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**GUIDELINES ON
ASSESSMENT, EXAMINATION, PROMOTION AND
TRANSITION FOR STUDENTS WITH DISABILITIES**

**ECCD & SEN Division
Department of School Education
Ministry of Education
Royal Government of Bhutan**

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SECRETARY

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Royal Government of Bhutan
Ministry of Education

— *Rethinking Education* —



Ref. MoE/DSE/EC&D/SEN/16/2018-2019 / 000528

November 22, 2018

FOREWORD

Ever since the start of the school education in the country, we have made significant achievement with Adjusted Net Primary Enrolment Rate of about 96.8% for 2018 indicating that Bhutan is close to achieving the goal of Universal Primary Education. Similarly, the Gross Enrolment Ratio at the secondary education (Class VII -XII) is estimated at 89.3% as of 2018.

Concerted efforts have also been made to cater to children with special educational needs. To this end, the Ministry, in collaboration with relevant stakeholders, has established 18 Schools with Special Educational Needs, two specialized institutes catering to 798 children with special educational needs as of 2018. The Ministry also has plans to expand this programme in the 12th FYP to cater to the growing demand across the country.

With the increasing number of students with special educational needs and learning difficulties graduating from each level of grades, it has become important to streamline, facilitate, and support the smooth transition of those students towards furthering their education, training, and employment to improve their post school life. The Ministry of Education has thus recognized the need to develop this guideline to facilitate and support the students with special educational needs and learning difficulties while ensuring provision of quality of education and assessment for all children. Such systems would create a fair and equitable opportunities for students including those students with special educational needs and learning difficulties to demonstrate their learning and see their progress being valued by their teachers, schools, parents, and other stakeholders.

This guideline on Examination, Assessment, and Promotion, developed through extensive relevant stakeholders, will provide scope to facilitate alternative learning opportunities for students with disabilities and learning difficulties in respect to their diverse abilities. Such an approach would harness the return on our investment in education, while valuing the efforts of the parents, teachers, schools, and student themselves by overcoming their barriers.

I am certain that this guideline, with the support of our teachers, schools, parents, and other stakeholders, will ensure equitable access, participation, and opportunities in learning for all students to demonstrate their learning, and furthering their education, employment and training.

Tashi Delek!

Karma Yeshey

Introduction

Students with disabilities vary greatly in their needs. Some students may be able to participate in national examination and accountability systems with little or no additional supports, while some may need accommodations to ensure that they are able to make an equal attempt with their peers. Some students with disabilities may not be able to participate in the existing examination systems due to their education taking a different path. The following guidelines aim to cover the needs of all these students and provide teachers and schools with processes for ensuring all students with disabilities receive equitable assessment and examination, and appropriate promotion and transition.

Overview

These guidelines are to be implemented by **all schools** in Bhutan.

Having guidelines will support the Ministry of Education (MoE), Royal Education Council (REC), Bhutan Council for School Examination and Assessment (BCSEA), schools and teachers in the following key areas:

- Ensuring equality and equity for all children participating in the assessment, examination and accountability systems within the Ministry of Education
- Ensuring the integrity of the examination and accountability systems
- Providing equitable access to curriculum for students with disabilities with adequate adaptation, accommodation and flexibility.

It is important to recognise the strong efforts and special arrangements that have been already put in place for students with disabilities for their assessment and examinations by Bhutan Council for School Examination and Assessment (BCSEA), and the efforts of the teachers in the schools with Special Educational Needs (SEN) Programmes to manage the curriculum, examination and promotion of students with disabilities already in their schools. These guidelines are built on the existing practices in Bhutan synchronising with the best principles of inclusion, and aim to provide comprehensive coverage to enable all teachers and schools to make consistent and appropriate decisions in relation to the learning of their students with disabilities.

The Context of the guidelines

Constitution provision

Constitution of the Kingdom of Bhutan (2007, p. 19-20) states:

Article 9.15: The State shall endeavour to provide education for the purpose of improving and increasing knowledge, values and skills of the entire population with education being directed towards the full development of the human personality.

Article 9.16: The State shall provide free education to all children of school going age up to tenth standard and ensure that technical and professional education shall be made generally available and that higher education shall be equally accessible to all on the basis of merit.

Bhutan Education Sector Strategy Vision_2020:

- 8.1** All children with disabilities and with special needs – including those with physical, mental and other types of impairment – will be able to access and benefit from education. This will include full access to the curriculum, participation in extra-curricular activities and access to cultural, artistic, recreational and leisure activities. The programme will be supported by trained and qualified personnel using teaching strategies responsive to different learning styles to ensure effective learning. Teacher training will be re-oriented as a means of achieving these objectives.
- 8.2** Children with disabilities and those with special needs will, to the greatest extent possible, Education Sector Strategy: Realising the Vision 2020 37 be able to attend a local school where they will receive quality education alongside their non-disabled peers. The provision of education should not take children away from their families and local communities. Maximum participation by parents should be secured in order to achieve partnership in education. Children with disabilities who spend time away from home in educational boarding facilities shall be ensured inclusive education and safety. Institutes of higher learning will be equally accessible to disabled young people.

Bhutan Education Blueprint 2014-2024:

- 2.1** Achieving Access to Education - Access in education refers to the ways in which educational institutions and policies ensure that students have equal opportunities to take full advantage of their education. The system aims to provide access to the entire Bhutanese children at all levels to realize their full potential.
- 2.3.4** Special Educational Needs - Recognizing that all human beings are born with unique gifts and abilities to contribute to the development of the nation and self, the RGoB committed to provide equal opportunity to all its citizens by endorsing the "National Policy on Special Educational Needs" (NPSN) Creating an equitable provision for diverse student population is a key feature of this national policy. At the centre of this lies the goal of inclusion leading ultimately to improved social cohesion.

Draft National Education Policy, 2018:

These guidelines have been developed to support the implementation of the National Education Policy (Draft, 2017) in particular the following policy statements:

- 7.8** Schools shall contribute to the expansion of required vocational skills in the Bhutanese population by offering a diverse range of technical and vocational education subjects and programmes to support the Technical, Vocational Education and Training system of Bhutan.
- 7.12** Schools shall promote entrepreneurial programmes to encourage hands-on learning and develop livelihood skills.

- 9.2.1** The health of education shall be monitored through a standardized holistic national education assessment system.
- 9.2.2** Student assessment shall emphasize competencies, and be based on learning standards, and standardized modes of assessment based on content relevancy and appropriateness of school curricula.
- 9.2.3** Appropriate arrangements shall be made available for students with disabilities in assessment and examination to ensure all students are able to demonstrate their learning.
- 9.2.5** An independent professional body shall be responsible for standardized assessment and examinations, including certifications, protocols, and regulation of systems.
- 10.2** Entry to all TEIs shall be on the basis of merit appropriate to their abilities, interests, competencies and performance, and consider students' economic circumstances, gender and/or special educational needs.
- 10.3** Scholarships and access schemes for undergraduate courses within and outside Bhutan shall be made available on merit, especially in critical areas of national human resource requirements, and consider gender, special education needs, geographical location and students from low socio-economic backgrounds.
- 10.8** Special measures shall be put in place to provide equitable access to and participation in tertiary education that consider student's socio-economic circumstance, geographic location, gender and disability.
- 11.5** Non-formal Education programme shall infuse life skills such as health and reproductive issues, environment, disaster management, social issues such as gender, child care and protection, democracy, Gross National Happiness within its course content. Programme design, content delivery and duration should be flexible in order to be inclusive of gender, disability, geographic location and socio-economic background and status.

Draft National Policy for Persons with Disabilities, 2018:

The guidelines align with the national policy for persons with disabilities through the following statements:

- 7.1.1** Royal Education Council shall develop relevant curriculum statements for students who are unable to access the general curriculum due to disability, that focus on functional literacy and numeracy and relevant life skills, and transition into adult learning and employment.
- 7.1.2** The MoE shall ensure all students with disabilities who require additional support to have an Individual Education Plan (IEP).
- 7.1.3** The MoE shall ensure Teaching and Learning to be designed to meet the individual needs of all students, including adaptations, accommodations and modification to learning activities, resources and materials. Additional resources shall be made available to meet the students' needs.

- 7.1.4 Appropriate accommodations (seating, timing, scheduling, and presentation format and response mode) shall be made available for students with disabilities in assessment and examination in equitable ways to ensure all students are able to demonstrate their learning. Students who are not accessing the general curriculum shall have formative/continual assessment as defined within their IEP
- 7.1.5 Students with disabilities shall be placed in an age appropriate setting and promoted with their peers. They shall be provided with support to ensure that it is the best place for the student to learn and progress psychologically, socially, emotionally and academically with their peers.
- 7.1.6 Alternative educational pathways (including additional time for completing educational programme) shall be made available to students with disabilities who are unable to complete their educational programmes at the same rate as their peers.
- 7.1.7 The MoE with relevant agencies shall develop accreditation systems that recognise the learning and achievements of students with disabilities. Accreditation shall be recognised nationally for employment and further training opportunities.
- 7.1.8 The MoE shall take into consideration advancement of the rights of the children and women with disabilities in all education policies, plans and programmes related to persons with disabilities

The Standards for Inclusive Education, 2017:

These guidelines have been developed in line with the “Standards for Inclusive Education, 2017”. The “Standards for Inclusive Education” is a tool to support schools in Bhutan towards becoming more inclusive for all children.

3.8. Curriculum and assessment are designed and implemented to improve the learning of all students and accommodations and modifications are made to remove barriers to student learning.

	Minimum Standards	Developing	Excellence
<i>Who gets a modified curriculum and who makes decisions?</i>	Curriculum modification only happens in pull out classes, for particular subjects where the student requires pull out support. The SENCo and SEN teachers are responsible for modifying the curriculum for those classes and reporting on student progress towards goals.	Curriculum modification is seen as a last resort, and where possible, teachers use approved modified curriculum that meets their students needs. The SENCo and SEN team are responsible for ensuring that modified curriculum is the most appropriate strategy for the student and that assessment is effectively modified to match the curriculum.	When curriculum modification occurs, it is planned into every lesson and every assessment for that student, and reflected in the IEP. Teachers are responsible for reporting on progress to the SENCo or SEN team, and for ensuring that the student is progressing through their learning goals.

