



**GOVERNMENT OF THE REPUBLIC OF TRINIDAD AND TOBAGO**

**MINISTRY OF EDUCATION**

**Guidelines for Operations of Schools for the  
Academic Year 2022/2023  
Term 1**

**AUGUST 24, 2022**

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# Introduction

The COVID-19 pandemic has created a ‘New Normal’ to which schools must conform. As schools across the globe begin to reopen, the practices to conform to the ‘New Normal’ are varied and fluid based on the dynamics that exist in various countries, and advice issued from global medical Associations and Institutions.

In the previous Academic Year 2021/2022, schools reopened in phases and Phase 4 operated throughout Term III 2021/2022, which involved the physical return to school of all students of public and private schools at the ECCE, primary and secondary levels. This level of attendance will be expected to continue for the Academic Year 2022/2023. The following general guidelines are intended for implementation at schools in Trinidad and Tobago for the Academic Year 2022/2023. These guidelines for the operations of schools take into consideration the new legislation issued by the Ministry of Health and are subject to adjustments should the health circumstances change.

## 1.0 Overview of Measures to Facilitate the Safe Operation of Schools

### 1.1 Education District Health Services Unit (EDHSU)

To support the “*New Normal*” environment of schools and on the advice of the Ministry of Health (MOH), Cabinet approved the establishment of the position of one (1) House Doctor, and a MOE Education District Health Services Unit (EDHSU) at each of the seven (7) education districts in Trinidad. These units are physically housed at schools and operate as follows:

- A medical team comprising three nurses has been approved for each EDHSU, with direct responsibility for being the liaison between schools and the relevant units of the Ministry of Health to facilitate and expedite communication, inclusive of COVID-19 testing and obtaining results, between Principals, Schools Supervisors and the MOH. Tobago has made their own arrangements for their schools.

- The EDHSU in partnership with the Crisis Management Team/ Health and Safety Committee at each school will be the first responders in the event of a COVID-19 or other health related emergency.
- The EDHSU will, in collaboration with the Health and Safety Unit of the MOE, ensure that arrangements are in place at schools for COVID-19 protocols to be enforced.
- The EDHSU will, in collaboration with the Schools Supervisors at the District Office, liaise with the Regional Health Authority relevant to the district, to host meetings, if required, with principals and parents to answer questions and address concerns associated with COVID-19 or other health concerns. Other key stakeholder groups can be invited to attend. Meetings for new parents can be done either the first day of school or during the first week of school, given its importance for information sharing.
- The nurses of the EDHSU are traveling officers who are expected to operate out of a central location, reporting to the Education House Doctor.
- The protocols regarding the use of the services of the EDHSU are outlined in *Appendix I*.
- Training for teachers and school personnel in areas specific to COVID-19 protocols where relevant and necessary, including cleaning, quarantine, protective gear, school procedures re: COVID-19, safety, flu-like symptoms, suicidal tendencies, dealing with loss and trauma.

## **1.2 Wellness, Health and Safety Measures**

In an effort to safeguard all stakeholders, Principals should enforce the following measures:

1. Sanitizing/Washing of hands upon entry is encouraged;
2. Temperature checks upon entry as far as possible;
3. Mask wearing is highly recommended;
4. All persons are guided to remain at home when ill and seek medical assessment;
5. Staff and students are required to notify the school immediately upon being tested for COVID-19 OR being placed on quarantine by their County Medical Officer. Such persons would not be permitted to enter the compound until they have completed their stipulated quarantine period;

6. With regard to the ability of persons to attend school once they are not exhibiting flu-like symptoms, the current national COVID- 19 quarantine and isolation guidelines advise of a quarantine period of ten (10) days and for those with RT-PCR COVID-19 positive results an isolation period of ten (10) days if asymptomatic and thirteen (13) days if symptomatic, with the last three (3) days being free from symptoms prior to automatic discharge from quarantine with no need for exit COVID-19 testing;
7. School personnel displaying flu-like symptoms should not be allowed to remain on the school compound unless they are in possession of a recent negative COVID-19 Test, or a medical letter which explains the condition.
8. School personnel who are not displaying flu-like symptoms should be allowed to access to the school compound without the requirement to produce a negative COVID-19 test.

