MONTFORT SECONDARY SCHOOL NYAMATA

SCHOOL MANAGEMENT MANUAL

***(POLICIES, PROCEDURES & GUIDELINES ON SCHOOL MANAGEMENT ISSUES)***



*PREPARED BY SCHOOL MANAGEMENT COMMITTEE*

*-2019-*

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**FOREWORD**

The need for a new School Management Manual is to support the vision and mission of the school. Consequently, the School Management Committee took the initiative of coming up with this Manual which is expected to be a precious guide to the all staff, parents and students. The Manual is based on existing policies and circulars. However, it does not claim to be an exhaustive document.

For the school, this Manual proves to be a useful tool for all the school staff. It is hoped that the Manual will help us to acquire procedural knowledge, hone our skills and, above all, create an atmosphere which is conducive to the teaching learning process, especially at a time when our school wants to be more competitive and productive regarding quality of teaching and learning.

This manual identifies the major elements of school management and provides guidance and support to all the staff in fulfilling their roles and undertaking their tasks. It will reinforce collaboration among members of the staff to promote the quality of education we wish all of us in the country. Quality education is also about students’ discipline, qualified and competent staff teachers but also managing assets, stores and finance properly.

My deep desire is that staff members make the best use of this tool and help translate our vision of a person for others, a scholar, a sports person, gentle person and a leader. Montfort secondary school's mission is to educate students in a Christ- centered environment with an emphasis on Catholic teachings and traditions.

Bro. Robert Stanislas BANTSIMBA NSENDE

Head Teacher of Montfort Secondary School Nyamata

**CHAPTER 1: OVERVIEW OF THE SCHOOL**

* 1. ***SCHOOL BACKGROUND***

This school is located in Nyamata Sector, Bugesera District in the Eastern Province of Rwanda, just a few miles from Kigali city. Nyamata is a small city with a good number of schools, churches, a hospital, health center, private clinics and other facilities.

The school started on 11th February 2013 with only 65 students. It is an O'level mixed boarding school founded and administered by Brothers of St. Gabriel. It currently has an enrolment of 118 girls, 232 boys making a total of 350. The school is able to enroll 408 students in `O` level.

|  |  |  |
| --- | --- | --- |
| No. of boys | No. of girls | Total |
| 231 | 120 | 353 |

# MISSION STATEMENT

Montfort secondary school's mission is to educate students in a Christ- centered environment with an emphasis on Catholic teachings and traditions. The school is guided by Montfort values and spirituality. The teachers strive to guide their students in the personal acceptance of faith and a respect of a life-long educational process. Individual potential is nurtured to be a person for others.

# VISION STATEMENT

A person for others, a scholar, a sports person, gentle person and a leader is our vision. Montfort secondary is committed to a nurturing approach to education and faith through Catholic education.

The following are embraced:

1. Staff and students will be held to high standards of intellectual and moral development
2. Encouragement of critical thinking, technological skills, leadership and active teaching and learning to a full potential
3. Holistic approach to education through Catholic values
4. Personal goals in self-discipline, respect, academic excellence progressing to the future

# CORE VALUES – BELIEVES AND MOTTO OF THE SCHOOL

1. ***Core Values***

The core values should be seen:

* Faith in God: God centeredness
* Efficiency: Make certain that everything is done well and promptly.
* Integrity: Ensure strong moral principles are upheld.
* Humility: Handling all members of the school and visitors with modesty.
* Professionalism: Do everything in the right way, place, and time.
* Punctuality: Ensure explicitly that the available time is used appropriately. Avoid wastage of time
* Transparency: Every person to serve in an open and accountable manner.
* Respect: Treating all members in the community with regard, without partiality or favoritism.
* Love: “I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another. By this everyone will know that you are my disciples, if you have love for one another.” (John 13:34-35)
* Wisdom: the ability to ‘judge all things with keen discernment and deep penetration, energy, vigor and passion for all that is good.
* Solidarity: Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.
* Forgiveness: asking forgiveness is not a simple apology, it is to be aware of the mistake that I have committed.

***Our core values which are not exhaustive are the guiding principles that direct our work as we fulfill our mission***

***B. Believes***

We Believe:

* In God the creator of everything, in Jesus, his Son and the Holy Spirit and develops a personal relationship with Jesus and lives every day according to his teachings and values

We Believe that:

* Discipline is a cornerstone for success
* Good education is not about what students do; but what they become.
* Promote justice and common good as guiding lights in today’s globalized world
* Education as a benefit to individual and society as a whole
* Parents input and involvement in education contribute to the success of students
* Creating a cleanliness culture, personal hygiene, environment cleanliness contribute to the school’s positive learning
* For excellent education, teachers must have professional conscience and love of the profession.

1. ***Motto of the School:*** Truth is light

***ORGANIGRAM STRUCTURE OF THE SCHOOL***

**MUNEDUC**

**WDA**

**SNEC**

**DISTRICT**

**RDEC**

**SECTOR**

**PARISH**

**SGA**

**SGAC**

**SCHOOL MANAGEMENT COMMITTEE**

**HEADTEACHER**

**SCHOOL BURSAR**

**HEAD OF DISCIPLINE**

**DEPUTY HEADTEACHER**

**SECRETARY**

**Store keeper**

**Patron/Matron**

**LIBRARIAN**

**HEAD OF DEPARTMENTS**

**NURSE**

**MANUAL WORKERS**

**STUDENTS COMMITTEE**

**TEACHERS**

**STUDENTS**

**CHAPTER 2: THE SCHOOL COMMUNITY**

* 1. ***THE SCHOOL***

The school community consists of staff administration, teaching staff, non-teaching staff, students and parents. With each of the stakeholders having its own personality, needs and expectations, the head teacher is required to create the most conducive environment possible to foster mutual understanding and harmony between them so that the team works together collectively and collaboratively, towards promoting the interests of all students and the school community at large.

* + 1. ***Staff administration***

At Montfort Secondary School, the staff administration is responsible for overseeing all the administrative duties at schools. The staff tries to keep programs running smoothly and provides leadership on both ordinary days and in times of crisis.

At the same time, the staff administration focuses on budgeting, logistics, schedules and disciplinary actions. Monitoring and Evaluations are under the purview of the staff administration. It also has a hand in matters like planning events and implementing curriculum.

The staff administration must ensure that the school follows regulations set by local, state authorities. Every person who works for a school, from teacher to supporting staff, ultimately reports to a staff administration.

