Facilities**

The schools / institutions must have the following facilities to prevent and control COVID-19 transmission:

- a) personal masks and hand sanitizers.
- b) hand washing facilities at strategic locations with continuous supply of water and soap.
- c) adequate thermal gunners.
- d) proper sanitation and waste management in place.
- e) provide special consideration and arrangement for children with disability.

#### **(II) Role of Principal**

The following basic principles must be adhered to keep school staff safe and to prevent the transmission of the disease:

- a) designate at least two dedicated COVID-19 Safety Focal Teachers (preferably School Health Coordinator and the Counsellor) to carry out thermal screening and other COVID-19 safety precautions.
- b) ensure sick staff do not come to the school.
- c) provide adequate hand washing facilities with soap and continuous water supply.
- d) ensure disinfection and cleaning of workplaces.

- e) ensure that the school provides sanitation and waste management facilities and follow environmental cleaning and decontamination procedures.
- f) ensure teachers assign tasks to students based on video lesson / radio lesson through Google Classroom or Social Media or SIM.
- g) ensure teachers provide timely feedback to students through Google Classroom or Social Media or through mobile teachers.
- h) ensure teachers keep proper assessment records of students for promotion.
- i) ensure no gathering takes place on school premises.

### ***(III) Role of Teachers***

Teachers should understand basic information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. They should stay informed about COVID-19 through reliable sources such as WHO, UNICEF and Ministry of Health advisories. Be aware of fake information / myths that may circulate by word-of-mouth or online.

Teachers should:

- a) wash hands frequently with soap and water.
- b) use personal masks and hand sanitizers.
- c) keep a distance of at least 1 meter away from others.
- d) not share cups, eating utensils, food or drinks with others.
- e) share what they learn about preventing disease with family and friends.
- f) practice good habit of sneezing or coughing into elbow or handkerchief and washing hands regularly. If paper towels are used, immediately dispose in waste bin.
- g) not stigmatize anyone.
- h) plan and assign tasks to students on video lesson / radio lesson through Google Classroom or Social Media or SIM.
- i) provide timely feedback to students through Google Classroom or Social Media or through mobile teachers.
- j) maintain proper assessment records of students for promotion.

### ***(IV) Role of School Counsellor***

- a) make counselling services available at all times.
- b) should help students cope up with assessment related stress.

### ***(V) Role of Chief Dzongkhag / Thromde Education Officer***

- a) ensure schools have access to educational services and opportunities.
- b) monitor schools assign tasks to students based on video lesson / radio lesson through Google Classroom or Social Media or SIM.

- c) monitor schools provide timely feedback to students through Google Classroom or Social Media or through mobile teachers.
- d) monitor schools keep proper assessment records of students for promotion.
- e) monitor and make arrangement to provide necessary intervention in case of emergency.

### **6.2.2 Strategies**

- a) for classes PP – IX and XI, there shall be no examinations.
- b) for classes PP – VI, promotion of students shall be based on instructions and assessment tasks provided through video lessons / radio lessons / SIM or other social media platforms (WeChat, WhatsApp, Telegram, etc). It is imperative for teachers to continue maintaining records of activities and assignments submitted by individual students.
- c) for classes VII - IX and XI, promotions shall be based on short assignment / objective questions / conventional tests / video lesson questions / radio lesson questions assigned through Google Classroom / other social media or SIM questions. It is imperative for teachers to continue maintaining records of activities and assignments submitted by individual students.
- d) progress report for students for classes PP - IX and XI shall be issued by schools.
- e) there shall be no ranking of students.

## 7. ANNEXURES

### *Annexure 1: Suggestive Schedule for Staggered Class and Recess*

Grade	Reporting	1 <sup>st</sup> & 2 <sup>nd</sup> Periods	Interval	3 <sup>rd</sup> & 4 <sup>th</sup> Periods	Lunch	5 <sup>th</sup> & 6 <sup>th</sup> Periods	Disperse
X (A, B, C, D)	8:00 am	8:20 am	10:00 am	11:00 am	12:40 pm	1:40 pm	2:40 pm
X (E, F, G, H)	8:20 am	8:40 am	10:20 am	11:20 am	1:00pm	2:00 pm	3:00 pm
XII (A, B, C, D)	8:40 am	9:00 am	10:40 am	11:40 am	1:20 pm	2:20 pm	3:20 pm
XII (E, F, G, H)	9:00 am	9:20 am	11:00 am	12:00 am	1:40 pm	2:40 pm	3:40 pm

**Note:**

\*No bell timing as class reporting and dispersing is staggered.