### **1.3 Professional Development and Support to Staff**

- Continuous teacher and student training to allow proper use of platforms and tools for teaching and learning using digital methods to be arranged by the Principal or the School's Middle Management Team
- The Substitute Teacher System will continue to operate so that schools can access relevant teachers in instances where there are short-term teaching vacancies within schools.
- Continuation of initiatives to determine and cater for learning loss including:
  - Adjusted curriculum
  - Adaptive online literacy and numeracy solutions
  - Placement of Curriculum Materials on the School Learning Management System (SLMS) for further guidance and support to teachers
  - Diagnostic testing

### **1.4 Supporting Students**

- Where possible, student attendance will be monitored by use of an electronic/ online register. Alternately, the physical register will be used.
- Student and Parent Support Groups led by the SSSD.
- Availability of psychosocial support from the SSSD.

- Mental Health programme for return to school for all students and teachers.
- Increased vigilance for absent students and robust intervention strategies to treat with truancy.
- Increased number of Student Aides to cater for students with special needs.
- Schools mandated to maintain open and active communication with parents, including but not limited to reporting on student timetables, progress and assignments so that a strong network of support is built around the student.
- Community / corporate support for schools encouraged.

## 2.0 Operations of Schools

### 2.1 General Information

- Term One of Academic Year 2022/2023 will commence on September 5, 2022, and end on December 9, 2022. Teachers will report for duty on Thursday, September 1, 2022, and Friday September 2, 2022.
- The first day of each term must be a full work/school day for all teachers and students.
- As with Phase 4 of the last Academic Year, all students of Secondary, Primary and ECCE schools are expected to attend school physically daily.
- Schools to maintain normal hours of school operations.
- All schools should revert to pre-COVID-19 guidelines for construct of Timetables.
- Student attendance will be monitored by use of an electronic/online/physical register. Schools are not required to use both the physical and the online register.
- Entry protocols of handwashing and temperature checks to be enforced and strictly adhered to as far as possible
- All students to submit up to date contact details for parents/guardians, including email addresses
- Extra-curricular activities (inclusive of field trips), in school and inter-school sport are allowed under teacher supervision. (See Section- *Return to Play*)

- The use of AC is allowed, but principals must ensure that the AC units are serviced in a timely manner as advised by the service providers and a service maintenance schedule
- Suggested activities for periods:
  - **September 1<sup>st</sup> – 2<sup>nd</sup>, 2022:**
    - Review of the School Development Plan based on an analysis of the performance of the school over the previous Academic Year 2021/2022;
    - Review of the implementation, monitoring and evaluation strategies included in the School Development Plan;
    - Allocation of duties and responsibilities by the Principal and distribution of timetables;
    - Preparation and utilization of annual Schemes of Work by all teachers;
    - Implementation of induction programmes for new teachers and students;
    - Assigning of a mentor teacher to new teachers to support them in this new phase of their teaching career;
    - Preparation of the Calendar of Events of the school for the new school year;
    - Preparation of a schedule of meetings with key stakeholders, e.g. parents, Local School Board.
  - **September 5<sup>th</sup> – 9<sup>th</sup>, 2022:**
    - Orientation activities organized in collaboration with the Student Services Support Division for:
      - New students
      - Parents
    - Class orientation activities by teachers and Student Support Services Division (SSSD) personnel
    - Continued lesson planning and preparation of class materials by teachers
    - Commencement of teaching and learning activities by teachers



## Uniforms

The Ministry of Education reiterates the importance of being able to identify a child wearing a school uniform. For Academic Year 2022-2023, all students are expected to wear the standard school uniform when reporting to school. Parents are expected to cooperate with the school's uniform specifications as issued by principals.