At Montfort Secondary School, according to the law governing secondary schools in Rwanda, the (*Official Gazette n° 31 of 30/07/2012****)*** school management committee is composed by:

1. Head teacher
2. Deputy Head teacher
3. Deputy Head of Discipline
4. School Bursar
5. Secretary

In order to get a large opinion, the staff administrative has suggested adding more members in our administration. This is called SIP team (School Improvement Plan Team). In this team, there are two groups:

First group: SIP team with non teaching staff

* Head teacher
* Deputy Head teacher
* Deputy Head of Discipline
* School Bursar
* Secretary
* Patron
* Matron
* Store keeper
* Nurse
* Librarian

Second Group: SIP team with teaching staff

* Head teacher
* Deputy Head teacher
* Deputy Head of Discipline
* School Bursar
* Secretary
* Heads of department

***Once by month/ focuses on pedagogical issues, time and knowledge management***

* + 1. ***Teaching staff***

Teachers are responsible for the harmonious development of the students, imparting to them the necessary knowledge and skills as well as building their character and personality so that they become learned, responsible and disciplined citizens. Therefore teachers have to prepare students and ensure their readiness for further studies and for the world of work as well as for life in society, the approach being based on the four pillars: learning to know, learning to do, learning to live together and learning to be.

* + 1. ***Non teaching staff***

These are in two groups:

* ***With qualifications***: Store keeper, Librarian, Nurse, Patron, Matron, They work under the responsibility of head teacher in collaboration with the deputy dean of discipline and school bursar
* ***Without qualifications:*** In the category of manual workers: They work under the supervision of the school bursar who is also responsible for the allocation of work to each of them.

The Head teacher should bear in mind that the work of the ancillary staff contributes in an effective way to the smooth running of the institution. These officers have to be treated on an equal footing with other members of the staff, a respectful and fair attitude being shown towards them. It is equally important to promote their sense of belonging to the institution and to listen to them, should they wish to express their views. Their work should be assessed objectively and, whenever possible, due recognition and appreciation of their contribution should be expressed.

* + 1. ***Students***

The students are central to the mission of the school and all the activities of the institution are geared towards promoting their interest. In this respect, it is important to highlight that the students community legitimately need to understand the decisions taken and even to take part in their making. Thus, in a spirit of good governance, the Head teacher should, as often as required, consult them and enlists their participation for the effective running of the school. The Head teacher and his collaborators should work towards making the institution an inclusive school which provides a good education to all students, irrespective of their varying abilities. All students are to be treated with respect and provided equal opportunities to learn together. Human differences are natural and contribute to the richness of every society and they are also reflected in the school. Each individual student has to be ensured optimal education in accordance with his capabilities and needs. Inclusive education being an on-going process, the school management and the Educators must work actively and purposefully to reach its goals. This holistic view of the student must be adopted in the planning of classroom activities in order to provide to each and every student opportunities for participation and sharing in the work of the class through a wide range of working methods and individual treatment. The philosophy of inclusive education also rests on another cornerstone which is the principle of no segregating measures.

***2.1.5. Parents***

According to the training manual for secondary school, prepared by Mineduc School Management, July 2008; parents are partners of the school. They should make a follow up of the general functioning of the schools attended by their children. According to article 22 of the organic law n° 20/2003 of 3/8/2003 establishing the organization of education, parents have the right to choose the school that is most convenient to the education of their children, its administration and management of its patrimony. Parents participate in the management of schools through the school General Assembly and its Executive Committee.

* 1. ***ROLE OF EACH MEMBER OF STAFF ADMINISTRATION***
     1. ***Head teacher***

The head teacher has the overall responsibility for the smooth and effective running of the school and, as such, he is the empowered authority within the institution. However, this also makes the Head teacher accountable to the higher authorities as well as to the community. As the leader, the head teacher builds and accompanies his teams, providing them with the required support and motivation, listening to their views and their problems and valuing their effort, support and contribution.

The Head of school has to ensure that actions taken at the level of the school are in line with the Ministry’s vision and policies. He is also responsible for facilitating the implementation of all reforms and educational projects with a view to attaining the national goals for education. The head teacher has to perform his various duties which are of three kinds: administrative, pedagogical and socio- cultural.

* Administrative: Setting up committees, attending and chairing meetings, attending to files and mail, organizing work, writing reports, supervising staff and administration of personnel matters, administration of student matters, including organization of examinations and enforcement of Rules and Regulations, management of human, financial, material and infrastructural resources, etc.
* Pedagogical: Controlling the implementation of the curriculum, planning, organising and monitoring of teaching and learning and other educational activities, managing learning resources and ensuring the quality of the education imparted at school.
* Socio-cultural: Promoting health standards, enhancing school environment, promoting culture and social values at school, developing partnership with the community, etc. Among his numerous responsibilities, the following need to be underlined.
  + 1. ***Deputy head teacher***

The Deputy Head teacher provides assistance and support to the Headteacher for the smooth running of the school. He will deputize the Head teacher in his absence. His duties include the following:

1. To be the link between staff and Head teacher
2. To make arrangements for replacement of absent teachers
3. To give individual attention to problem students
4. To prepare the school timetable
5. To organize the timetable for internal examinations / assessments/ tests….
6. To assist in writing out Term Reports
7. To assist in enforcing discipline

The Head teacher will run the school in close collaboration with the Deputy Head teacher.

* + 1. ***Deputy head of discipline***

The discipline master is the leader of the school discipline team. He is in charge of the planning, organization, development and monitoring of matters relating to student discipline at school. Administratively, he is responsible for recommending to the Head teacher the deployment of school staff to the discipline.

***1) Administrative duties***

a) To assist the Head teacher in developing a school discipline policy;

b) To handle administrative matters relating to student discipline work;

c) To form and lead a school discipline team to plan and develop student discipline work with specific objectives for the school year;

d) To coordinate all functions organized by the school discipline team;

f) To participate in other functional team meetings to ensure that the concerns of school discipline will not be contravened by any other school matters;

***2) Operational duties***

a) To implement and enforce the school discipline policy and school rules;

b) To assist other teachers in managing students with serious behavior problems;

d) To collaborate with parents of students with behavior problems in helping the students overcome their difficulties;

* + 1. ***School bursar***

The Bursar is a member of the staff administrative. He works closely with store keeper. Bursar’s specific responsibilities:

* Advising on general financial policy within the school.
* Preparing annual estimates of income and expenditure, linked appropriately with the School’s Development Plan.
* Organizing departmental budgets within school in consultation with the Head Teacher..
* Monitoring income and expenditure in relation to budget and presenting regular management reports to the head teacher.
* Overseeing the preparation of students’ bills and collection of fees.
* Payment of all salaries and wages, including PAYE and National Insurance Contributions.
* Administering pension schemes for all members of staff.
* Monitoring and evaluate manual workers
  + 1. ***Secretary***
* Perform all private confidential secretarial filing and reception work for the School;
* Act as liaison between the head teacher and other employees, students and parents;
* Compose routine correspondence;
* Communicate and relay information clearly and concisely (both orally and in writing) to the Head teacher ;
* Manage school record (SDMS…), school report for students, files for teachers;
* Organized teachers time table;
* Photocopy teachers documents and for other workers all
  1. ***JOB DESCRIPTION OF HEADS OF DEPARTMENT***

The Head of Department is an important asset at school. The Head teacher will thereafter ensure that the Heads of Department fulfill a variety of functions leading to an improvement in the quality of teaching-learning. The head teacher will ensure that the Head of Department holds regular meetings with members of his Department to discuss both administrative and pedagogical issues.