<i>Use of formative assessment to ensure learning</i>	Formative assessment is planned into learning on a regular basis and is used to determine the next learning activities.	Formative assessment is the main type of assessment. Results are used to plan lessons, differentiate lessons and inform decisions about supports required for individual students.	Formative assessment is planned and recorded through IEPs and other methods and is used to monitor student learning and progress.
	<p>Decisions are made by SENCo and subject teachers.</p> <p>Accommodations are recorded in IEPs where relevant.</p> <p>Where a school does not have IEPs and a SENCo, the subject teacher is responsible for making accommodation decisions and recording them, and coordinating with school leadership.</p>	Accommodations are justified with plans for how the accommodation will remove barriers to the student's learning. Parents/guardians are informed.	Decisions are recorded in student's IEP where relevant, which has been discussed and decided by the SEN team and the parent/guardian. IEP teams are trained in making decisions about who will get accommodations and what type they need, and are able to explain options to parents/guardians and student where appropriate.
<i>Who makes decisions about accommodations?</i>	Accommodations offered at school level are in line with those offered at national level.	Accommodations offered at school level are planned to prepare the student for accommodations offered at national level. This can involve only using ones available at national level, or fading accommodations over a planned time.	When students are offered accommodations, they are taught necessary skills for how to apply the accommodations, before the exam period, and are able to practice using accommodations before the exam.
	Assessment modification happens in line with national guidelines.	Alternative assessments are provided for students who have alternative learning goals identified in their IEP.	Assessment modification or the use of alternative assessment is planned during IEP development with the purpose of supporting the achievement of learning goals.
<i>How are accommodations managed and planned for?</i>			
<i>How are modified or alternative assessments used?</i>			

1. Part One - Alternative Path ways/ Programmes

Some students with disabilities may be able to participate and succeed while learning from the general curriculum, some may be able to partially participate, and others may not be able to access the general curriculum at all. For this reason, there are a number of alternative pathways and programmes that students may participate in, as detailed below. These pathways and programmes will feature throughout these guidelines and the schools will be able to make the best decisions for their students.

1. Extended learning-time
2. Selective and functional learning programme
3. Technical, vocational education and Training (TVET) programme
4. Adapted, Modified or specially designed learning programme for Students who are Deaf
6. Literacy, Numeracy and Life Skills Programme for Deaf Adults
7. Literacy, Numeracy, Computer and Life Skills Programme for Adults with Blind and Low Vision

1. 1. Extended Learning - Time

Overview

The extended Learning-Time is designed for students who plan to complete a particular class level with the general curriculum, who require additional time and a reduced course load. Students will take either two or three years to complete the compulsory subjects for a class level (eg: for class VII-VIII, IX-X, XI-XII). Students will complete a selection of their subjects, including examination, each year resulting in a class X or XII certificate.

For example, for class X:

1st year: English 1, Dzongkha 1, History, Geography, Biology and Economics

2nd year: English 2, Dzongkha 2, Mathematics, Chemistry and Physics

Nb: These are just examples. The subject options for the academic year must be purely based on the student's choice and ability for two or three year's duration for a particular class level.

This option is available to students who experience barriers to completing their learning at the same pace as their peers due to disability. For example, students who are Blind or have a vision impairment, associated with additional significant difficulties, require additional time to access the texts used to teach the general curriculum, resulting in additional learning time needed to cover the curriculum. Students with learning disabilities such as dyslexia may take additional time to decode and therefore take more time in accessing the texts. The package of subjects for the candidate will be determined based on the candidate's options and ability recommended by the SEN team and school leadership.

Process

Decision making

For instance, to enable the student take the class IX subjects under the extended learning time, the student towards the end of class VIII will meet with the SEN team or the IEP coordinator, school leadership and their parents to discuss the possibility of a two or three year's time.

To be eligible for this pathway, the school needs to demonstrate that the student has barriers to their education that will be overcome by splitting the course over two or three years.

Application

It is the school's responsibility to apply for the Extended Learning-Time for their students. The following information will be sent to BCSEA and MoE for their approval.

Applications must be received by BCSEA and MoE by the 31st August, when the student is in class IX (for class X certificate) or class XI (for class XII certificate). The notification of the approval will be sent to the school by the 30th November of the same year (The same procedure shall be followed for other classes too).

The application form can be found in the [appendix](#), and includes:

- Evidence of disability (see [appendix 1](#))
- Proposed path of study
- Explanation of decision to take either two or three years, demonstrating how this will overcome the barrier and benefit the student

School based learning

- Student will participate in the periods allocated for that subject.
- SEN team/coordinating teacher and student will plan a timetable for spare periods that include individual study time per subject and structure additional support time with subject teachers.

Assessment

The student will complete the assessment for the courses being undertaken within that year, along with their peers, including the final examinations. For students appearing BCSEA examinations, their assessment results will be recorded and reported to BCSEA along with their peers. BCSEA will keep records of students on the extended learning-time programme and will compile results and issue the certificate at the completion of the programme.

Certification

Successful completion of the extended learning-time results in a general class X or class XII certificate.

1. 2. Selective and functional learning programme

Overview

The selective and functional learning programme is designed for students who are unable to access the full general curriculum. Throughout their schooling, students will be able to study a combination of the general curriculum subjects and subjects developed from the functional learning programme based on the students' needs and abilities. Students participating in this programme will be aiming for a Functional Learning Certificate equivalent to Class X.

This option is available for students who experience barriers to accessing the full general curriculum due to disability. For example, a student may have an intellectual disability that prevents them from completing the general curriculum for most of the compulsory subjects, however are able and interested in completing the agriculture programme and a vocational programme. They will be able to complete these two programmes with their peers and be assessed accordingly, however their remaining compulsory subjects will be developed from the functional learning programme in accordance with their needs.

Students do not need to select subjects from the general curriculum or vocational curriculum if they are not appropriate to them, and will be able to study completely from the functional learning curriculum.

Process

Decision making:

The decision to place a student in the Selective and Functional Learning Programme will be made after appropriate assessment of the student's learning abilities, in collaboration with the student, parents, school leadership and the SEN team or IEP facilitator.

The programme is designed for students with disabilities who are not able to participate in the general curriculum even with appropriate supports and accommodations. It should not be considered the option for all students with disabilities as once a student takes this path, it is difficult to return to the general education path.

Subjects will be chosen from the general curriculum based on the student's capacity and preference, through a collaborative decision-making process with the student, parents, teachers and IEP/SEN team.

The Functional Learning Programme shall be initially adapted from, "Total Life Learning" from Perkins International, U.S.A., until the MoE, REC, BCSEA and relevant agencies develop and finalise a functional learning curriculum.

Application

The school must apply to the Ministry of Education for any students participating in this programme, using the form in the [appendix](#). The form includes:

- Evidence of disability (see [appendix 1](#))
- Proposed general curriculum (if applicable) and TVET programme (if applicable) for the initial year.
- Copy of Individual Education Plan (IEP) for the initial year.
- The application must be sent as soon as the student has been assessed as appropriate for this programme.

In class III and VI, the school must inform BCSEA of any students studying from the selective and functional learning programme using the form in the [appendix](#), by August 31st.

For class X, the school must complete the “application for Class X Functional Learning Certificate” form in the [appendix](#) by 31st October, when the student is in class X.

School based learning

- Students will participate in the periods for the subjects of the general curriculum that they are enrolled in.
- The SEN team/IEP facilitator will develop a timetable for the remaining periods.
- The majority of the student’s learning time will be in general classes where possible, however the teacher will be assisting the student to work towards their IEP goals for the corresponding subject (for example, when the student is in the General English class with their peers, they will be working towards their IEP goals for functional literacy).
- The student may receive additional support through pull-out classes (including ADLS classes) and push-in services.

Assessment

Students undertaking subjects from the general curriculum in class X will be assessed on those subjects along with their peers, with the necessary accommodations.

The assessment of IEP goals from the functional learning programme will occur within the school using primarily formative assessment, with progress and results being recorded throughout the year. The school is required to send the formative and IEP assessment records to BCSEA for authentication in order for the student to receive the Class X Functional Learning Certificate.

Certification

The successful completion of the Selective and Functional Learning Programme results in a Class X Functional Learning Certificate that details the competencies achieved by the student, including a record of any general curriculum subjects successfully completed. This certificate is a record of achievement and will enable students to apply for vocational training programmes and employment opportunities.

1. 3. Technical and Vocational Education Training (TVET) Programme:

Overview

Some students with disabilities have an aptitude towards technical and vocational trades, and as such should be enabled to study and learn a vocation that will increase their occupational opportunities. The MoE TVET programme will be made accessible to students with disabilities through preferential enrolment to ensure this opportunity is available. Schools with SEN programmes will be considered for new TVET programmes to maximise the current human resources, to ensure students with disabilities have better transition processes and supports.

Process

Decision Making

Students with disabilities who have shown aptitude in vocational clubs within their schools will be able to apply for entrance into the appropriate TVET programmes around the country. Based on the needs and abilities of the students with special educational needs, the TVET learning shall be facilitated through appropriate accommodations and Extended Learning Time if necessary.

Application

The application will be directly submitted to the schools with TVET programmes that the student wants to be enrolled in, with a copy to the MoE, using the form in the [appendix](#). The current school is responsible for submitting the application to the new school/institute. The application will detail the student's skills in the proposed vocation, and will provide [evidence of disability](#) to ensure preferential enrolment.

Once the student has been accepted into the schools with TVET programmes, the current school must develop a school-to-school transition process (see part 5: Transitions), which will detail the supports the student requires, and share this with the new schools/institutes prior to the student's transition.

School-based learning

The students with disabilities may choose to participate in the TVET programme along with general students, however there will also be the option for students to learn from the Selective and Functional Learning Programme – the students can focus their studies on the TVET elective subject along with functional learning.

Assessment

The students will be assessed according to the academic subjects and TVET elective subjects that they are enrolled in (in line with the Selective and Functional Learning Programme). The schools with TVET programmes will be required to provide accommodations to students with disabilities to ensure they have equitable means to demonstrate their learning (see part 3: accommodations). For students completing TVET through the Selective and Functional Learning Programme, assessment can be modified to emphasise practical skills and necessary functional literacy and numeracy related to the vocation.

Certification

The students with disabilities who complete the TVET programme along with their peers (including the academic subjects) will be certified in line with general students. The students who successfully complete the TVET programme as part of the Selective and Functional Learning Programme will receive the Class X Functional Learning Certificate from BCSEA or any competent authority.

1. 4. Adapted, Modified or Specially Designed learning programme for students who are Deaf

Overview

The students who are Deaf must study in the Wangsel Institute, a specialised school for teaching students who are Deaf, and as such has a specialised learning programme designed to meet the needs of the students who are Deaf. The programme follows a twin path – vocational education and training and academic learning using an adapted curriculum.

When students first join Wangsel Institute they will participate in a six-month programme called the “Bhutanese Sign Language (BSL) Communication Course”, before being transitioned into an age appropriate class through the Bridging programme.

The academic programme at Wangsel Institute follows an alternative curriculum that is based on the general curriculum, with necessary changes to ensure that the needs of Deaf students are met. This includes a three term Pre-Primary class, changes to mandatory subjects, content and methodology, and the addition of subjects relevant to Deaf students. This programme will run from class PP to X, with future scope for class XI and XII, and will be developed in consultation with the Royal Education Council and relevant agencies. Successful completion of this programme will result in the Class X Bhutan Certificate for Secondary Education.

The vocational strand of the Wangsel programme starts with the introduction through clubs from class IV-VI, followed by a four-year comprehensive programme from class VII-X in their chosen vocational trait. The successful completion of this programme will result in a National Certificate in line with the TVET master plan of the Ministry of Education.