\*\*Timetable should have same number of periods but with different timings.

\*\*\*Schools may follow six periods or eight periods system but the instructional hours must be equal for all the periods

## Annexure 2: Nutritional Guidelines & Healthy Practices

### BUILD A COLOURFUL PLATE WITH VEGETABLES

Beet Root		Potassium
Tomato		Vitamin C, Folate
Radish		Vitamin C, Folate
Onion		Vitamin C, Folate
Bell pepper		Vitamin A
Carrot		Vitamin A
Squash		Vitamin A
Pumpkin		Vitamin A
Mushroom		Copper, Potassium, Folate
Chillies		Vitamin C, Vitamin A
Amaranth		Folate, Vitamin A
Asparagus		Folate, Iron, Vitamin A
Bitter gourd		Folate, Iron, Vitamin A
Spinach		Folate, Iron, Vitamin A
Lettuce		Folate, Iron, Vitamin A
Broccoli		Vitamin C
Cauliflower		Vitamin A
Lady's Finger		Vitamin A
Pees		Potassium
Cucumber		Potassium
Brinjal		Potassium

### STAYING & EATING HEALTHY DURING COVID-19

## DO YOU KNOW HOW TO WASH YOUR HANDS?

WASH YOUR HANDS WITH SOAP IN RUNNING WATER FOR ATLEAST 20 SECONDS

1. WET HANDS WITH WATER
2. APPLY SOAP AND LATHER WELL
3. SCRUB PALM TO PALM
4. SCRUB BETWEEN FINGERS
5. SCRUB BACK OF HANDS
6. SCRUB BASE OF THUMBS
7. SCRUB BACK OF FINGERS
8. SCRUB UNDER FINGER NAILS
9. SCRUB WRISTS
10. RINSE HANDS WITH RUNNING WATER
11. DRY HANDS

### GOOD FOOD GUIDE PYRAMID FOR BHUTANESE CHILDREN

**Fats, oils and sweets**  
Eat only small amounts  
2-3 servings

**Milk, yoghurt, cheese, datshi**  
Eat moderate amounts  
2-3 servings

**Meat, chicken, eggs, fish, dal, channa, rajma, nuts**  
Eat moderate amounts

**Vegetables**  
Eat plenty  
2-7 servings

**Fruit**  
Eat plenty  
2-4 servings

**Rice, bread, noodles and starchy vegetables**  
Eat enough  
5-11 servings

### MY HEALTHY PLATE

Our hands can serve as a useful guide for measuring appropriate portion size.

**Two Fists**  
Fruit and vegetables

**One Fist**  
Rice, bread, noodle, cereals, cooked pulses, wheat, maize and starchy vegetables

**1 Palm**  
Meat, chicken, fish, eggs and plant protein



### ***Annexure 3: Contact list of officials for any clarifications***

<b>Sl. No.</b>	<b>Name</b>	<b>Designation</b>	<b>Contact address</b>	<b>Concerning</b>
1	Karma Tshering, Ministry of Education,	Officiating Secretary	+975 17602622 karma_tshering(at)moe.gov.bt	Policy Matters & Direction
2	Kinley Gyeltshen, SPCD, DSE, MoE	Chief Programme Officer	+975 17685536 chiefspcd(at)moe.gov.bt	Coordination & Support
3	Karma Wangchuk SHND, DSE, MoE	Chief Programme Officer	+975 17632271 chiefshnd(at)moe.gov.bt	WASH
4	Wangpo Tenzin Royal Education Council	Dean	+975 17601736 wangpotenzin(at)rec.gov.bt	Curriculum Matters
5	Kezang Deki Bhutan Council for School Examinations and Assessment	Controller of Examinations	+975 17615342 kesangdt(at)bcsea.bt	Examination & Assessment