The heads of department must:

* Select textbooks, supplementary books and reference books from prescribed lists and other materials for his department
* See if the assessment process is efficient and purposeful
* Provide help to the Head teacher for the organization and smooth running of examinations
* Plan strategies for improvement
* Ensure that class allocation is fair and equitable in terms of class levels and number of students
* Set standard for and vet the internal examination question papers
* Allocate the responsibility for setting of question papers and marking of scripts in an equitable manner
* Prepare a calendar of activities for the department
* Organize and ensures the participation of members in co and extra-curricular activities
* Keep the head teacher apprised of any innovation being brought about by the Department
* Keep abreast and keep the Head teacher informed of developments in his area
* Tender pedagogical advice and act as a mentor to new recruits
* Share information and knowledge gained from seminars, workshops, etc. with other members of the department
* Assist and advise new recruits
* Advise the Head teacher on purchases of reading material for the library
* Accompany the Head teacher/Deputy head teacher for class visits as and when requested to do so
* Advise the Head teacher on the efficient and effective utilization of all resources found in the department
* Encourage innovative teaching methods
* Encourage their colleagues to carry out adequate number of practical
* Prepare lists of equipment and materials required for the coming year

***JOB DESCRIPTION OF CLASS TEACHER***

Essential functions of the job may include but are not limited to the following:

* Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning.
* Develops schemes of work, lesson plans and tests that are in accordance with established procedures.
* Instruct and monitor students in the use of learning materials and equipment.
* Use relevant technology to support and differentiate instruction.
* Manage student behavior in the classroom by establishing and enforcing rules and procedures.
* Maintain discipline in accordance with the rules and disciplinary systems of the school.
* Provide appropriate feedback on work.
* Encourage and monitor the progress of individual students and use information to adjust teaching strategies.
* Maintain accurate and complete records of students' progress and development.
* Update all necessary records accurately and completely as required by laws, district policies and school regulations.
* Prepare required reports on students and activities.
* Participate in department, school, district and parent meetings.
* Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
* Establish and communicate clear objectives for all learning activities.
* Prepare classroom for class activities.
* Provide a variety of learning materials and resources for use in educational activities.
* Observe and evaluate student's performance and development.
* Assign and grade class work, homework, tests and assignments.
  1. ***SCHOOL BODIES***

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| * + 1. ***School Improvement plan Team(1)*** | |
| ***Composition*** | * Head teacher * Deputy Head Discipline * School Bursar * Secretary * Patron * Matron * Store keeper * Nurse * Librarian |
| ***Term of reference*** | * To help the Head teacher make important decisions regarding school policy and orientation * To help in the formulation of the School Development Plan |
| ***Meetings*** | * Once per week |

|  |  |
| --- | --- |
| * + 1. ***School Improvement plan Team (2)*** | |
| ***Composition*** | * Head teacher * Deputy Head teacher * Deputy Head Discipline * School Bursar * Secretary * Heads of Department |
| ***Term of reference*** | * To help the Head teacher make important decisions regarding time and knowledge management and pedagogical |
| ***Meetings*** | * At least once per month |

|  |  |
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| * + 1. ***Students Committee/ Spiritual Coordination Committee*** | |
| ***Composition*** | * Representatives of different students through the process of students’ consultation. Democratically confirmed by discipline members and Head teacher. |
| ***Term of reference*** | * To assist in school management and ensure the good running of the school by working in close collaboration with Head teacher and all staff. * To inform the Head teacher of shortcomings at school * To participate in the organization of school activities such as Sports day, Clubs, Spiritual movements, |
| ***Meetings*** | * At least 2 per term * Secretary to note proceedings of the meeting in the Student Council book. |

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| --- | --- |
| * + 1. ***School General Assembly Committee (SGAC)*** | |
| ***Composition*** | * School General Assembly Committee (The head teacher acts as a secretary) “*Official Gazette n° 31 of 30/07/2012, Art 8.”* * All parents are de facto members of the SGA |
| ***Term of reference*** | * To promote the welfare of students * To provide support to the school |
| ***Meetings*** | * At least 2 per academic year |

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| * + 1. ***Discipline Committee*** | |
| ***Composition*** | * Head teacher * Deputy head discipline * Two teachers * One manual worker |
| ***Term of reference*** | * To carry out enquiries into the cases submitted and hear all parties concerned * To advise and make recommendations to the head teacher on disciplinary or other actions to be taken |
| ***Meetings*** | * Once by month or when there is a case to be discussed |

**C H A P T E R 3: MANAGING H UMAN R E SOU R C E S**

The aim of managing human resources is to assist officers in their operational responsibilities and the efficient discharge of personnel functions. Head teacher is thus strongly advised to make effective use of the manual as an important management tool for matters pertaining to staff.

***3.1. APPOINTMENT***

* An employee recruited for appointment in the service shall be called upon to undergo a medical examination to determine his fitness for duty.
* New recruits should thus be constantly and closely monitored and assessed throughout the probationary period to allow a subsequent faithful reporting.
* Heads of department have the duty to help in advising and mentoring new teacher.
* A probationary period may be extended on the ground of unsatisfactory service. It shall be extended by an equivalent period.

***3.2. CONFIDENTIAL REPORTS***

* A confidential report is intended to give an assessment of the qualities and the performance of an employee and is not meant to highlight specific incidents. The report should depict faithfully the work and conduct of the employee being reported upon.
* The Head teacher is thus advised to report shortcomings wherever no improvement has been noted.
* The Head teacher should ensure that the above procedure is followed before a shortcoming is reflected in the confidential report of an employee.
* All cases of indiscipline shall be dealt with in accordance with the rules and regulations.