However, Deaf students are not excluded from completing the general curriculum if they prefer in the future, which will lead to Deaf students participating in class XI and XII with adequate supports. This will depend on appropriate early interventions and other supports ensuring students have the opportunity to develop sufficient language from an early age to be able to access the general curriculum.

Process

Decision making

All students attending Wangsel Institute will participate in this programme apart from students who are enrolled over the age of 15, who will be guided into the “Literacy, Numeracy and Life Skills Programme for the Deaf” (See next section).

Application

Unlike other programmes, students do not have to apply for this programme. Wangsel Institute will inform the MoE and BCSEA of student enrolment and of students appearing BCSEA examinations. (classes III, VI, X and XII).

School based learning

Wangsel Institute will manage the school-based learning of Deaf students in both the academic and vocational programmes. They will have the discretion to develop appropriate timetables and in-school programmes to meet the needs of the adapted curriculum and vocational programme.

Assessment

The academic strand of the education programme at Wangsel Institute will be assessed formatively from class PP-IX, with the school reporting results annually through PMS. This assessment will be based on the alternative curriculum. Assessment from class X onwards will be partially based on formative assessment and partially on external examinations developed by BCSEA in consultation with Wangsel Institute, in line with the alternative curriculum.

The vocational programme will be assessed in class X by National Institute of Zorig Chusum, to ensure the learning is in accordance with national standards.

Certification

The successful completion of Class X academic strand will result in the Class X Bhutan Certificate for secondary Education (BCSE), certified by BCSEA. The successful completion of the vocational programme will result in a National Certificate by a competent authority.

1. 5. Literacy, Numeracy and Life Skills Programme for Deaf Adults

Overview:

Due to the limited awareness and understanding on Deaf education in Bhutan, there has been many young people who are Deaf, left in the communities unaware of the opportunities available at Wangsel Institute. The increase in awareness in Deaf Education has seen students of all ages approaching the Wangsel Institute for education every year and most are being enrolled into the school education programme. However, when students who are 15 years and above seek admission into Wangsel Institute, they will be enrolled into the Literacy, Numeracy and Life Skills Programme for the Deaf (LNLSP) designed for three years. These students will first complete the 6 month “Bhutanese Sign Language (BSL) Communication Course”, then enter into the two and half year LNLSP.

The LNLSP aims to provide Deaf youth and adults with foundational literacy and numeracy skills and life skills to equip them to participate in their community and be prepared for gainful employment. This course can also lead to the Technical Vocational Education Training course for students who are interested.

Process

Decision making:

Any Deaf student of the age of 15 years or above at the time of enrolment into Wangsel Institute will be enrolled into this course (with some flexibility at the school's discretion). They must first complete the "BSL Communication Course" run by Wangsel Institute.

During the first year of the course, the students will be introduced to the vocational training options available at Wangsel Institute and will have the opportunity to enrol in this programme.

Application

Students will apply directly to Wangsel Institute to enter into this course. The Institute will inform the Ministry of Education and BCSEA on the Enrolment yearly. For students to receive the certificate for the LNLSP, Wangsel Institute will inform BCSEA yearly of students completing this course.

School based learning

This course will be managed within Wangsel Institute, using the Literacy, Numeracy and Life Skills programme developed at Wangsel Institute in collaboration with REC, BCSEA, NFE and other relevant agencies.

Assessment

The majority of this course is assessed through formative assessment. In the final year of the course students will be summatively assessed with assessments designed by the school and approved by BCSEA. BCSEA will monitor the assessment process for integrity.

Certification

The successful completion of the LNLSP will result in a certificate for LNLSP from BCSEA which will accredit the student for continuation in the Technical and Vocational Education Training Programme and the Institute and for conditional employment later.

1. 6. Literacy, Numeracy, Computer and Life Skills Programme for Adults with Blind and Low Vision

Overview:

With increased awareness and understanding on inclusive and special education in Bhutan, many young people and adults with blind and low vision approach Muenselling Institute at Khaling for educational support and life skills learning. Some students arrive in the institute losing their sight at later age. However, when the students who are 15 years and above seek admission into Muenselling Institute, they will be enrolled into the Literacy, Numeracy, Computer and Life Skills Programme for blind/low vision (LNCLSP) designed by the Institute for certain period based on the needs of the individual. The student will first complete the Braille Literacy/low vision programme and then enter into the appropriate class with other students if he/she has taken school learning previously. If the student does not cope with the academic learning, the Institute will facilitate in learning Functional Literacy, Numeracy, Computer and Life Skills programme to equip them

participate in their community and be prepared for gainful employment. The course can also lead to the Technical and Vocational Education Training course for students who are interested.

Process

Decision making

Any student with blind or low vision aged 15 years or above at the time of enrolment to Muenselling Institute will be enrolled into this course (with some flexibility at the Institute's discretion).

Application

The students will apply directly to the Muenselling Institute to enter into this course. The Institute will inform the Ministry of Education and BCSEA on the Enrolment yearly. For students to receive the certificate for the LNCLSP, the Muenselling Institute will inform BCSEA yearly of students completing this course.

School based learning

This course will be managed within Muenselling Institute, using the Literacy, Numeracy, Computer and Life Skills programme developed at Institute in collaboration with REC, BCSEA, NFE and other relevant agencies.

Assessment

The majority of this course is assessed through formative assessment. In the final year of the course students will be summatively assessed with assessments designed by the Institute and approved by BCSEA. BCSEA will monitor the assessment process for integrity.

Certification

The successful completion of the LNCLSP will result in a certificate for LNCLSP from BCSEA which will accredit the student for continuation in the Technical and Vocational Education Training Programme and for conditional employment later.

2. Part Two - Assessment and Accountability

An accountability system is the means by which education systems can monitor the quality of their programmes. The Ministry of Education must collect data and information from all its schools and students to determine if current practices are meeting the needs of the country. The data can be used for any educational reform or reviewing programmes. One key form of data that the Ministry of Education needs is information about the learning achievements of the students. Currently in Bhutan, data on the learning achievements of students is collected by BCSEA during class III and VI through the Competency Based Assessment Test (CBAT) and class X and XII through National Examination.

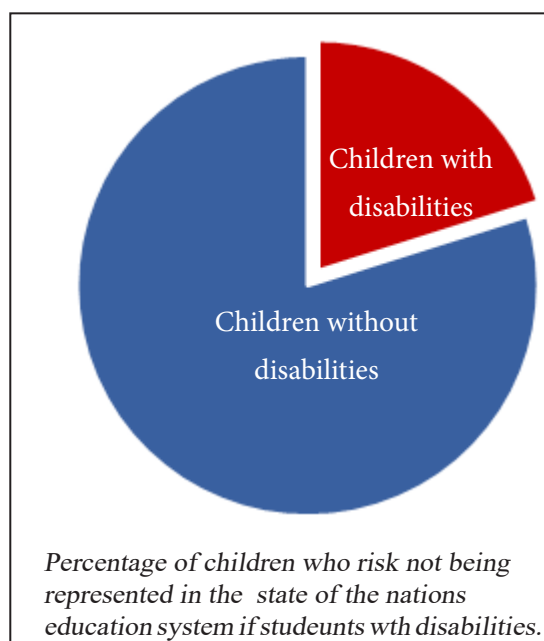
1. Accountability
2. Determining if a student will participate in an examination or assessment
3. Exam preparation for students with disabilities
4. Reporting results from BCSEA examinations
5. Assessment and Accountability for students NOT participating in BCSEA examinations

2.1. Accountability

It is important to ensure **all students**, especially students with disabilities are included in the accountability systems for the following reasons:

- To gain an accurate picture of education:

The prevalence of disability in Bhutan has been recorded on average at 21% of children (between aged 2-9) according to the “Two Stage Child Disability Study, 2010-2011” - this is a very high percentage of the population that may not be accounted for if students with disabilities were excluded from the accountability system. This would result in an inaccurate representation of information in the national education system. These guidelines aim towards enabling all students to be represented in the accountability systems.



- To make accurate comparisons: Without consistent accountability systems in place, schools across Bhutan are developing their own policies and justifications for the inclusion or exclusion of the students with disabilities in accountability systems. This has resulted in inaccuracies when comparing schools and Dzongkhags/Thromdes for their achievements. In order to provide an accurate representation of school progress and achievement, the results of all students,

including those with disabilities and learning difficulties, need to be reported, yet data needs to be disaggregated in order to make accurate comparisons. These guidelines aim to overcome the concerns about school ranking to enable accurate and useful comparisons.

- For students with disabilities to benefit from reforms: The Ministry of Education needs data and information to guide educational reforms and plans. If the data does not comprise the information on the students with disabilities, the policy makers would not be aware of their needs and would not be able to include them in their reforms. The Inclusive and Special Education programmes are relatively new in Bhutan and are yet to develop a reliable accountability in the system. These guidelines aim towards increasing the accountability for all students with disabilities to ensure that their needs are adequately addressed in their educational processes.
- To promote high expectations: When students are excluded from examinations and accountability systems, it reflects the opinion that their achievements are not relevant, and do not count towards the state of the nation. It also suggests a thought that individuals may not be able to meet the expectations of the examination in order to provide “good” data. When students experience low expectations from their educators, they lower their expectations of themselves, which damages their opportunity to succeed in inclusive education.

These guidelines aim to ensure that all students will be included in the accountability system ensuring an accurate picture of education, accurate comparisons, representation in educational reforms and heightened expectations for all students with disabilities.

2. 2. Determining if a student will participate in an examination or assessment

Students can only be assessed on what they have been taught. Assessment and examination MUST match the curriculum and learning goals that the student has been learning from.

Therefore, the decision to include a student in an assessment or examination will occur during the IEP development where the learning goals are identified.

- If a student is participating in the general curriculum for any subjects, then they should be participating in the assessment and examination of that subject along with their peers.
- If a student has not been studying from the general curriculum, they should not be participating in any assessment or examination from the curriculum. This includes the BCSEA examinations.

Student Situation	Participation in BCSEA Examination
Student following general curriculum for all subjects	Student should be participating in the examination with necessary accommodations
Student studying under Extended Learning-Time	Student will participate in the examinations of the subjects they have enrolled to study within that year

Student studying the selective and functional learning programme, with some general curriculum or TVET subjects	Student will participate in the examinations of the subjects where they are following the general curriculum. Assessment of their functional learning goals will occur separately (see: assessment of students NOT Participating in the BCSEA examinations)
Student studying the functional learning programme	Student will not participate in any examinations. Assessment of their functional learning goals will occur separately (see: assessment of students NOT Participating in the BCSEA examinations)
Student studying from the adapted/modified Curriculum at Wangsel Institute	Student will be assessed and examined based on the adapted/modified curriculum through BCSEA examinations specially designed to meet the curriculum

2. 2. 1 . Exam preparation for students with disabilities

The following skills are relevant to all students. However, students with disabilities may need these directly and explicitly taught as they may not have picked up on them in class, or may have been overlooked from the previous examination systems where other students have developed these skills.