### ***Annexure 4: Guideline Development Team***

<b>Sl. No.</b>	<b>Name</b>	<b>Designation</b>	<b>Office</b>
<b>1) Officials from MoE, REC, BCSEA</b>			
1	Dochu	Chief Planning Officer	Policy and Planning Division
2	Kinley Gyeltshen, SPCD, DSE, MoE	Chief Programme Officer	School Planning and Coordination Division
3	Karma Wangchuk SHND, DSE, MoE	Chief Programme Officer	School Health and Nutrition Division
4	Wangpo Tenzin Royal Education Council	Dean	Royal Education Council
5	Kezang Deki	Controller of Examinations	Bhutan Council for School Examinations and Assessment
<b>1) Officials from Other stakeholders</b>			
1	Dr Will Parks	Representative	UNICEF- Bhutan
2	Natalia Muffel	Education Specialist,	UNICEF-Bhutan
3	Karma Dyenka	Sr.Education Program Manager	Save the Children International

## Annexure 5: Checklist for re-opening of schools

**Note:** This form should be used to validate before the start of school by school management, and by monitoring or visiting officers during the school visits.

<b>A. General</b>		Please tick <input checked="" type="checkbox"/> is whichever applicable	
		YES	PENDING
1	Use of face masks by staff and students at all times		
2	School if used as quarantine or temporary accommodation are cleaned and disinfected following the established protocols		
3	Help desk including emergency contact list are available		
4	Separate sick room identified		
5	Routes at all locations including classroom, dining hall, hostel, MPH, library, WASH, entry and exit points are properly marked		
6	School has QR code displayed for Druktrace app at all entry/exit points for staff and visitors		
7	Manual attendance for students		
8	School has contact list of all its staff, parents/guardians of all students for communication		
9	Posters on good health and hygiene practices displayed at strategic locations		
10	All rooms are well ventilated and kept clean		
11	The school has plans for staggered reporting and dispersing		
12	The school has plans for staggered timing for use of WASH facilities and breaks.		
13	School entry points are set up with disinfecting stepping-mats/rugs		
14	All staff, students, and visitors undergo thermal screening at the school entry points		
15	Conducted 'back to school' communication campaigns and outreach activities		
16	School has inclusive accessible hand washing stations at strategic locations with continuous supply of water and soap		
17	School has at least two designated COVID-19 Safety Focal Staff		

18	Orient all staff on COVID-19 safety protocols and handling the situation		
19	Rapid communication protocol with health centers established and disseminated		
20	Clean and disinfect buildings, classrooms and toilets daily, particularly surfaces that are frequently touched by many people (desks, railings, tables, sports equipment, doorknobs, window handles, teaching and learning materials etc.)		
21	Mark at least one-meter physical distancing in school/centre activities where they avail services (dining, hand washing stations, toilets, library, labs, staff rooms)		
22	All staff and students use face mask at all times		
23	Waste bin with lid placed in strategic locations		
24	Routine monitoring of WASH facilities is conducted		
25	"Stay home if unwell" enforced for students and staff		
26	Thermal screening at school entrance followed strictly		
27	School staff and students' health monitored according to safety protocol		
28	Awareness on online safety and media literacy (fake news, scams, cyber bullying, over use of mobile phones etc.) conducted		
29	School has at least one functional infrared thermometer		
30	Ensure safe delivery of essential services such as vaccination campaigns and specialized services for children with disabilities according to establish health and safety requirements		
<b>B. Curriculum And Assessment</b>			
1	School has received and implemented the Adapted Curriculum documents/guidelines		
2	School has received and implemented the Prioritized Curriculum documents/guidelines		
3	Adequate teachers available by subject and class		
4	Revised school calendars available and accessible to teachers and students		
5	School has received EiE Implementation Guidelines issued by Ministry of Education		