***3.3. ATTENDANCE***

* Every effort should be made by employee to attend duty on time.
* No employee should leave the school during working hours without informing his supervising officer and getting permission from the head teacher.
* All employees should fill properly attendance register for arrival and departure to enable control.

***3.4. MOVEMENT***

* Any employee having to temporarily leave school premises will first seek approval from the head teacher.
* Permission to leave the work premises earlier may be granted by the Head teacher.
* The head of the service concerned should be consulted before allowing the employee to leave school premises.

***3.5. LEAVE***

* An employee who absents himself from duty without permission or who, without reasonable excuse, fails to resume duty in time shall be regarded as being absent without authorization.
* All cases of absence without authorization shall be dealt with as provided in the Regulations.
* It is therefore the responsibility of the employee to ensure that the request has been approved before proceeding on leave.

***3.5.1. Sick Leave***

* Absence on ground of illness shall also be reported by the employee to his supervising Officer as far as practicable on the same day. He shall on resumption of duty explain his absence in writing stating the nature of his illness.
* When the period of absence exceeds two consecutive working days the employee shall furnish a medical certificate showing the date of its issue, the nature of the illness.
* A medical certificate may be requested even if the absence is less than two working days.
* A medical certificate shall have to be produced for any absence on the ground of illness during a strike period.

***3.5.2. Vacation Leave***

* Vacation leave is cumulative but is not granted in advance.
* An application for vacation leave shall be made at least six weeks in advance on the prescribed form.

***3.5.3. Maternity leave***

* A woman employee holding a substantive appointment and having completed one year’s continuous service is eligible, in the event of a confinement, for the grant of 3 months maternity leave.

***3.5.4. Injury leave***

* An employee injured on duty must, subject to his consent, be taken to the nearest medical institution. In case of refusal, the employee shall sign a statement to that effect.
* All cases of injury must be reported to the supervising officer who will convene a departmental board to carry out a full enquiry.

***3.5.5. Absence of Head teacher from school***

* Head teacher may, at times, need to be away from his worksite to attend to matters relevant to his school. When leaving the school for a short period, he has to ensure that his record relevant information pertaining to his absence in the Staff Register at the school.
* In case of absence for a long period, in addition to the above, the Head teacher should inform the Sector or District and brothers will be in charge of the smooth running of the school for that period
* Whenever having to absent himself from school for reason of urgency, the Head teacher should inform the all staff administration.

***3.6. ALLOWANCES***

* Allowances are paid in accordance with regulations. However special care should be taken to ensure that necessary approval is obtained before any work entailing payment of any allowance is undertaken. It should also be ensured that allowances do not continue to be paid without justification and are restricted to the purpose for which they are approved.

***3.7. OVERTIME***

* As far as possible, overtime should be resorted to only when essential and full justifications should be given as to why the work cannot be undertaken during normal working hours. It should be restricted to the specific period and purpose for which it is originally approved.
* Prior approval should be sought before allowing an officer to effect overtime.

***3.8. RELATIONSHIPS***

* The Head teacher should however, keep in mind that much of what takes place within a school requires teams to be set up and brought to work together in a collaborative and cooperative spirit towards the interest of students. The success of the school depends to a large extent on the quality of relationship within the school community and on the well being of each and everybody.
* The Head teacher should therefore encourage and promote smooth and harmonious relationships both with and among the staff.
* The Head teacher is required to show certain expected qualities in his day to day dealings with the staff and this can only earn him their appreciation and consequently greater commitment on their part. The way in which he attempts and succeeds in resolving conflicts will also prove to be crucial for the institution.

***3.9. TIMETABLING***

* Preparation of the time table is an important task that requires much attention from the Head teacher. This task maybe given to the deputy head teacher or Secretary who may avail himself of the help of heads of departments. However, it is important that the Head teacher be involved personally, at least in supervising the work for the following reasons:

1. To get a better understanding of the functioning of the school
2. To ensure fairness in the scheduling and an end result that will be satisfactory for the teaching staff as a whole as well as for the students
3. To take important decisions that may be necessary at certain stages

**CHAPTER 4: TOWARDS QUALITY TEACHING AND LEARNING**

Teaching and learning remain the core activities of any school, with the student as the main focus. The school should be committed towards contributing to the achievement of the Performance Indicators set for the Ministry. It is therefore expected to set its own internal targets and to develop and implement appropriate strategies towards attaining these. Each member of the staff has specific roles to play in the proper and efficient implementation of the curriculum as well as in raising attainment and school performance.

***4.1. LESSON PLANNING***

In order to ensure an efficient implementation of the curriculum resulting in effective learning on the part of the students, all teaching and learning activities have to be carefully planned. Taking into consideration the developmental level of the learners, as well as their needs and interests, Heads of Departments and teachers will have to plan the teaching-learning activities and decide upon the most appropriate strategies for the students to acquire the desired learning competencies. All teachers should therefore prepare:

* A Scheme of Work for each class that they have to teach
* A Weekly Plan of Work
* Daily Lesson Plan

***4.1.1. Scheme of Work***

The Head teacher and Deputy Head teacher will

* Establish a calendar of activities at the beginning of each term to enable teachers to prepare their schemes of work.
* Request teachers to submit schemes of work by the second week of the term and to prepare and have in their possession daily/weekly lesson plans

Heads of Department will

* In consultation with the teachers of the department and in line with national policy, work out, a syllabus for each form
* Determine, for each term, the part of the syllabus to be covered
* Convene departmental meetings to discuss with the teachers all matters relating to preparation of schemes of Work
* Vet the schemes of work of the teachers before submission to the deputy head teacher and finally the head teacher.
* Keep in a department file a record of schemes of work
* Support/mentor the less experienced teachers of the department in pedagogical strategies and class management techniques.

***4.1.2. Weekly plan of work***

* Each teacher will prepare a plan of work for the week. This plan consists of brief notes on the work to be undertaken period wise on each day of the week, in line with the scheme of work.
* A remarks column will allow the teacher insert appropriate notes as to the work effectively completed and thus keep track of the progress in respect of the original plan of work. Problems encountered maybe discussed during departmental meetings and remedial action decided upon.