Assessment approach skills

- Good nutrition is vital for students to perform at their optimum. Schools can play a role in educating students and parents in how to ensure the student is best prepared, including a regular healthy diet and a healthy breakfast before each day of examination.
- Adequate sleep is also necessary for optimum brain performance in an examination. Schools can support students to understand that sleep is more important than studying on the night prior to an exam, and can help students to prepare study plans that allocate sufficient time for sleep.
- Relaxation techniques can help students to reduce the stress and anxiety that may accompany an examination. Schools can provide a variety of techniques throughout the year and remind students of these during the examination period.

Assessment-taking skills

- All students will benefit from explicit training in assessment taking skills. Teachers should prepare students with the necessary subject specific assessment language as well as general assessment language including knowing the meaning of phrases like “find the one that is different” and “which one comes next in the following sequence” as well as the difference between key examination words like “describe, explain, state, compare, define, discuss, justify, list”.
- Teaching additional skills to some students may be necessary, including training students to read all the options in multiple-choice questions, how to manage large sections of text, and how to review answers.

Assessment Preparedness

- Teachers are responsible for ensuring their students are prepared for the assessment. Students need to understand the purpose of the assessment and what the consequences of the assessment will be.
- Students need to be prepared for the format of the assessment, the directions that will be given, and the scoring procedures. Teachers can prepare students by providing examples of previous assessments that have the same format and supporting them to practice, explaining how much time and effort students should allocate to particular segments.

Practice and understanding how to use accommodations

- When a student is planning to use an accommodation in a BCSEA examination, they need to be prepared to use it. Some accommodations can be used on a regular basis in the classroom, and most should be used for school-based examinations.
- Some accommodations require training for the student (the use of assistive technology) and should only be used if the student is prepared and confident with the accommodation.
- Students who will be using scribes, readers or sign language interpreters, or other people as an accommodation, need to have a practice session, in order to identify the best working arrangement for the student, and ask any necessary questions prior to the examination period.
- If a student has been using accommodations that will not be allowed in the assessment, the school is responsible for planning a scaling down of the accommodation use to prepare the student in time for the assessment.

Identifying accommodation needs

- As students progress through school, they need to be taught how to identify what accommodations they may require for a particular assessment or examination, so that they will be able to make appropriate requests in other schools, post school education, and work place settings with some level of independence.

2.3. Reporting results from BCSEA examinations

The following processes are for students participating in the general examinations through BCSEA (class III, VI, X and XII)

- Performance results of all students need to be reported.
- Data from the results of students with disabilities will be aggregated and disaggregated for schools to self-evaluate and for the Ministry of Education to analyse the effectiveness of Special Educational Needs programmes and supports. Information on students with disabilities will need to be collated in the form in the [appendix](#) to be shared with EMD.
- The ECCD & SEN Division and BCSEA will communicate relevant data to EMD yearly including numbers of students in schools who are under alternative pathways/programmes. The EMD will ensure that the information is incorporated in the School Performance Management System (SPMS).

2. 4. Assessment and Accountability for students NOT participating in BCSEA examinations

Assessment

Students who are not participating in BCSEA examinations should be enrolled in the Selective and Functional Learning Programme and should be learning from an IEP. Their IEP will consist of customised and appropriate goals selected from the functional learning programme that they will be working towards with regular and on-going formative assessment (see Part 1 – Alternative Pathways).

Formative assessment is carefully designed into IEPs and learning experiences, to assess student progress and to determine what additional learning experiences are necessary to ensure continuing progress. These goals will be used for accountability within the schools. Schools must record the results of the formative assessment and document the progress taken by the student.

Accountability

Students who do not participate in BCSEA examinations will need their progress reported to the Ministry of Education in order for the Ministry to monitor the effectiveness of the SEN Programme, and the supports provided to students with disabilities in all schools, and to guide the strengthening of support.

During the Performance Management System (PMS) assessment and monitoring processes, schools will be requested to present the IEPs and records of formative assessment where relevant as part of the general monitoring process. The PMS will ensure monitoring of individual student progress over time.

For class X, students in the Selective and Functional Learning Programme will have their learning programme (IEP and plans for participation in general curriculum subjects) approved for accreditation through the Ministry of Education and BCSEA. Information collected for accreditation with the Class X Functional Learning Certificate will be shared with the Ministry of Education (EMD and ECCD & SEN Division) for the purpose of accountability and monitoring. During School Self Assessment (SSA), SEN teachers must consider capturing SEN programmes and activities including lessons plans and deliveries. The Academic Learning Scorecard (ALS) for the SPMS shall not include students who do not appear BCSEA exams or students with disabilities who are under alternative/functional learning programmes.

3. Part Three - Accommodations for Examinations

Most students with disabilities should be doing examinations along with their peers, unless they experience a barrier that prevents them from participating in the same curriculum as their peers. In order for some students to participate, they may require the use of an assessment/examination accommodation.

1. Overview of the process
2. Determining if a student needs an accommodation
3. Application
4. Available accommodations.
5. School based accommodations
6. Omitting questions
7. Accommodation use in home examinations and assessments

Accommodations

What is an accommodation?

Accommodations are changes in testing materials or procedures that enable a student with a disability to participate in an assessment that allows abilities to be assessed rather than disabilities. Accommodations in exams are practical arrangements designed to help students with disabilities who couldn't otherwise make a fair attempt to show what they know in an exam room and require accommodations to help them to access the examination text/question and communicate their response.

Accommodations are changes to the setting, timing or scheduling of the examination, or the format of presentation or response of the examination. An accommodation does not affect the integrity of an examination or assessment.

What is examination integrity?

In order for an examination to be used as an accountability tool, every student's results must hold the same meaning. The content of an examination and the knowledge, skills and understanding being assessed must be consistent for every student taking the examination.

Examination integrity is one of the greatest arguments against allowing the use of accommodations in examinations as there is a risk that the inappropriate accommodation may give unfair advantage to a student, or may limit the usefulness of the exam results for accountability purposes. The following guidelines for the use of accommodations have been carefully designed to eliminate the risk of damaging the integrity of the examination and accountability system.

Why do students need accommodations?

The students with disabilities have the right to appropriate accommodations in examination situations. Accommodations are used to provide a “level playing field” for students with disabilities, meaning it is a matter of equity. Without an accommodation to overcome a barrier, a student may not be able to show their level of knowledge, skills and understanding accurately, resulting in a measurement of a student’s barrier, rather than a measurement of their learning. An accommodation is not designed to give a student an advantage or a bonus because they have a disability. It is designed to remove the barrier that they experience. The following guidelines have been carefully designed to ensure that the accommodations that students can apply for are appropriate to the student’s barrier and to the content of the examination.



3. 1. Overview of the Process

For students participating in examinations through BCSEA, the school is responsible for assessing their need and applying for appropriate accommodations to enable equitable access to examinations. BCSEA shall grant approval for the accommodations based on the evidence submitted by the school and the impact on the integrity of the examination. BCSEA shall provide necessary recommendations, suggestions or appropriate alternatives for the accommodations proposed by the school if they affect the accountability and integrity of the examinations.

3. 2. Determining if a Student Needs an Accommodation

A student does not automatically qualify for an accommodation simply by having a disability or learning difficulty. The decision needs to be carefully made based on the student’s barriers to assessment. The IEP team should start this discussion during the IEP meeting each year.

3. 3. Application

Schools need to apply for accommodations for their students by 30th June during the year of the examination, through the “online registration system for examinations”. BCSEA will send notification of approval by 30th September. It is the schools’ responsibility to ensure that a student’s application is submitted on time with all relevant information. BCSEA requires evidence to make their decision so that the exam integrity is not compromised. The schools might face difficulty in finding some of these evidences. Therefore, the schools should start planning for the application at the beginning of the year. Students may need to visit a local health care professional, and teachers and principals need to collect school-based evidence and prepare statements. See [Appendix 1](#) for forms of evidence.

NB: Wangsel Institute and Muenselling Institute may have a high number of students who will require similar accommodations, however it is important that the institutes make individual applications for each student as they need to consider the actual barrier the student experiences and implications of any accommodations on the individual student.

3. 4. Available Accommodations

The following table shows the accommodations that are considered acceptable for BCSEA examinations. They are organised by accommodation type – by the thing that is being changed. To determine which accommodation is appropriate for your student, read the “who can apply for this accommodation” column.

These are the accommodations that can be applied for, however BCSEA will grant permission after the review of the nature of the examination to ensure exam integrity. The teachers need to use judgement for which accommodations will be best for a student, as there are many available for different barriers experienced by a student. Do not apply for all available accommodations, they must be only those which are necessary and beneficial to the student.

Setting	Possible Accommodation	Who can apply for this accommodation?	Notes
<i>Conditions of Setting</i>	Minimal distractive elements eg: artworks, windows etc	Does the student have trouble concentrating and focusing compared to their peers?	This may require separate room - School to manage if approved.
	Small group	Does the student have difficulty focusing in a large group? Do a number of students require the same accommodation that may distract other students?	eg: same amount of extended time.
<i>Location</i>	Separate room (individual)	Does the student have difficulty focusing in a large group? Does the student display behaviours that distract other students? Does the student require a different accommodation that will distract other students? Does the student require a different accommodation that will result in extended time? Does the student require special lighting or acoustics?	The use of a separate room requires an additional examination supervisor per student requiring a separate room. School to manage if approved.
	Study Carrel	Does the student have trouble concentrating and focusing compared to their peers? Does the student display behaviours that may distract their peers?	School to supply if approved.
	External setting (home/hospital/ detention centres)	Is the student unable to attend the school during the examination period?	School to manage if approved.

Timing	Accommodation	Who can apply for this accommodation?	Notes
<i>Duration</i>	Extended time (time is dependent on reason for application – see other accommodations)	<p>Does the student require a different accommodation that will result in extended time? eg: use of Braille, Bhutanese Sign Language, scribe, frequent breaks, use of assistive technology?</p> <p>Does the student have difficulty processing written text, or difficulty writing (eg: dysgraphia)?</p> <p>Does the student have fine motor difficulties resulting in significantly slower writing than their peers?</p>	<p>Students requiring extended time will need a separate room and additional supervision to avoid distraction from other students completing the assessment</p> <p>Caution – only request extended time if you are certain it will benefit the student. Many students do not like having extended time as it draws judgement from their peers. Education around the reasons for extended time can help the student overcome this.</p> <p>School to manage if approved.</p>
<i>Organisation</i>	Frequent breaks	<p>Does the student have trouble concentrating and focusing compared to their peers?</p> <p>Does the student have physical difficulty sitting for extended periods of time?</p> <p>Does the student have a medical condition affecting their need to attend the bathroom regularly, or eat or drink or take medicine?</p>	<p>Students requiring frequent breaks will need a separate room and additional supervision to avoid presenting a distraction to other students</p> <p>Caution: frequent breaks may disrupt and therefore disadvantage a student.</p> <p>School to manage if approved.</p>
	Extended breaks between parts of the assessment (up to one full day)	<p>Does the student experience anxiety about particular subjects/ types of assessments?</p> <p>Does the student require a different accommodation that will result in fatigue?</p>	<p>Students requiring extended breaks will need a separate room and additional supervision to avoid presenting a distraction to other students or interaction with other students.</p> <p>School to manage if approved.</p>

Presentation	Accommodation	Who can apply for this accommodation?	Notes
<i>Time</i>	Specific time of day	Does the student take medication that wears off over time so that there may be a better time of day for optimal performance? Does the student require a different accommodation that is only available at a particular time of day?	Students requiring special time of day will need a separate room and additional supervision. School to manage if approved.
<i>Format Alterations</i>	Braille edition	Does the student have a vision impairment and can the student read Braille?	Braille should only be for students who have been learning using Braille. Students applying for Braille should also apply for 25-100% additional time depending on speed and ability of using Braille. BCSEA to manage for board exams.
	Large Print Version	Does the student have difficulty reading size 12 print, but is able to read larger print?	BCSEA to manage for board exams.
	Larger bubbles on answer sheet	Does the student have difficulty reading size 12 print, but is able to read larger print?	BCSEA to manage for board exams.
	One complete sentence per line in reading passages	Does the student have difficulty holding their place when reading? Does the student have difficulty processing written information in large quantities?	BCSEA to manage for board exams.
	Increased spacing between lines	Does the student have difficulty seeing or differentiating between lines of text? Does the student have difficulty processing written information in large quantities?	BCSEA to manage for board exams.