## 2.2 School Entry Protocol

In addition to the school's regular entry protocol the following should be put in place:

- Compliance to *The Public Health [2019 Novel Coronavirus (2029-nCoV)] (No.5) Regulations, 2022, Legal Supplemet Part B-Vol.61, No. 121-16<sup>th</sup> July 2022* refers.
- Sanitation measures for entering the compound must be enforced to ensure success in the fight against COVID-19. Hand washing / sanitizing stations should be strategically placed close to the entrance of the school compound, where the security guard / School Safety Officer can ensure that all students and visitors wash and sanitize their hands upon entry. For schools with more than one entry/exit point, such can be utilized once there is adequate requisite staff and equipment to so allow. All visitors must sign the entry book after sanitising their hands. Allowances should be made for adjustments to these procedures, if required, due to inclement weather.
- Safety/Security Officers or other appointed persons shall, via the use of non-contact infrared or standing thermometer, monitor the temperature of personnel at the school's entry point. Students, staff or visitors with a higher-than-average temperature (over 37.5 degrees Celsius/99.5 degrees Fahrenheit) should be directed to a cool area nearby and their temperature rechecked after five (5) minutes. The environmental temperature must be taken into consideration; therefore, temperature checks must be done more than once before a student or visitor is deemed to be a person of concern.
- Persons, other than students, with flu-like symptoms must be barred from entering the compound and their temperature should not be taken. It is possible for a person to display flu like symptoms without having a higher-than-normal temperature.
- Visitors must provide contact information to facilitate contact tracing if necessary

- Schools must have a designated quarantine area to which students who display flu-like symptoms can be assigned to await pickup by their parents (where applicable). The designated quarantine area must be an area/room with adequate ventilation, or any available room that is deemed suitable by the District Health Nurse and Crisis Management Team.
- Students with pre-existing medical conditions or health concerns which involve viral/flu like symptoms, should provide notice of the health concern from any registered medical practitioner to their class teacher/ Principal
- Other than students in bullet above, students displaying flu-like symptoms upon entry should be directed to the designated quarantine area. These students must be identified to the principal by teachers, health and safety officers, security officers or staff. The parent and EDHSU must be immediately contacted. Parents will be asked to take the student out of school and seek medical attention at the nearest public health facility.
- A screening notebook/questionnaire should be put in place to be used if a member of the staff or student body has two (2) consecutive high readings (over 37.5 degrees Celsius/99.5 degrees Fahrenheit). Headings in this book/questionnaire should be in accordance with the following suggestion: American Medical Association: Pre-Visit Screening Script template.
- The usual procedure when students are leaving before the end of the school day must be adhered to. A member of staff including those assigned to the Main Office area can be rostered for this task.
- Student drop-off and pick-up must be managed to reduce the presence of persons/drivers on the school compound.
- All parents/guardians must provide up to date contact information for use in the event of an emergency.
- Visitors and service providers who access the school's compound must abide by the school's policy and guidelines provided by the MOH.

## **2.3 Guidelines for School Assembly**

- Whole school assemblies are allowed. However, alternatively, schools with Public Address (PA) systems can utilize these to conduct assemblies with students in classrooms supervised by the Form teacher/ Class teacher.

- Morning assemblies must allow for a motivational message (guidance can be sought from the Student Support Services Division-SSSD), COVID-19 reminders and updates, preparation for learning and roll call.
- Daily COVID-19 reminders include compliance to new normal measures such as washing/sanitizing hands, remaining home if ill, etc.

## **2. 4 Return to Play**

*The Public Health [2019 Novel Coronavirus (2029-nCoV)] (No.5) Regulations, 2022, Legal Supplemet Part B-Vol.61, No. 121-16th July 2022* has lifted the mandate for the wearing of mask exclusively to sporting activities occurring in outdoor areas. It applies then that mask wearing is no longer mandated during sporting activities. The following guidelines are submitted for use in these contexts of play and activities, or events related to physical education.

### **A. General Guidelines:**

#### **❖ Preparation for Physical Activity Engagement:**

- All facilities to be used for training should be identified, inspected and a system for routine maintenance be established with normal cleaning practices observed before, during and after training sessions and competitions.
- A hand sanitation station should be available for use before students engage in activities.
- Schools should inform parents of the return to play and encourage them with the necessary details as it relates to having their child/children ready for engagement in sports on the school compound and eventually at the regional level.
- Students should have up to date medical records at the school to inform their involvement and possible limitations or considerations for participation in physical activities.
- Adopt measures to prevent crowding at potential choke points such at entrances, toilets, concessionaires' booths, water fountains, etc.