***4.1.3. Lesson Plans***

* Every teacher is expected to be well prepared before entering the classroom. The teacher will have an explicit and clear lesson plan to guide him through the different stages of the lesson.
* The lesson notes will thus comprise:

1. The objectives of the lesson in terms of learners’ achievement
2. A step wise description of the procedure to be used that will include

* The teaching method to be used to attain the objectives
* The planned learning activities
* The learning resources to be used
* The ways by which learning will be evaluated during the course and at the end of the lessons
* Work to be set to students for evaluation and consolidation of learning
* The teacher would wish to follow the following major steps of a lesson organization

1. Testing and use of previous knowledge
2. Exposition of topic
3. Questioning techniques leading to collaborative learning
4. Use of mixed-ability teaching enablers like
5. Group work

* Differentiated teaching
* Interactive negotiation
* Error-correction pedagogy, respecting the learner’s self-esteem

***4.2. CURRICULUM IMPLEMENTATION***

Teachers will carry out their professional duties under the supervision of the head teacher, deputy head teacher and Head of department. Primarily, teachers are responsible for the implementation of the curriculum and for the proper running control and management of their classes.

**The Head teacher will**

Ensure, through the deputy head teacher and the head of department that subject teachers

* Adapt the curriculum to the different needs and levels of learners
* Plan out well-chosen activities that will engage, motivate and challenge all students, thus enabling them to progress at a suitable pace
* Integrate elements of an invisible curriculum into their lessons by referring to the lived experience of the learner and to contemporary reality
* Carry out practical demonstrations to enhance learning
* Introduce into the teaching of their lessons self-learning mechanisms through projects, research work
* Regularly correct students’ exercise as well as homework submissions
* Establish and maintain good interpersonal relationships with their class

**Subject teachers will**

* Teach according to the educational needs of the students
* Set and correct class work and homework in such a way as to encourage independent learning. Such work must be suited to the capabilities of the students and should not be of such a character as would impose undue physical and mental strain on them.
* Assess the performance of students, record their difficulties and weaknesses and submit a subject report as and when required on the progress and attainment of the students
* Provide guidance and advice to students on educational and social matters as well as on their future education and professional career
* Act as role models to students in attitude, performance and dress code

***4.3. MONITORING***

As the instructional leader, the head teacher should monitor very closely the implementation of the curriculum, ensuring that students are progressing satisfactorily and that standards are maintained. It is important for school management to set up a control mechanism or dashboard to collect feedback on curriculum implementation so that it may make informed decisions regarding corrective measures required.

***The Head teacher*** with the assistance of the deputy head teacher and of the heads of department will:

1. Monitor teachers’ work through the scheme of work, daily/weekly lesson plans
2. Monitor teachers’ work through regular class visits and make an appraisal of teachers’ Educators’ performance
3. Ensure that progress of students is closely monitored and properly recorded
4. Ensure that classes are not left unattended because teachers are absent or late to enter classroom
5. Give advice to teachers on pedagogical matters and on strategies for remedial education
6. Ensure that departmental meetings are held regularly, pedagogical issues discussed at these meetings and notes of meeting submitted to him
7. Have regular meetings with Heads of Departments to be kept informed of progress of work and of problems encountered and, consequently, decide on remedial solutions and strategies
8. Make use of staff meetings to, inter alia, discuss matters pertaining to the quality of teaching and learning
9. Convene parents of low performers to school to get them more involved in monitoring the work of their wards
10. Send letters to parents as and when the need arises to keep them informed of important decisions affecting the teaching-learning transactions and processes
11. Ensure that the school environment and climate are conducive to effective learning

***4.4. EVALUATION***

Learners’ achievement is the best indicator of the efficiency of the school and needs to be assessed at all stages of teaching and learning.

**The head teacher will**

* Evaluate the teaching/learning process in the school and ensure that proper standards of performance are established and maintained.
* Ensure, through the heads of department, that there is proper planning of assessment and evaluation procedures and that these are included within schemes of work submitted by Educators. In this respect, the head of department will consult the teachers and decide on the number of assignments and assessments to give to students of different classes.
* Organize systematic analysis of the performance of the students in term of assessments, internal examinations and more particularly
* Sensitize the whole school community towards the need for pedagogical improvement and ensure that this is the main target of the school development plan.

**Subject teachers will**

* Set a number of assessments as already determined, which are meant to support learning and bring about an improvement in standards
* Keep records of all continuous assessments held
* Use the assessment results to provide learning support and enhance performance
* Carry out a diagnosis of learning difficulties of students
* Give follow-up work in classes where students have failed to reach the accepted benchmark of performance
* Devise remedial teaching in the light of feedback
* Prepare test papers and marking schemes
* Prepare evaluation reports to highlight the difficulties and weaknesses of students after each test and at the end of the term

***4.5. LEARNING RESOURCES***

* Full use should be made of resources available to motivate students and to promote higher standards of achievement. This includes making optimal use of such facilities as the library, specialist rooms, audio visual and other equipment, Information and Communication Technology, support materials available on the internet, etc
* Students and teachers should be encouraged to make optimal use of materials available
* The head teacher will also ensure that the stock of reference books, reading books, recent magazines and other educational materials available in the library is adequate and regularly updated.
* However, students should not be systematically sent to the library when their teachers are absent. Nor should they be sent to the playground, unless accompanied by a replacing teacher.

***4.6. PEDAGOGICAL IMPROVEMENT***

* Schools should at all times be aiming at reaching higher standards of performance and should therefore have systems in place to assess their progress. These should support the cycle of self-evaluation, planning and action.
* The cycle stages are: diagnosis; identification of key priorities; planning and action, monitoring and evaluation.
* To be effective, school need to evaluate how well their students are achieving, trying to answer these two fundamental questions: *Where are we now and how well are we doing?*
* The school will also need to determine how successful its improvement plans are at maximizing the quality of education provided.
* School self-evaluation (SSE) should be a continuous, regular process that is embedded in the culture of the school at all levels, leading to effective school planning and decisive action.

**CHAPTER 5: STUDENTS AND ADMINISTRATIVE ISSUES**

Students are the purpose of the educational system and of teachers. In fact, the interest of the students remains central to all considerations and the head teacher should always stand guided by this major concern.

***5.1. ADMISSION***

* The Ministry of Education is the only authority responsible for admitting a student to a State Secondary School. No student is to be admitted without a letter of admission or certificate duly delivered by MINEDUC.
* Students are admitted in S1 at Montfort Secondary School on the basis of their results and parental choice at the time of application. The registration of a new student is taxed at 7000 FRW
* Students in S2 are admitted at Montfort Secondary School to a transfer exercise along set criteria established by the school.
* Requests for transfer should be forwarded to the office of head teacher through the Secretary office and the request must be accompanied with the necessary documents such as:
* Certificate of P6
* Full school report from S1
* Requested letter sign by parents
* Amount of 7000 FRW
* The transfer of students in S3 is not possible at Montfort Secondary School. Each student will have a personal file, the first elements of which should be the admission form and photocopies of relevant documents produced. The secretary will be responsible for maintaining and regularly updating all students’ files until they leave the school.