6	School provide additional support to children at risk and children with disabilities		
7	Assessed learning gaps resulted from school closure and needs identified		
8	Support mechanisms in place to fill the learning gaps identified		
9	Conducted restorative programme on the first day (bonding, team building, foster informal link with community and within the school)		
10	Counselor available at the school to provide psychosocial support to students during exam time		
11	Additional support provided based on children's need		
12	Assessment strategies in place for Adapted Curriculum		
13	Assessment strategies in place for Prioritized Curriculum		
14	Support to reach unreached students in place		
<b>C. Psychosocial Support</b>			
1	Procedures and mechanisms to prevent drop-out		
2	Identify children & staff at risk, including children with disabilities		
3	Monitor, identify, report, and support children who do not return to school		
4	Protocols established to share information between counsellors and school management		
5	Reporting, referral, and support mechanisms maintaining the confidentiality of clients in place		
6	Engage with families and community to address child protection		
7	Orient teachers to identify and meet students' socio-emotional needs on Mental Health and Psychosocial Support (MHPSS) provision, with due attention to students at risk		
8	Plans to support staff and students' safe return to school		
9	There is trained counsellor in school		
10	The school has separate counselling rooms		
11	There are trained peer helpers in school		

12	Counselling rooms are equipped with personal protective equipment like hand sanitizers, face mask, surface cleaning and disinfection etc.		
13	Dzongkhags/Thromdes have arranged alternative Counsellor mobilization plans for school without Counsellors		
14	Advocacy on de-stigmatization and non-discrimination conducted and in practice		
15	Educate and raise awareness among staff and students on MHPSS issues, promote self-care and encourage them to seek necessary support		
16	Communication material (posters, videos, messages, awareness program) for behavioral changes in school are displayed and shared		
17	Evidence of student support services		
<b>D. Food Handler's Hygiene</b>			
1	Hands are washed frequently with soap at appropriate time		
2	Cooks maintain personal hygiene with proper attire (apron) and effective hair restraints		
3	Burns, wounds, sores, scabs and splints are well covered		
4	Schools have the procurement plan to purchase food, fruits, and vegetable items as per dietary requirements, and delivered by identified personnel		
5	Meals are prepared and served as per the food and dietary guidelines		
6	Cooks use face mask, cap, gloves, and apron at all times		
<b>E. Kitchen Hygiene</b>			
1	Adequate space to maintain physical distancing in kitchen		
2	Safe and continuous water supply		
3	Separate dish-washing space with soap		
4	Hand washing station for the kitchen staff		
5	Clean and disinfect kitchen floor and walls daily		
6	Adequate ventilations with proper closures for doors and windows		

7	Proper and clean drainage system inside and outside the kitchen		
8	Have identified changing room/space for the cooks		
9	Enough waste bins with proper lid in place		
10	Kitchen equipment and utensils, cutting boards, knives and food surfaces are cleaned and washed with soaps		
<b>F. Kitchen Store</b>			
1	Hazardous items such as fertilizers, pesticides, kitchen wastes etc. are not stored in the kitchen		
2	Food commodities are stored as per the standards		
3	Adequate ventilations with proper closures for doors and windows		
<b>G. Dining Hall</b>			
	Staggered meal timings with physical distancing strictly followed		
2	Mandatory handwashing with soap before and after meals		
3	Queue and seating arrangement adhere to 1-metre physical distancing protocols		
4	All serving staff/students wear face mask while serving food/drinks		
5	Dining floor and walls are clean and disinfected		
6	Notification on "no sharing of plates, mugs, spoons, food & drinks" displayed		
7	Adequate ventilations with proper closures for doors and windows		
<b>H. Day-scholars Meals</b>			
1	School canteen does not sell junk food, and has the food safety protocols displayed		
2	Mandatory packed lunches		
3	Designated locations identified for eating packed lunch with physical distancing protocols adopted		
4	Safe drinking water arranged		

<b>5</b>	Students wash hands with soap before and after meals		
<b>I. Washrooms</b>			
<b>1</b>	Toilets are cleaned daily		
<b>2</b>	Has continuous water supply and soap		

Other recommendations, comments and suggestions:

---



---



---



---



---

Monitored on (time & date): .....

Signature/Name/Designation of Principal/Education Officer/Monitoring Officers or others:

.....