	Fewer number of items per page	Does the student have difficulty processing information in large quantities? Does the student get confused or anxious when presented with large amounts of information on one page?	BCSEA to manage.
	Bubble to side of choices in multiple choice exams	Does the student have difficulty tracking their answer to an answer sheet?	BCSEA to manage.
	Cues on answer form (eg: arrows, stop signs)	Does the student have difficulty focusing or concentrating on written or visual information?	BCSEA to manage.
<i>Procedure changes</i>	Use of Bhutanese Sign Language to give directions to student	Does the student have a hearing impairment and understand sign language?	Students applying for Bhutanese Sign Language should also apply for 100% additional time. School to manage if approved.
	Reread directions	Does the student have difficulty following spoken directions? Does the student have difficulty following more than one direction at a time?	School to manage if approved.
	Write directions on board or on separate piece of paper	Does the student have difficulty following spoken directions? Does the student have difficulty following more than one direction at a time?	School to manage if approved.
	Prompt student to stay focused on test, move ahead, read entire item	Does the student have difficulty focusing for time allocated for the examination? Does the student have difficulty focusing on a single activity? Does the student experience anxiety during assessments that prevent them from appropriate assessment skills?	School to manage if approved.
	Explain directions to student anytime during test	Does the student have difficulty remembering directions?	School to manage if approved.

<i>Assistive Devices</i>	Audiotape of directions	Does the student have difficulty remembering directions? Does the student have difficulty following more than one direction at a time?	School to manage if approved.
	Computer reads directions and/or questions	Does the student have low vision or is the student blind and does the student regularly use a screen reader? Does the student have difficulty processing written text?	School to manage if approved.
	Magnifying programmes and device (excluding eyeglasses)	Does the student have difficulty reading size 12 font, and related graphics, that would be improved by using a magnifying device?	School to provide if approved.
	Amplifying device (excluding hearing aid)	Does the student have difficulty hearing that is resolved with an amplification device?	School to provide if approved.
	Noise buffer (eg: ear muffs, ear plugs)	Does the student have difficulty concentrating with non-preventable noise?	The student to manage or the school to facilitate otherwise
	Templates to reduce visible print	Does the student have difficulty processing information in large quantities? Does the student get confused or anxious when presented with large amounts of information on one page? Does the student have difficulty holding their place when reading?	School to provide if approved.
	Markers or masks to maintain place	Does the student have difficulty processing information in large quantities? Does the student get confused or anxious when presented with large amounts of information on one page? Does the student have difficulty holding their place when reading?	School to provide if approved.
	Dark or Raised lines	Does the student have difficulty seeing graphics that is removed when dark or raised lines are applied?	BCSEA to manage.
	Magnetic table or tape to secure papers to work area	Does the student have gross or fine motor difficulties that result in papers not being secure on the table?	School to provide if approved.

Response	Accommodation	Who can apply for this accommodation?	Notes
<i>Format Alterations</i>	Mark responses in test booklet rather than on separate page	Does the student have difficulty tracking their answer to an answer sheet?	BCSEA to manage.
	Respond on different paper, such as graph paper, wide-lined paper, paper with wide margins	Does the student have fine or gross motor difficulties resulting in not being able to use general examination paper to respond?	BCSEA to manage.
<i>Procedure changes</i>	Use reference materials (eg: dictionaries, arithmetic tables)	Does the student have difficulty remembering basic arithmetic? Does the student have difficulty recalling words or spelling?	This will depend strongly on the purpose of the examination. BCSEA will send specific instructions if approved.
	Give response in different mode (eg: pointing, oral response to tape recorder, sign language)	Does the student have difficulty writing? Does the student take a long time to write that would not be accommodated through the allowable extended time?	School to manage if approved.
<i>Assistive Devices/ Assistant</i>	Word processor or computer to record responses	Does the student have difficulty writing? Does the student take a long time to write that would not be accommodated through the allowable extended time?	School to manage if approved.
	Using a scribe to write student responses	Does the student have difficulty writing? Does the student take a long time to write that would not be accommodated through the allowable extended time?	BCSEA and school to manage together.
	Calculator or abacus	Does the student have difficulty remembering or performing basic arithmetic?	This will depend strongly on the purpose of the examination. BCSEA will send specific instructions if approved. School to supply if approved.

	<i>Talking calculator</i>	Does the student have difficulty seeing a general calculator screen?	This accommodation is only to be used where a regular calculator is allowed. School to supply if approved.
	<i>Braille device</i>	Does the student generally record their learning in Braille?	Student or school to supply if approved.
	<i>Other communication device (eg: symbol board)</i>	Does the student generally communicate through a communication board or other communication device?	Student or school to supply and manage if approved.
	<i>Spell checker</i>	Does the student have difficulty with spelling, for example, dyslexia?	This will depend strongly on the purpose of the examination. BCSEA will send specific instructions if approved. School to provide and manage if approved.

3.5. School based accommodations

The following accommodations can be applied within the school **without seeking prior permission** from BCSEA. Students should only be using these accommodations if they have been using them regularly during their learning.

- Special furniture including a reading stand or slant board
- Hearing aids and reading glasses
- Pencil grip or other simple modifications to pen and pencil use

3.6. Omitting questions

In general, no questions should be omitted from an examination. For the most part, the accommodations above should be sufficient for ensuring equal access to the assessment.

There are a few exceptions.

Does the student have a hearing impairment resulting in not being able to participate in a speaking/listening assessment even with use of other accommodations?

Students experiencing these difficulties should be studying at Wangsel Institute. Students studying at Wangsel Institute shall be exempted from participating in speaking/listening elements of Dzongkha and English Examination as per the adapted/modified curriculum provisions.

Does the student have a vision impairment resulting in not being able to participate in an assessment that relies on visual graphics even with use of other accommodations?

Students experiencing these difficulties should be studying at Muenselling Institute. Examinations for students at Muenselling Institute should be made accessible by any means possible. Visual descriptions, embossed graphics and braille text should be used. If none of these options will provide a student with an accessible examination then the student may be exempted from that question and their marks shall be adjusted.

Does the student have a speech impairment resulting in not being able to participate in a speaking assessment even with use of other accommodations?

This is likely to occur during home-based assessment and formative assessment. Students experiencing this difficulty will be exempted from the spoken elements of the English and Dzongkha Assessment. If the content being assessed is necessary then students will participate in a written version of the assessment. Marks can be adjusted accordingly.

3. 7. Accommodation Use in Home Examinations and Assessments

Teachers can use these guidelines to support decisions about the use of accommodations during home examinations and assessments. Providing continuity with accommodations will help the student to be prepared for high stake exams, and will ensure that the student has the best opportunity to demonstrate what they have learnt on an equal basis with their peers.

When making decisions however, teachers need to remember that the use of inappropriate accommodations will affect the integrity of the exam, and may change the purpose of the exam. To ensure the assessments and examinations are still relevant, teachers need to follow this process:

1. During the IEP meeting, the IEP team will determine which accommodations would be appropriate for the student, using the steps above.
2. Prior to the assessment, the student's key IEP supervisor (SENCo or assigned teacher) will meet with the subject teacher, review the assessment plans, and determine whether the chosen accommodations will affect the integrity of the assessment.
3. The IEP supervisor will inform the student of the allowed accommodations and make the necessary arrangements with the subject teacher.

4. Part Four - Promotion

Promotion of students refers to students progressing from one grade level to the next. When planning for promotion of students with disabilities, the effects of repetition and the need for age appropriate education must be carefully considered. Students with disabilities, wherever possible, must be in an age appropriate learning setting, and this is the guiding principle for these guidelines on promotion.

1. Understanding age appropriate education
2. Students Exempted from Examinations
3. Supporting Students who do not obtain pass mark following the general curriculum
4. Flexibility

Promotion in the Standards for Inclusive Education

2.7 The school has a policy about **promotion** that aims to keep students with an age appropriate group and provides the supports to ensure this is the best place for the student.

	Minimum Standards	Developing	Excellence
<i>How does a school plan promotion?</i>	Policies about promotion ensure that students are able to remain in an age appropriate class when possible. Examination failure does not automatically result in repetition.	Policies about promotion focus on prevention of repetition. Policies include information about flexibility for students who require additional learning supports.	Policies about promotion include information about early identification of students at risk, supports provided and the importance of keeping students at an age appropriate level. Policies allow for flexibility for students who require additional learning supports. Policies require thorough communication with parents/ guardians regarding the process of promotion and repetition.
<i>Identifying and supporting students</i>	Schools identify students at risk of repetition after the half yearly examinations, and implement plans to provide specific supports needed to reduce or remove that risk.	Schools ensure teachers are using formative assessment to identify students at risk of repetition as early as possible and implement plans to reduce the risk. Students with learning difficulties are supported in an age appropriate setting.	Learning support plans are made at the time of determining promotion to ensure all students are effectively learning in an age appropriate class. Learning supports and curriculum adaptations are provided as necessary to enable each student to learn effectively with age appropriate peers.

(Standards for Inclusive Education, 2017)

4. 1. Understanding Age Appropriate Education

During early childhood and throughout primary school, age-appropriate peer interactions provide opportunities for important developmental processes. As children grow and transition into adolescence, their need for age-appropriate peers becomes much stronger. Teenagers continue to rely on their peers for the development and consolidation of social and academic skills, at a more complex level.

When a student is not in an age-appropriate class, they are experiencing a form of exclusion. They are being excluded from academic, social and emotional learning opportunities that they have a right to. It is important for teachers to understand the impact of repetition and inappropriate class settings on a child with a disability (and those without) so they are better prepared to advocate for all their students to be in the most appropriate learning setting. Teachers may need to be advocates when discussing promotion with students, parents and school leadership.