***5.2. WITHDRAWAL***

* It is possible, parents or student himself/herself at any time decides to leave the school. He/she should forward a letter to this effect to the headmaster. To accept it, parents must write the letter explaining the reason to withdraw his/her child from the school;
* The Head teacher will consequently issue to the student a Leaving letter after having ensured that he/she has returned to the school, his Student Identity Card, library books and other school property that may have been in his possession.
* The Headmaster if necessary may issue to him/her a letter certifying that he has been a student of the institution, giving dates, and stating whether the school has any objection to his transfer.

***5.3. LEAVE OF ABSENCE***

* For any absence, student and parents are invited to apply in writing for leave. In the case that a student is seriously sick and cannot be able to write, the parents are responsible to write the letter for him/her.
* The dean of Discipline is responsible for the management of students leave and he must in advance inform the headmaster before giving the permission of leave to any student. The absence must be approved by the headmaster of the school, except for urgent cases; just the dean of discipline may send a SMS to inform the Head teacher.
* A long period of absence for the reason of sickness or other reasons(up to 20 days or exceeding 20 days month) the rule and regulation of the school will respond to the situation

***5.4. EXAMINATIONS / TESTS (ASSESSMENTS)***

* The Head teacher is responsible for the controlling of all internal examinations/ tests. He is helped in this task by the deputy head teacher.
* In this task of organizing the examinations/ tests, the head of school with the support of deputy head teacher will collaborate with all the teaching staff and the members in charge of the discipline but also members of finance.
* Students are obliged to pass all exams/tests organized by the school
* Any absence during the ongoing exam/tests must be notified automatically, except the unforeseen situation, student or parents will inform later
* For any case of absence, the procedure must be fully respected:

1. Form from discipline will be filled
2. Writing request letter to the head teacher with evidences of absences just after 24 hours
3. Heads of studies and discipline will verify the veracity of the evidences and sign
4. Head teacher will approve after getting more information concerning the case

**CHAPTER 6: DISCIPLINE**

Discipline is a necessity for the proper functioning of a school and is essential for effective learning and the quality of school life. Effective school discipline strategies need to be sought to encourage responsible behavior and to provide all students with a satisfying and fruitful school experience by discouraging misconduct.

School discipline has three main goals:

* Ensure the safety of staff and students
* Create an environment conducive to learning
* Contribute to the social development of the student

Schools usually balance clearly established and communicated rules with a climate of concern for students as individuals.

***6.1. The education act***

The Head teacher is responsible for maintaining discipline. He is empowered by the Education Act to make such rules for the administration and discipline of the school as he may deem fit.

***6.2. Formulating rules and regulation***

For students to comply with a code of behavior/conduct, the school will have its set of Rules & Regulations which are meant to enhance the smooth running of the school.

**STUDENTS**

**STUDENTS**

**STUDENTS**

***6.3. Drug offences***

Headmaster is requested to proceed as follows whenever they come across a substance in the school which is strongly suspected to be a drug:

1. To contact student’s parents promptly and if possible to call the Police for security measures
2. To collect the suspected substance from the person who found it and keep it in a safe place and isolate the suspected student in an office

***N.B: Suspected cases are to be dealt with in the strictest of confidence. A full report is to be forwarded to the District.***

***6.4. Violence at School***

* It is the Head teacher’s responsibility to create a school environment which is free from violence.
* The school, with the help of the SGA /SGAC, should procure adequate facilities to the students in terms of sports, leisure and other healthy activities meant to enhance the quality of life at school. These can relieve students from tension and stress
* Educators are expected to play an important role in imparting the concept of peaceful resolution of conflict across the curriculum. It should be noted that the overall development of students – intellectual, emotional and moral – is amongst the duties of Educators.
* Networking with other recognized institutions is recommended.
* Students who are prone to violent behavior, including bullying, harassing, fighting, extorting money, food favors or other possessions from other fellow students will be subject to progressive discipline from counseling and to other disciplinary actions including expulsion if the circumstances warrant it.
* Acts of violence should be sanctioned immediately by school management and treated with all the required severity.
* Acts of vandalism will also have to be sanctioned appropriately, the Headmaster being empowered to take required actions in respect of damage to school, staff and public property.
* Students who come to school with dangerous weapons which may put the safety of other students at risk should be called to order and made aware of the consequences of their action
* If the security of other students is at stake because of the exceptionally violent behavior of a particular student who has not mended his ways, despite the efforts of the school to this end, the Headmaster should make a solid decision.

***6.5. ABSENTEEISM***

Student’s absence from school is a cause of great concern. Some guidelines for the control of absenteeism are as follows:

***6.5.1. Unauthorized absences***

Unauthorized absences are any absence not agreed by the school. If your child has unauthorized absences in an academic year, you may be liable for a penalty notice. To avoid this, it's important to ensure your child's school authorizes any absence.

***6.5.2. Control of attendance***

Attendance is to be taken twice daily, morning and afternoon. Deputy Head teacher, Discipline, school bursar and Secretary have to monitor closely Attendance Registers on a daily basis. Head teacher must be always informed.

***6.5.3 Disciplinary action***

Depending on the nature and seriousness of the offence, the following actions may be taken in cases of misconduct:

1. Issue of a verbal or written warning
2. Suspension of privileges, e.g. forbidden to play games during any recess
3. Issue of a severe warning: Responsible Party should be informed
4. A hearing should be included in the procedures to allow the student at fault to express his views and explanations. He may also be given a right of appeal by way of representation made through the Student Council.
5. Disciplinary action should be followed by close monitoring by head teacher and staff. Proper records should be kept in the Student’s file, with dates, description of offence, action taken and other remarks.
6. Parents need to be kept informed by official letters or URUBUTO software/ SMS/ call phone

***6.5.4. Pastoral Care***

As disciplinary action may sometimes prove to be ineffective, alternative or accompanying measures have to be taken. Pastoral care is part of his scheme of service given to students among other actions to help students in their deviant behavior. The person in charge of that service must be totally out of the discipline members. Some of the responsibilities are:

* Discuss case by case
* Decide on support mechanism
* Agree on strategy to be adopted on a case basis to recuperate students
* Monitor student’s behavior
* Decide on timescale and date of review for cases under consideration
* Adopt an approach that will make students feel safe and valued
* Keep a record of each case handled by the Committee
* Keep the Head teacher informed of the cases being handled

***6.5.5. Students***

The student community is also involved in assisting the head teacher in promoting the rule of discipline through:

* The Student Council
* Class Captains and Vice Class Captains:

Roles and responsibilities with particular emphases on

* The need to keep in their custody the Attendance Card which is to be produced as and when required
* The importance of motivating classmates to keep the class and the school premises tidy
* The provision of assistance to Educators and form teachers towards the smooth running of the class
* The maintenance of order between periods and during the absence of an Educator
* Their responsibility as spokespersons of the class.