#### ❖ **Access to Programmes:**

- All students who are bona fide members of the student population should be eligible to participate in physical activities as well as Physical Education and sport programmes.
- Students deemed medically unfit by a registered physician or medical authority must be exempted from the physical activity programmes at the school and should be allowed to return only if medical clearance is forwarded in writing.
- Efforts should be made to include students with Special Education Needs (SEN) in the sporting programmes/activities provided that appropriate specialist medical and technical advice approves of their participation.
- Parental consent should be obtained with respect to student participation in the school's intra-mural, interschool, and afterschool/collaborative programmes.
- Students may be debarred from access to the programmes by legitimate measures/processes at the school, for e.g. suspension, expulsion, etcetera.

#### ❖ **Administration of Programmes**

- The school administration is responsible for overseeing and monitoring of the implementation of the Physical Education curricula as well as the promotion and development of sporting activities in schools.

#### ❖ **COVID-19 Mitigation**

- Personnel are to adhere to the protocols & guidelines of the Ministry of Education's, Education District Health Services Unit (EDHSU) and engage the District Health Nurse in keeping with the COVID-19 Mitigation and Prevention Guidelines.
- The School's Crisis Management Team should be immediately activated if any concern of a suspected case of COVID-19 or any illness arises during participation in Physical Activity on the school compound or at another venue related to Physical Education.
- Staff are to encourage routine hygiene practices before ( e.g. hand washing/sanitisation station)

## **B. Sport/Programme Specific Guidelines**

- Guidelines concerning sanitization of facilities and equipment, regular hand-washing, protocols for access of students and avoidance of bottle-necks in gatherings, apply to the following settings: -
  - Informal Physical Activities in Schools
  - Intra-Mural Sporting Programmes
  - Inter-School Sporting Programmes
  - Afterschool/Collaborative Programmes
  - Basic or Instructional and Elective Physical Education Curricula

Where necessary specific adaptations are permissible but should not vary from the principles laid out in these guidelines.

The following are specific guidelines to mitigate the spread of COVID-19 in the play environment:

- Develop specific COVID-19 Mitigation Plans for sporting events, especially those held at non-school sites/facilities. These plans should identify the personnel/team assigned, the communication/reporting strategy as well as mitigation measures to be employed, quarantine arrangements and procedures to deal with emergencies or surges, etcetera.
- The teacher, coach, teacher in charge, team manager should enquire about the health status of students/athletes and remind them of COVID-19 mitigation measures to be used prior to the start of physical activity sessions.
- Screening of participants at sporting events including student athletes, spectators, officials, etcetera using approved MOE/MOH measures such as temperature checks.
- Pre-travel COVID-19 screening should be conducted on teams/passengers prior boarding vehicles which should be sanitized prior to attending away sporting events.
- Measures to prevent crowding at potential choke/gathering points such at entrances, toilets, concessionaires' booths, water fountains, etcetera should be adopted at sporting event.
- Athletes should be separated as much as possible from other groups to limit possible transmission of the COVID-19 virus.

- Advise participants to make full use of the seating accommodations at venues as relates to the maintenance of personal space.
- Unnecessary physical contact, such as high fives, handshakes, or hugs should be discouraged and alternative ways of celebration or greetings not involving contact should be utilized.
- Pregame site visit and inspection should be conducted at home and away venues to ensure that they meet the minimum standard as it pertains to sanitation and hygiene and a cleaning regime implemented for change rooms and washrooms.