Benefits of age-appropriate education

Areas of Development	Early childhood and primary school	Adolescence
<i>Social Skills</i>	Children start their lives with families, but peer relationships are a very different kind of social interaction. Children need the opportunity at a young age to learn how to make and keep friends. Through these experiences they are learning complex thinking and behavioural skills.	Adolescents place more value in their age peers, and spend more time with them. They also start to discover entirely new types of relationships, including romantic and sexual relationships. Adolescents also learn to explore complex social structures. They become aware of the impact of particular relationships, and start to navigate social hierarchies. Adolescents rely on experiences with their peers to develop a sense of their place and role in society as well as learning how to navigate the negative effects of social structures.
<i>Emotional Skills</i>	Peer relationships provide authentic opportunities for children to learn emotional skills such as assertiveness, conflict management, and how to understand and manage negative emotions like anger, frustration and aggression. Children who do not learn these skills are often excluded from social experiences throughout their childhood, which can have long term damaging effects such as anxiety, depression and loneliness.	Throughout the social learning opportunities, adolescents are consolidating their emotional skills. They are faced with more complex situations that have heavier ramifications, providing stimulus for developing their ability to navigate anger, aggression, frustration, and stress. They also have opportunities to explore what gives them pleasure and satisfaction, and learn how to seek these experiences. These are vital skills for participating effectively in independent adult life.

<i>Language Skills</i>	Children need the opportunity to experiment with new language, with people going through the same learning experience. They can explore language together and build on each other's skills. They also need to be in a classroom or learning environment that is exposing them to language of a developing complexity in order for them to build their vocabulary and their understanding of the structure of language.	As with earlier childhood, adolescents need to be exposed to age-appropriate language and literacy if they are to develop these skills. Being in an age-appropriate classroom gives students explicit and implicit exposure to ever developing language and literacy, while having age appropriate friends and peers provides opportunity to explore, experiment and practice new language in authentic situations.
<i>Academic Skills</i>	Children learn from each other. It is well recognised that children will be able to support the building of new knowledge, and the development of skills with each other, using language and concepts where pure instruction from a teacher often limits such developments.	As well as continuing to learn effectively from their peers, adolescents need to be involved in age appropriate learning activities with age-appropriate resources in order to remain engaged and enthusiastic about learning. Adolescents will quickly become disengaged if faced daily with literacy resources designed for young children, or activities that don't challenge them.

The risks involved in the exclusion from age-appropriate classroom

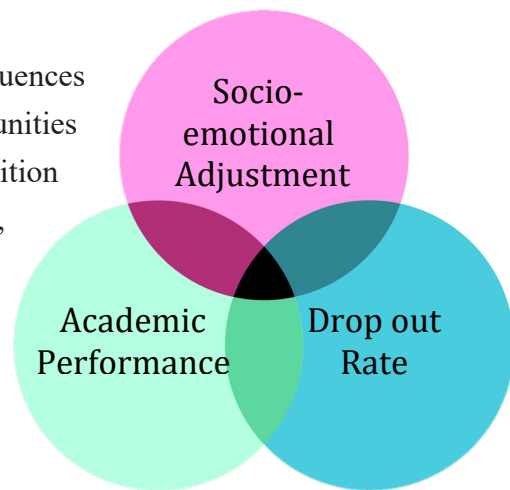
When a child or adolescent is excluded from their age-appropriate peers in classroom settings, they are missing out on many skill development opportunities mentioned in the table above. Considering that students spend more than 6 hours on an average in the class every day, the exclusion from age-appropriate settings can have detrimental effects on the development of the student.

- Friendships form through connections over similarities, so students who are excluded from their peers in classrooms will experience much more difficulty finding commonalities to build friendships on, and this will be compounded over time, as peers grow older and settle into their friendships
- Adolescents who are in classes with much younger children will experience low self-confidence, high self-doubt, learned helplessness and embarrassment. All these emotions contribute towards low educational effort and achievement.
- Research has documented that the deficiencies in social skills gained during adolescence place young people at risk of poor adaptation in terms of academic, social and emotional outcomes.

The Effects of Repetition

Extensive research into the effects of repetition has shown clear evidence that repetition has negative effects on students' socio-emotional adjustment and their academic performance, and that there is a strong positive correlation between grade repetition and school drop-out rates.

Socio-emotional adjustment: Grade repetition results in students being in age-inappropriate classes, with the consequences mentioned in the previous section including missed opportunities for social and emotional skill development. Grade repetition demonstrates a negative belief about a student's ability, which is perceived by the student, peers, parents and teachers, resulting in poor self-perception. Repetition increases the time taken to complete school, which can be extremely discouraging. Teachers' attitudes towards students repetition greatly vary. The negative attitude that a teacher may have on student's repetition will impact on the success of the students.



Academic performance: The majority of research into grade repetition reveals very little positive impact on students' academic achievement, with some research showing the negative academic effects of repetition in primary school to be significantly more damaging than in secondary school, and any positive effects to reduce over time. Children with learning disabilities have been shown not to respond to repetition, but need different interventions, which can occur in age-appropriate grades.

Drop-out rate: Both the discouraging effects of repetition on students, parents and teachers, and the lack of academic progress, tend to impact on the likelihood of student drop-out. The relationship between Primary School and Middle School repetition and drop-out rates is very strong, however High School repetition is less likely to lead to drop-out. There is a correlation between repetition and immediate drop-out and between repetition and long-term drop-out (4-5 years later). Overall, there is a lot of evidence pointing to the high risk of student drop-out due to repetition.

4. 2. Students Exempt from Examinations

Students participating in the Selective and Functional Learning Programme will be learning from an IEP with specific goals. These goals will be transferrable to the next class, and do not need to be met in order for the student to be promoted with their peers. However, the students' IEP goals must be reviewed in order to understand why they have not been achieved.

If the student is studying some general curriculum subjects and has been unable to pass the subject with the necessary supports and accommodations, the appropriateness of that subject needs to be assessed. The student may need to continue with the subject using alternative goals from the functional learning programme.

One of the key reasons for inclusive education for the students is to develop their social and emotional skills, which happens best in an age-appropriate classroom. **The students who fall**

into this category will therefore be promoted yearly with their peers and remain in an age-appropriate class.

The students in this category who are already in lower classes will need a careful transition into a more age appropriate class. The SEN Teams and general teachers need to work together to ensure that this transition is smooth and effective.

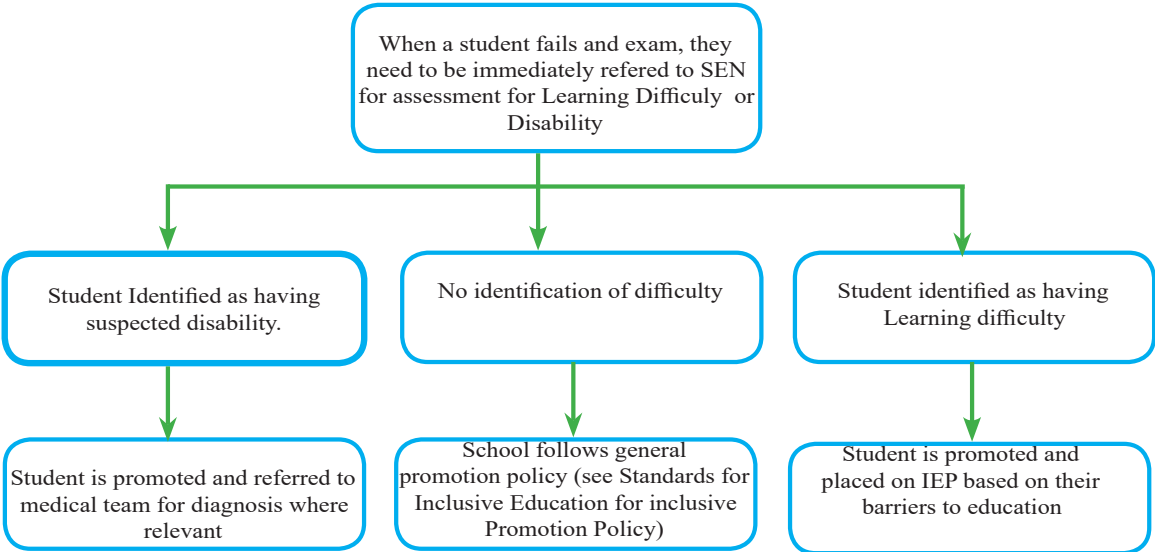
These students will continue in school until class X. During class IX and X they will be working from an individually designed transition plan, leading up to transition at the end of class X. The details for transition are in the next part of these guidelines (part five: transition).

4.3. Supporting Students who do not obtain pass mark following the general curriculum

Pre-Primary until class IX

The results of all examinations, including III and VI, should be considered opportunities to identify students who require additional support. Instead of retaining a child in the same class, the results must facilitate the teachers to plan appropriate adaptations, accommodations and modifications in student’s learning that can enable the students place in age-appropriate levels with their peers.

Students who do not attain the set pass mark in the end of year examination



Class X and XII

As class X and XII examinations determine a student’s eligibility to specialise or continue their education, the following options may be considered instead of automatic promotion:

- Students can apply for the Special Educational Access Scheme (next page)
- Students repeat the year with an IEP and additional supports
- Schools support the development of a transition plan to be completed over one year (in Part five: Transition)

4. 4. Flexibility

Some students may not fit within the criteria explained above. Some students may benefit from repeating a year in order to further develop their language skills, social skills, etc, but these will be rare cases (for instance, if the child has missed class for more than 6-9 months due to sickness or other circumstances). Schools must submit an application for repetition form in the [appendix](#) with full justification to the Ministry of Education, BCSEA and the Dzongkhag/Thromde education office for approval.

Special Educational Access Scheme

The Special Education Access Scheme is designed to provide a certain additional percentage/points to a student with disability in her/his class X and XII examination result. This is to compensate for the educational inequalities experienced by the student due to their disability or impairment. These inequalities are compounded by a lack of adequate facilities, services and resources for students with disabilities in the education system.

Process

The school is responsible for applying for the Special Education Access Scheme for students with disabilities. The application form in the [appendix](#) is to be submitted to the Ministry of Education by 28th February. The Ministry will assess the application and determine the appropriate percentage between 1 and 10 depending on the clear criteria defined. The students who do not meet the cut off percentage by 1- 10 for class XI or tertiary education will be eligible to apply for additional percentage.

The Criteria

To be eligible for this scheme, a student must:

- Have a disability that has been identified at least one year prior to the year of examination (by the end of class VIII).
- Have evidence of the disability – medical evidence is preferred however, school-based evidence can be accepted
- Have evidence that the education system has not been able to remove barriers to education that the student has experienced

When a school suspects that the student will not be able to gain entry into the next stage of education, even with the Special Education Access Scheme, appropriate transition plans should be put in place as soon as possible.