**CHAPTER 7: COMMUNICATION**

The success of a school is largely dependent on the quality of relationships which exist within the school and between the school and its external partners. School management needs to establish effective communication channels and make use of these to favor proper communication among all stakeholders.

***7.1. INTERNAL COMMUNCATION***

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| ***7.1.1. Morning Assembly*** | |
| ***Frequency and duration*** | * Monday and Thursday: Should be attended by both staff and students * Should not last more than 15 minutes, unless it is a special assembly convened for a particular reason where more time is needed. |
| ***Purpose*** | * An important tool for communicating significant features concerning the whole school, it is also a means where the presence and authority of the Head teacher are felt by both staff and the student community.  1. Communicate and give justifications for decisions taken at the level of the school or of the Ministry 2. Remind students and staff of the school’s vision, mission and objectives as well as values supported by the school such as hard work, discipline, spirit of service and sense of responsibility and belonging to the school |
| ***Organization*** | Head of discipline and all members of discipline have to ensure that the students proceed to the assembly in a disciplined way and behave properly during the assembly in their respective classes, at the end they move back in the same organized way. |

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| ***7.1.2. Meeting with students representative (prefect)*** | |
| ***Frequency*** | * At least 2 meetings should be held per term with representatives of students |
| ***Purpose*** | * To ensure a constant flow of information so that students are always treated as participants in decision making * To inform the representatives of students of the situation when the school has to face specific problems |

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| ***7.1.3. Meeting with teaching staff*** | |
| ***Frequency and duration*** | * Once by month * Staff meetings should normally not last more than one hour. * An urgent staff meeting may be called whenever some very important and urgent matter has to be discussed or a piece of information communicated. Such meetings are usually brief |
| ***Purpose*** | 1. Convey, exchange and update information 2. Share knowledge, ideas and experience 3. Motivate staff and enlist their support 4. Promote and maintain stability 5. Examine problems concerning members of the staff and students and relating to their work only 6. Examine work routines and other modus operandi |
| Organization | * Every meeting should be carefully planned and all members have to be informed at least one day before. * The atmosphere must be relaxed and congenial, the Head teacher’s attitude being one of cooperation, tolerance and readiness to listen to others. |
| Follow-up | * A meeting is not an end in itself and it is incumbent upon the Head teacher to ascertain that follow up action is taken within a set time-frame for relevant issues. |

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| ***7.1.4. Meeting with heads of department*** | |
| ***Frequency and duration*** | Once per month – at least one 40min to one hour |
| ***Purpose*** | * To plan activities, discuss crucial issues relating to pedagogy and make important decisions * To monitor the implementation of the curriculum and take appropriate decisions for ensuring a sound pedagogy |
| ***Organization*** | * This should be a standing meeting and thus, all Heads of Department will already be aware of the holding of the meeting, of the place and of the time of the meeting. * The committee will examine the dashboard which would comprise pedagogical issues mainly and the Heads of Department will be required to report accordingly on progress in respect of the set performance targets. |
| ***Follow-up*** | * The Head teacher and Deputy Head teacher in accordance with the Heads of department will consequently ensure that decisions taken are communicated to the rest of the teaching staff and implemented |

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| ***7.1.5. Department Meeting*** | |
| ***Frequency and duration*** | At least twice per month |
| ***Purpose*** | * To discuss pedagogical issues, methods of teaching and the difficulties encountered by Educators in their classes * To share good practices, seek and give advice mutually, exchange ideas and opinions, look for ways to improve the quality and efficiency of teaching along with the academic performance of students * Mentoring of newly appointed members |
| ***Organizing*** | * The meeting is chaired by the Head of Department and should be attended by all the Educators of the department * Records of meetings should be taken down, highlighting issues discussed and decisions taken * The Notes of Meeting should be kept in a file by the Head of Department and a copy submitted to the Head teacher |

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| ***7.1.6. Meeting with non teaching Staff*** | |
| ***Frequency and duration*** | At least once per month |
| ***Purpose*** | * To discuss workers issues, * To give information to workers |
| ***Organizing*** | * A clear agenda has to be prepared for all such meetings. * The meeting is chaired by the Head teacher * The school bursar should be informed of meetings with manual workers. * In case the head teacher is not available, the school bursar is responsible for the organization. |

***7.1.7. Written Communication***

Other traditionally used written methods of internal communication are to be fully exploited.

* Written communication has an official character and the Head teacher will convey the same to the recipient.
* Written communication not only prevents misunderstanding or ambiguity but also ascertains that the communication has effectively reached to those concerned.
* Some means of written internal communication that may be used are: internal circulars, newsletter, notice boards and suggestion box.

***7.1.8. Information Communication Technology (ICT)***

Communication Technology has become important in our daily lives. Communication technology is to be exploited for special and urgent cases. Software URUBUTO, What sap, SMS, Email could be used sometimes by head teacher and all the school staff for communication with special cases.

***N.B: No permission will be given by head teacher through this way, except unexpected cases***.

***7.2.* EXTERNAL COMMUNICATION**

***7.2.1 Communication with MINEDUC/ REB and other Institutions***

* With the decentralization process, communication with the Ministry is channeled through the District/Sector. For special situations, communication will be direct at the ministry level (MINEDUC/REB).
* The District/Catholic representative has to be told of all major issues or problems encountered by the school, whether of a pedagogical nature or otherwise, in the form of written reports.
* However, in the case of serious incidents at school such as violence, sexual assault, sit in or other types of demonstration, the Head teacher must immediately inform the District.
* He will, in the first instance, inform in brief form or even verbally of the situation and send a comprehensive report on the same day, giving all details, with an adequate degree of precision, of the incident and of actions taken in a chronological order.