These are general guidelines for teaching/coaching and facilitating physical activities at schools:

- The implementation of the full Physical Education curricula resumes with emphasis on practical activities at primary level (Infants 1 to Standard 5) as well as theoretical and practical activities at the secondary level (Forms 1- 3 mandatory, 4 – 6 elective classes).
- Students' health status information should be updated and recommendations from registered medical practitioners should be followed accordingly.
- The school administration to communicate guidelines for student engagement in physical activities including the types of activities permissible, areas/spaces available, scheduling and supervision of activities.
- Learning outcomes which emphasize the development of physical fitness, acquisition of fundamental motor skills, enhances physical literacy, and contribute overall health should be prioritized for Academic Year 2022/2023, Term 1.
- As far as possible, encourage the use of personalized sporting equipment where permissible and limit or eliminate the sharing of gear, water bottles, towels, refreshment, etcetera.
- Sanitation stations should be set for use by students involved in physical activity sessions.
- As far as practical, teachers/coaches should encourage students to maintain personal space especially when they are not engaged in activities which require direct physical contact.
- Students must be monitored for difficulty with breathing as they engage in physical activity and appropriate action taken including removal from the activity and alerting the school administration, safety officer, etcetera.

## 2.5 Termly Schedule: Term 1 2022/2023

Term 1 of Academic Year 2022-2023 spans a 14-week period, September 05, 2022, to December 9, 2022. To compensate for loss of teaching-learning time experienced due to the COVID-19 pandemic, and to facilitate orientation for new students into the school as well as subject orientation for form 4 students, the following is a proposed timeline for the implementation of suggested activities.

- Week 1, Term 1 2022/23-
  - SSSD and Teacher-led Orientation new students
  - Teacher-led Subject Orientation for Form 4
  - Teacher- led Revision Exercises for other year level
  - Preparation of workplans / Scheme of Work (SOW)
- Weeks 2-3, Term 1 2022/23-
  - Teacher-led Subject Orientation
  - Teaching and Learning Activities -Teacher- led Revision Exercises where required.
  - School-Level Standardized Diagnostic Testing for Assessment of levels from which teaching and learning is to be planned (Teacher-developed)
  - Checklist of minimum learning outcomes students should possess at start of the school year have been provided to teachers in the Optimal Learning Guidelines Document to allow for development of suitably designed test papers for the school-level Diagnostic Tests. The Optimal Learning Guidelines are to be considered as the entry point to coverage of the full curriculum according to students' diagnosed learning needs
  - Analysis of School-Level diagnostic assessments will be done by teachers and these findings along with support in the form of guidelines and exemplars of adaptation of the curricula, will inform teachers on the development of their workplans / Schemes of Work (SOW)

- Week 3- 4, Term 1 2022/23-
  - Adjusting of workplans / (SOW) based on findings of Diagnostic Testing
  - Teaching and Learning Activities.
- Weeks 5-12, Term 1 2022/23-
  - Teaching and Learning Activities
- Weeks 13-14, Term 1 2022/23
  - End of Term Assessments and Results

## **2.6 Cleaning and Sanitizing**

- Administrators must be familiar with the contractual agreement of maintenance workers, copies of which will be distributed to all principals upon request through line Schools Supervisors.
- As far as possible, garbage bins should have swing type lids/pedal bins and garbage should be disposed of securely. The garbage bins should be strategically placed at multiple locations throughout the school inclusive of class and staff rooms and administrative areas to allow persons to dispose of gloves, tissues or disinfecting wipes.
- Frequent cleaning of toilets and taps and high trafficked areas should be maintained.

## **2.7 Safety Protocol Reinforcements**

Parents/guardians and staff shall work together to prevent the spread of COVID-19, by reinforcing the following:

- Non-sharing of materials such as books, stationery, food, drinks and snacks as well as sanitisers and other personal items, among or between students.
- Encouraging all students to walk with a personal supply of sanitizer and/or hand soap and replacement masks.
- Wearing of masks, though not mandatory in specific circumstances as determined by a Principal is highly recommended.
- Frequent washing of hands with soap and water.



- Coughing or sneezing must be done into the sleeves/elbows or in a tissue. The tissue must be discarded immediately. Hands to be sanitized immediately after disposing of tissue.
- Not allowing the use of non-disposable items such as washrag, handkerchief, etc.
- Encouraging frequent communication between parent and school.

## **2.8 Procedure for Dealing with Positive COVID-19 Cases or Symptoms**

The EDHSU is the liaison between the school and the health institutions to ensure prompt response to any COVID-19 related emergency situation.