5. Part Five - Transition

The transition is a process for identifying long-range targets for the school experience to ensure students gain skills and connections needed to achieve their goals. The primary domains of transition include education, employment and training, independent living, and social/ community life. The transition refers to helping students with disabilities and their families think about their life after their current school setting.

2.8 Transition and Movement of Students

*The school has a policy about the **transition and movement** of students that considers individual students' interests and needs and plans appropriate preparation.*

	Minimum Standards	Developing	Excellence
<i>Who makes decisions and how are they made?</i>	Schools seek to understand student preferences and interests in exploring post-school opportunities. Schools give parents/guardians advice about all opportunities that are available, with support from the MoE, and support students and parents/guardians to make decisions. Schools do not encourage students to leave school early. At minimum, a student must be of an appropriate age to enter the next stage (further education, vocational training, jobs).	Teachers and parents/guardians assess where the student is best placed in consultation with the student where appropriate, and parents/guardians are given suggestions based on the student's achievements and interests, and are supported to take initial steps.	Schools work closely with parents/guardians to understand students' preferences and interests and to develop post school options that reflect those interests, in collaboration with MoE. Parents/guardians and students make informed decisions based on exploring all their options, and having the opportunity to experience some options. Schools facilitate this process with support from stakeholders.

<p><i>How is a student prepared for transition?</i></p>	<p>Direct preparation for transition (for example, pre-vocational skills, specific job preparation skills) does not start until a student is 14 years old, and transition does not occur until a child is assessed as ready for their chosen path.</p> <p>Indirect preparation for transition such as decision-making skills, problem solving and advocacy is planned into all students learning at appropriate levels for their age and their individual needs.</p>	<p>Schools determine which skills students need to be ready for their chosen path, and provide additional opportunities to develop those skills before a student transitions, after 14 years old.</p>	<p>Schools and parents/ guardians plan transition processes with the student where appropriate, so that the student is prepared at school for the skills they need to transition, in an appropriate time frame. Pre-vocational and academic preparedness skills are planned into their learning experiences and IEPs where relevant. Schools review decisions and preparation with the student and their family and remain flexible if a student wants to change their decision.</p>
<p><i>How to support transition between classes and schools?</i></p>	<p>For all students, schools provide a progress report for the new school. For students who require learning supports, a summary of the support needed is prepared by the current teacher or support team and shared with the new teacher or school.</p>	<p>Schools and support teams develop and implement transition plans for students, which include sharing learning supports and a consultation between current and new teachers.</p>	<p>Schools enable transition plans, which include sharing of learning supports and consultations, as well as an orientation visit to the new school and classroom.</p>

Class-to-class and school-to-school individualised transition

Class-to-class individualised transition refers to the processes that ensure the transfer of appropriate information to new class and subject teachers regarding the needs of students with disabilities. School-to-school individualised transition refers to the processes that ensure the transfer of appropriate information to new school regarding the needs of students with disabilities, and the familiarization of the student with the new learning environment to ensure smooth transition.

Who gets a class-to-class or school-to-school individualised transition?

Students with disabilities, learning difficulties or any student receiving additional support must have a class to class individualised transition. This ensures that key information about the student is passed on to the next teacher, so appropriate support can start immediately.

Developing a transition plan

Transition plan must be developed during the last quarter of the academic year when a student will be moving into a new class or school or will have new teachers in the next academic year (eg: class III to class IV transition), or one month before change of teacher (in case of student or teacher leaving the school).

It is the responsibility of SEN team or an identified SEN Support teacher in a school to manage the process of class to class transitions for the students.

The concerned class teachers and subject teachers will complete relevant information in the transition plan using the template in the [appendix](#) to prepare an individualised transition plan for each student as required.

Within this template you will find:

- Relevant information about the student's disabilities and difficulties
- Current supports provided by the teacher (IEP, accommodations, additional time, support etc)
- Recommendations to next teacher/school
- Familiarisation plans
- Follow up plans

Familiarisation

For some students, information will be passed to the next teacher, while for others, there needs to be a meeting and familiarisation process with the student and new teacher.

In school-to-school transition, wherever possible, the school will arrange a physical visit to the new school, in coordination with the students parents where applicable, to orient the student on the new school environment, meet with new teachers, and ensure plans are in place for receiving and supporting the student. If a physical visit is not possible, teachers can arrange a video conference meeting with an identified support teacher from the new school, or at least, a phone conversation.

Follow up

There will also be a follow up period where the teacher from the original school will remain in contact with the new support teacher and the student where appropriate, and provide ongoing support.

Transition planning for leaving school

A transition plan for leaving school is a process for helping students with disabilities and their families to think about their life after school. The transition plan process includes identifying goals and targets for post school success and planning and developing school experiences to help students gain the skills and connections needed to achieve these goals.

What makes transition planning successful?

There are three broad areas of success after transition from school – the student's participation in post-school education, their employment status and their ability to live independently and participate in the community.

Predictors of success in these areas can be categorised into the following areas:

1. Student focused planning – including the involvement of the student, understanding the student and making sure that the plan is individualised to cater specifically to the student’s needs and goals.
2. Student development – focusing on developing specific skills needed for achieving goals, as well as self-advocacy skills, communication skills and independent living skills.
3. Inter-agency collaboration – ensuring the collaboration between schools, post-school opportunities (work places, vocational training centres, further education institutions etc), support services (medical services, NGOs, CSOs) etc.
4. Family involvement – ensuring participation throughout the planning process and transition process and empowering the family to have meaningful involvement through identifying specific family needs such as cultural and linguistic needs.
5. Programme structure – involving systematic community involvement, community based learning opportunities, systematic inclusion in social aspects of school, to provide an outcome based programme that expands students curricular opportunities.

Inclusion in general education settings

One of the most important aspects of a successful transition plan is the inclusion of the student in general education settings as often as possible. Transition is about building a bridge between the relatively safe and sheltered environment of school, especially when a student has spent a lot of time with Special Educational Needs support, and the demanding post-school world. An inclusive education environment provides opportunities for students to learn important social, emotional and communication skills in real settings.

Development of self-advocacy skills

The other very important aspect of a successful transition plan is the development of self-awareness, self-determination and self-advocacy skills. Many students with disabilities leave school being too reliant on their parents or SEN teachers. Students need to be able to:

- understand their own strengths and weaknesses
- understand better about their own disability
- identify specific accommodations they need
- ask for appropriate supports, accommodations, modifications etc.

Who gets a transition plan?

A transition plan can benefit any student who is preparing to leave their current school environment. The development of the transition plan will start when the student is in class VIII, or is 14 years old, and is generally for a two year implementation phase. This results in students completing school at the end of class X, along with their age appropriate peers who will complete basic education at

this time. However, the class-to-class transition happens at all ages.

Some students with disabilities may need thorough and detailed plans while others may need a simple plan that outlines necessary accommodations and plans to ensure the student can advocate for their accommodation needs.

Students may be transitioning to further education, training, employment or home life, and each of these possibilities requires the transition planning process.

Developing a transition plan

There are transition planning steps and templates in the appendix, however schools are able to adapt these processes to suit the individual student and the school and community setting in which they operate.

- The SEN team is responsible for co-ordinating the transition planning process.
- The transition planning process shall start when the student reaches the last term of class VIII, or when they are 14 years old (or as appropriate and needed for the students with the school system).
- The transition plan should cover two years (class IX and X or for other years as required).
- The transition plan must be reviewed regularly to ensure the student is moving towards their goals, or to adjust the goals if necessary.
- The school must support the development of opportunities for the student, including collaborating with other agencies and the community.
- The school will complete an exit meeting with the student and report the results to the MoE.

Transition and the Individualised Education Plan

For students requiring an IEP and a Transition Plan, the targets identified in the transition plan must be carefully linked with the learning goals that the student has in her/his IEP.

The guideline will be reviewed and updated periodically based on the practicability and feedback from the schools.

Acknowledgements

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A two-day consultation in Paro engaged support from teachers, vice principals and principals from schools with SEN programmes, Wangsel Institute and Muenselling Institute, as well as representatives from REC, BCSEA, EMD, SPCD and PPD on 25th & 26th April, 2017.

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1st High Level Meeting in Ministry of Education on 5th October, 2017

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2nd High Level Meeting in the Ministry of Education on 22nd March, 2018

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One day consultation meeting with BCSEA, MoE and REC in Paro on 13th April, 2018

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3rd High Level Meeting in the Ministry of Education on 11th June, 2018

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Endorsement of the Guidelines on Assessment, Examination, Promotion and Transition of students with disabilities by Curriculum and Technical Advisory Board (CTAB) meeting on 5th July, 2018

Finalization of the guidelines, design and layout on 16th to 20th July, 2018 in Paro.

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NB: The ECCD & SEN Division have obtained written permission for “Total Life Learning” from Perkins International, USA, for use within these guidelines and schools in Bhutan.

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Appendix

Appendix 1 - Evidence of Disability

Evidence of disability must be provided for applications for certain programmes or concessions – for example, accommodations for examinations, special education access scheme, alternative pathways etc.

The following forms of evidence are acceptable:

- Evidence from doctor or medical personnel,
 - For example paediatrician, physiotherapist, local basic health unit staff, audiologist, optometrist etc
- Evidence from SEN Team Member,
 - SEN Team member may be from the student’s school, or may be from the Dzongkhag SEN Team. If from the Dzongkhag SEN Team member, they must have met with the student or completed a thorough assessment over the phone or video conference.
- Evidence from teacher with statement from school leadership
 - This must include a signature from a parent or guardian

The appropriate forms are below. Families of students with a disability are recommended to request their health personnel to complete this form and maintain copies as this evidence may be used multiple times. Medical forms will be accepted up to 2 years after the completion date.