***7.2.2. Communication with Parents***

* The Head teacher is the coordinating element between school and parents. He will ensure that parents, being the responsible parties of the students, are duly informed of all relevant issues relating to the behavior, security, performance and future of their wards. Parents should also be informed of policies, regulations and decisions as well as actions undertaken whether at school level or by the Ministry.
* The Head teacher will attend meetings with the SGA as a secretary. Such meetings include the General Assembly as well as the Executive Committee meetings that are normally to be held at least twice per year.
* He will have regular contacts with the President of the SGAC to discuss major issues and follow up on important matters.
* The Head teacher will also maintain communication with parents through progress reports, end of term reports.
* He may decide to hold meetings with parents to take up particular issues, e.g. choice of subjects, absenteeism, performance or discipline problems.
* Parents may be called at school or may call the Head teacher, after making an appointment, to discuss their ward’s performance, conduct, absenteeism, lateness or other problems encountered with their children. Parents may ask for help and advice or they may offer help.
* The Head teacher will also meet parents on an open day or other school functions.

**CHAPTER 8: SAFETY AND SECURI TY AT SCHOOL**

Parents entrust their children to the school, firmly assured of their safety and well-being. The staff working at the school equally expects to professionally thrive in an accident-and-risk free environment. It is thus incumbent upon the Head teacher to ensure that proactive measures are taken accordingly.

***8.1. CONTROL OF ACCESS TO SCHOOL PREMISES***

* Unauthorized people should not have access to school premises.
* School gate should be closed every day
* A roster should be established among manual staff for the control of the gate.
* A logbook is to be used to record the name of a visitor, the time at which he called at school, the purpose of the visit, the registration number of the vehicle, if applicable and the time at which the visitor leaves the school afterwards.
* In case of doubt, the Head teacher or head of discipline or secretary should be contacted before allowing access to school.
* Except for delivery vans, all visitors, including parents, should be channeled to the Head teacher or secretary. No visitor has the right to go directly to the Staff Room or into any classroom for any purpose whatsoever.
* Parents should be encouraged to seek appointment with the Head teacher before calling to school. Once appointment is made, a list showing the names of the Responsible Parties as well as the expected time of arrival should be made available to the officer controlling the gate.
* The above arrangements should be included in the School Rules and Regulations for the information of all Responsible Parties.
* Only vehicles belonging to members of the staff or persons present in an official capacity and to emergency services are to be allowed inside the school compound.

***8.2. MEASURES TO REINFORCE SECURITY AT SCHOOL***

The Head teacher should ensure that security is maintained at all times within the building and premises. This involves protection against theft, damage, fire and other hazards. He should ensure that:

* The perimeter fencing is upgraded.
* Safety locks and padlocks of satisfactory quality are placed on the gates and doors
* School premises are well lit especially around such sensitive spots as Administrative block and Computer Rooms.
* Keys of rooms, offices, cabinets and other lockers are securely kept.

***8.3. SECURITY OF COMPUTERS, DATA AND FILES***

Appropriate proactive measures should be taken to prevent accidental or deliberate damage to computer equipment, programmes and data.

* Rooms where computers are kept should be locked when the computers are not being used and control of access to these rooms must be permanently maintained.
* Passwords should be set on the computers to ensure that only authorized persons have access to them. These passwords should be regularly and frequently changed.
* Only persons designated to operate the computers should have access to the computers, files and discs.

***8.4. SAFETY OF STUDENTS AT SCHOOL***

* At all times during class hours, students are to be under the responsibility of a given Educator and should not be left unattended.
* Students should not be allowed to leave school premises. The Rules and Regulations should make it clear that permission to leave early will be given only if the student produces a note to this effect from his responsible party. In case a student falls sick, the Responsible Party must be immediately informed and arrangements agreed upon for his return to home.
* Special precautions must be taken in laboratories and workshops: sharp edged and pointed tools to be put away when not in use, use of machines under close supervision, hazardous chemicals kept under lock and key in a cabinet made of corrosion resistant materials, chemical storage in well ventilated space, safety information provided in safety and other instruction charts etc.
* Adequate instructions should be given to both students and attendants about special care related to electric shock, manipulation of hot materials, gases, electric arc welding and the like.

***8.5. INFRASTRUCTURAL WORKS ON SCHOOL PREMISES***

* Where works relating to infrastructure are being carried out at school, the Head teacher should make proper arrangements at school level to prevent students from approaching dangerously near the site of works.
* Head teacher is required to inform all parents whenever infrastructural works are being undertaken and which, in his opinion, may cause inconvenience to students or constitute a potential threat to their safety/security.
* Wherever he would deem it necessary, Head teacher should get parents written acknowledgement/agreement/consent.

***8.6. FIRE HAZARDS***

* Fire alarms have been introduced in some schools upon recommendation of the Fire Services Department.
* Strict sanctions should be enforced against students who tamper with and vandalize such equipment.
* Students should be made aware of the consequences of any malfunctioning of the fire alarm system.
* Provision should be made for fire extinguishers. The Fire Services should be contacted for advice on where these are installed and for regular verification of their proper functioning.
* All stores of a highly inflammable or explosive nature must be stored in separate buildings as far as possible from main stores.
* Signs indicating the “EXITS” should be placed in conspicuous places to help rapid evacuation in case of fire outbreak.

***8.7. EDUCATIONAL TOURS***

* Staff should be particularly vigilant when accompanying students on outings and other educational tours. Consent forms have to be signed by the Responsible Parties of all participating students.
* There should be an adequate number of Educators to accompany the pupils to ensure that there is proper supervision of the students.

***8.8. HEALTH ISSUES***

* The Head teacher should have a strong policy regarding health matters. This should be placed high on his agenda and, in this respect; he should collaborate closely with Health authorities.
* Students should be sensitized about courtesy, politeness, hygiene, proper presentation and civics as well as keeping their classrooms and school premises clean.
* Health Clubs should be set up in every school and students encouraged towards taking initiatives for promoting a clean environment as well as healthy habits and lifestyle.

**MISCELLANEOUS ISSUES**

1. **EXTRA-CURRICULAR ACTIVITIES**

* Co and extracurricular activities have a crucial role to play in educational as a supplement to attain curricular goals so as to ensure overall development of individuals who walk in and out of the threshold of school. Head teacher is required to be the driving force in the implementation of co and extracurricular activities and projects.

1. **USE OF SCHOOL PREMISES**

* The use of school premises is authorized for the following purposes only:

1. Educational seminars/conferences
2. Fund-raising activities by PTAs and non-profit organizations (only school yard to be used)
3. Activities carried out by other Ministries and Departments and not involving huge crowds
4. Sports activities
5. The holding of onsite religious ceremonies and any other event disruptive of normal school activities on school premises are not authorized.
6. Any damage noted after use of school premises by members of the public should be immediately reported to the Head teacher.