Evidence from doctor or medical personnel			
1. Basic Information			
Std. Name:		Class:	Dob:
Std. ID:		School	
Dzongkhag:		Date of medical appointment:	
2. Parental or Guardian Consent			
You must have parental or guardian consent for children (under 18 years old) visiting a medical service for evidence of disability.			
	Name	Contact Details	CID No.
<input type="checkbox"/>	Parent		
<input type="checkbox"/>	Guardian		
3. Doctor/Medical Personnel Details			
Medical Professional's Name:		Contact:	
Medical Specialty:		Qualification:	
Practice details:			
Gewog:		Dzongkhag:	
Professional involvement with student: (length of professional relationship, involvement in diagnosis etc)			
4. Disability information			
Disability type:			
What assessment tools have you used (if any) to diagnose disability?			
In your medical opinion how will the student's disability impact on their education?			
<input type="checkbox"/> No impact <input type="checkbox"/> Student needs support for mobility <input type="checkbox"/> Student needs support for communication <input type="checkbox"/> Student needs support for social interaction <input type="checkbox"/> Student needs support for learning <input type="checkbox"/> Student needs support for self-care <input type="checkbox"/> Student needs support for self-management			
Please provide details to support your statement above:			

Evidence from SEN Team Member					
1. Basic Information					
Std. Name:		Class:		Dob:	
Std. ID:		School:			
Dzongkhag:		Date of medical appointment:			
2. Parental or Guardian Consent					
Please provide parental consent for sharing information about student's disability.					
Name		Contact Details		CID No.	
<input type="checkbox"/> Parent					
<input type="checkbox"/> Guardian					
3. Details of SEN Team Member completing form					
SEN Team Members Name:			Contact		
School:		Geog		Dzongkhag	
Professional involvement with student: (does the SEN team member work at the student's school or are they from Dzongkhag SEN team – what was the communication system?)					
4. Statement of disability or difficulty:					
Does the student have a diagnosed disability?		No <input type="checkbox"/> Yes <input type="checkbox"/>		Details...	
What difficulty does the student experience at school?					
What tools have you used to identify these difficulties?					
Any additional notes of relevance					
				<i>Legal stamp</i> <i>Signature</i> <i>Date</i>	

Evidence from teacher with statement from school leadership					
1. Basic Information					
Std. Name:		Class:		Dob:	
Std. ID:		School:			
Dzongkhag:		Date of medical appointment:			
2. Parental or Guardian Consent					
Please provide parental consent for sharing information about student's disability.					
Name		Contact Details		CID No.	
<input type="checkbox"/> Parent					
<input type="checkbox"/> Guardian					
3. Details of SEN Team Member completing form					
SEN Team Members Name:				Contact	
School:		Geog		Dzongkhag	
Professional involvement with student: (does the SEN team member work at the student's school or are they from Dzongkhag SEN team – what was the communication system?)					
4. Statement of disability or difficulty:					
Does the student have a diagnosed disability?		No <input type="checkbox"/> Yes <input type="checkbox"/>		Details...	
What difficulty does the student experience at school?					
5. Statement of authenticity from Principal:					
Legal Stamp			Legal Stamp		
Teacher's Signature			Principal's Signature		
Date:			Date:		

Appendix 2 - Application for Extended-Learning Time

1. Basic Information

Std. Name:		Class:		DOB:	
Std. ID:		School:			
Dzongkhag:		Date of application:			
Person completing form		Contact:			

Evidence of Disability or Difficulty

Use the “Evidence of disability or difficulty information sheet in the appendix of the Guidelines on Assessment, Examination, Promotion and Transition of students with disabilities to determine appropriate evidence to attach. Indicate which forms of evidence you have attached in the check boxes below.

- Evidence from doctor or medical personnel
- Evidence from SEN Team member
- Evidence from teacher with statement from School Leadership

Proposed Path of Study

Use the table below to describe the student’s proposed path of study. Insert the subjects the student will complete in the first, second, and where appropriate, third year. When planning this, carefully consider whether the study load is even, whether some subjects rely on knowledge or skills from other subjects, and whether appropriate support will be available for the chosen subject in the year indicated.

	Subject				
Year 1					
Year 2					
Year 3					

Justification for studying through the Extended Learning Time Pathway

To be eligible for this pathway, the school needs to demonstrate that the student has barriers to their education that will be overcome by splitting the course over two or three years.

What are the barriers that the student experiences?

How will the extended learning time pathway overcome these barriers?

Appendix 3 - Application for Selective and Functional Learning Programme

1. Basic Information

Std. Name:		Class:		DOB:	
Std. ID:		School:			
Dzongkhag:		Date of application:			
Person completing form		Contact:			

Evidence of Disability or Difficulty

Use the “Evidence of disability or difficulty information sheet in the appendix of the Guidelines for Assessment, Examination and Promotion of students with disabilities to determine appropriate evidence to attach. Indicate which forms of evidence you have attached in the check boxes below.

- Evidence from doctor or medical personnel
- Evidence from SEN Team member
- Evidence from teacher with statement from School Leadership

Justification for joining this programme

Explain why the student is unable to participate in the full general curriculum.

Describe the actions you have taken to support the student in the general curriculum previously. (You should not be entering a student into this programme without first trying the general curriculum with appropriate adaptations, accommodations and supports).

Selective learning options

Please list the general curriculum subjects that the student will participate in.

Please list the TVE programme that the student will participate in (if applicable).

Functional Learning

You will need to prepare an IEP for the student. This IEP will be used for accountability within the school and through PMS. You must therefore keep the IEP up to date with goals, assessment and reviews. Attach the student’s current IEP to this application.

- IEP attached to application
- IEP not attached because:

Appendix 4 - Application for Selective and Functional Learning Certificate

1. Basic Information

Std. Name:		Class:		DOB:	
Std. ID:		School:			
Dzongkhag:		Date of application:			
Person completing form		Contact:			

Evidence of Disability or Difficulty

Use the “Evidence of disability or difficulty information sheet in the appendix of the Guidelines for Assessment, Examination and Promotion of students with disabilities to determine appropriate evidence to attach. Indicate which forms of evidence you have attached in the check boxes below.

- Evidence from doctor or medical personnel
- Evidence from SEN Team member
- Evidence from teacher with statement from School Leadership

General Curriculum Subject Completed

Please list the subjects that the student participated in in the general curriculum:

Subject	Formative assessment grade	Final BCSEA grade

Technical and Vocational Education Training Subjects Completed

Please list the subjects that the student participated in in the TVET curriculum:

Subject	Formative assessment grade	Final BCSEA grade

Functional Literacy Competency

Functional Numeracy Competency

Additional Competencies

List the additional competencies that the student has achieved. These should be the recent long term learning goals that they have successfully met.

Please attach the student's IEP and functional learning assessment records.

Attached: Yes No

Legal stamp

Teacher's Signature
Date:

Legal stamp

Principal's Signature
Date:

Appendix 5 - Application form for TVET programme

1. Basic Information

Std. Name:		Class:		DOB:	
Std. ID:		School:			
Dzongkhag:		Date of application:			
Person completing form		Contact:			

2. Proposed Programme

TVET programme the student is applying for:
 School/centre the student is applying to: _____

3. Evidence of Disability or Difficulty

Use the “Evidence of disability or difficulty information sheet in the appendix of the Guidelines for Assessment, Examination and Promotion of students with disabilities to determine appropriate evidence to attach. Indicate which forms of evidence you have attached in the check boxes below.

- Evidence from doctor or medical personnel
- Evidence from SEN Team member
- Evidence from teacher with statement from School Leadership

4. Justification for student’s preferential enrolment

Please explain why this student will benefit from being in the TVE programme, rather than continuing in their current educational programme:

5. Student’s experience and skills in proposed TVE programme

Please provide details of the student’s current experience and how it has been determined that the student would benefit from this programme:

Legal stamp	Teacher’s Signature Date:	Legal stamp	Principal’s Signature Date:
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Appendix 6 -Notification of students not participating in BCSEA examinations

Submit to BCSEA by 31st August

(copy this table for each student in class 3 and 6 who will not be participating in some or all of the BCSEA examinations)

Std. Name:		Class:		DOB:	
Std. ID:		School:			
Dzongkhag:		Date of notification:			
Person completing form:		Contact:			
Examinations the student will be participating in:		student will not be participating in:			
I declare that the above student is studying from the selective and functional learning programme		(Signature)			

Appendix 7 - Application for Repetition

1. Basic Information

Std. Name:		Class:		DOB:	
Std. ID:		School:			
Dzongkhag:		Date of application:			
Person completing form		Contact:			

2. Evidence of Disability or Difficulty

Use the “Evidence of disability or difficulty information sheet in the appendix of the Guidelines for Assessment, Examination and Promotion of students with disabilities to determine appropriate evidence to attach. Indicate which forms of evidence you have attached in the check boxes below.

- Evidence from doctor or medical personnel
- Evidence from SEN Team member
- Evidence from teacher with statement from School Leadership

3. Justification for decision to repeat

The majority of students with disabilities and learning difficulties should be maintained in an age appropriate class and promoted with their peers. For exceptional cases, students will be considered for repetition.

What are the reasons for repeating the student?

Why will the student benefit from repeating rather than being promoted with their peers?

What supports will you put in place to ensure the student is ready to be promoted after one year of repeating? Be detailed and specific. If appropriate supports are not planned then the application will be denied.

Appendix 8 - Special Education Access Scheme Application Form

1. Basic Information

Std. Name:		Class:		DOB:	
Std. ID:		School:			
Dzongkhag:		Date of application:			
Person completing form		Contact:			

2. Evidence of Disability or Difficulty

Use the “Evidence of disability or difficulty information sheet in the appendix of the Guidelines for Assessment, Examination and Promotion of students with disabilities to determine appropriate evidence to attach. Indicate which forms of evidence you have attached in the check boxes below.

- Evidence from doctor or medical personnel
- Evidence from SEN Team member
- Evidence from teacher with statement from School Leadership

3. Justification of request for Special Education Access Scheme

The special education access scheme is designed to compensate for difficulties experienced by students with disabilities due to inequalities during their education. Please describe your how your disability and any inequalities you have experienced have impacted on your educational outcomes.

--

Did you attend a school with a SEN Programme? Yes/No

If yes: what year did you start receiving support from the SEN programme?

Please describe the support that you received (accommodations, pull-out lessons, push-in support etc)

Please indicate which of the following applies to you:

- Remote primary school
- Started school after 6 years old (state what age...)
- Received supports from hospital for disability
- Received supports from another organisation (for example Ability Bhutan Society)

Statement from Principal/SENCo/Teacher

I _____ , _____

of _____ (Name, position, school)

declare that the above information is true and accurate.

legal stamp

Signature

Appendix 9 - Transition between classes or schools

1. Student's Basic Information

Student Name:		Date of Birth:	
Student ID:			

2. Transition Details

Current Class:		Expected date of transition:	
Moving to (class, school):			
Current class teacher:		Person completing form (and designation):	
Person taking responsibility		Contact:	
School:		Dzongkhag:	

3. Disability information

Does the student have a diagnosed disability? Yes <input type="checkbox"/> No <input type="checkbox"/>	Details:
What difficulty does the student experience at school?	
What tools have you used to identify these difficulties?	
Does the student currently have an Individual Education Plan? Yes <input type="checkbox"/> No <input type="checkbox"/>	Attach a copy to this form

4. Student Support

Please describe in detail the current supports that this student receives (accommodations, modifications, additional time, pull-out classes, push in support).

5. Recommendations to new teacher/school

Please provide any specific recommendations for the new teacher/school to support the transition and inclusive education of the student.

6. Familiarisation plans

If the student is moving between classes or expecting a new teacher, you must plan to orient the student on their new classroom setting and introduce them to their new teacher. If the student is moving to a new school, then an orientation visit should be arranged wherever possible. If not possible, then a video conference with the new school or at minimum a telephone call with the person taking responsibility for the student in the new school.

Detail the familiarisation plans

7. Follow up plans

Please detail how the current teacher will manage follow up – including providing on-going support to the student and the new teacher/school when necessary. This must include at least one follow up telephone conversation.

Current class/school

Legal
stamp

Teacher's Signature

Date:

Legal stamp

Principal's Signature

Date:

New class/school

Legal
stamp

Teacher's Signature

Date:

Legal
stamp

Principal's Signature

(when moving schools)



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