Schools must follow specific protocols in the event of staff or students who:

- Develop Flu-like symptoms on the compound
- Test positive for COVID-19.

The following protocols should be observed:

- Students who develop flu like symptoms while on the compound should be directed to the designated quarantine area. These students must be identified to the Principal by teachers, health and safety officers, security officers or staff. The parent and EDHSU must be immediately contacted. Parents will be asked to take the student out of school and seek medical attention at the nearest public or private health facility. In the event that a staff member develops flu-like symptoms, he/she must alert the Principal or Crisis Management Team, seek medical attention.
- If the school is informed:
  - i by the CMOH that a member of the school population, who has been physically reporting for duty, has tested positive
  - ii by a staff/student that he/she is either COVID-19 positive or symptomatic the following applies:
    - The Schools Supervisor and EDHSU must be immediately alerted by the principal or designate.

- The relevant sections of the COVID-19 Data Reporting form must be completed by the Principal and the EDHSU accordingly.
- The completed COVID-19 Data Reporting form and any documentation from the CMOH (e.g. Quarantine Order) must be forwarded by the EDHSU to the Education Health Officer (EHO).
- Information if required by the MOH for contact tracing must be provided and the relevant procedures as determined by the Ministry of Health will be adhered to.

## 3.0 Focus on Learning

Heads of Departments (HODs) will ensure adherence to the Curriculum Guide and that topics taught are in alignment with Schemes of Work and Daily/Weekly Plans. The Curriculum Officers will also provide support to schools as necessary to facilitate the delivery of the curriculum using the curricular material provided for teachers' guidance.

The guidelines provided by the CPDD will support planning for curriculum delivery by identifying minimum outcomes for each learning level, suggestions on how to diagnose learning core gaps/deficiencies and exemplars of how to adapt the curriculum accordingly. Thus, work plans will be developed to be responsive to the varied needs of students in bridging gaps/deficiencies in learning, addressing initially minimum outcomes and progressing to the full curriculum. The focus needs to shift from students catching up to students being well positioned to progress systematically towards the next learning level.

Diagnostic Testing practiced by the school at the beginning of the school year is best practice which allows for clear information on the starting point for instruction and clear identification of Learning Gaps to be addressed. Administrators will receive summary reports from the Heads of Department on a fortnightly basis and forward a Termly Report to Schools Supervisors. Any concerns with respect to teachers, will be reported by the Head of Department/ Senior Teacher to Administration as per usual protocol.

### 3.1 Orientation and Support

Orientation sessions for new students will be conducted through a partnership with SSSD personnel and teachers. The emphasis in the first two weeks will be on equipping all students with the skills needed to orient to the school environment.

SSSD will continue to support students throughout the term with the delivery of the following levels of support:

- Universal Intervention – Whole class / Group Guidance sessions focusing on areas of Social, Emotional Learning; Academic Development and Support as well as Career Development.
- Targeted Intervention – Individual and Group Counselling; Social and Risk Assessments including the conduct of Home-Visits as needed; Psychoeducational Assessments and other levels of therapeutic support. Specific focus will also be placed on parents and students at ECCE, Infants Year I and Standard 5 students transitioning to secondary school.
- Form/Class teacher-led Home Room periods must be time-tabled as a part of the orientation programme. Form/Class teachers, with the guidance of the SSSD, will engage students in active discussions, lend support and give guidelines on adapting to the school environment. Form/Class teachers should be on the alert for students who display any behaviours of concern and make the necessary referrals to the SSSD.
- Form 1 Deans (Secondary) are to be rostered to interact with new students on a class-by-class basis to reinforce student expectations in keeping with the guidelines.
- Deans (Secondary) are to be rostered to interact with students of the respective year groups on a class-by-class basis to reinforce student expectations in keeping with the guidelines.
- Administrators should liaise with the SSSD, Employee Assistance Programme (EAP) or suitable NGOs to attend to the psychosocial needs of the staff. These sessions should be scheduled as needed and must be communicated/published to staff.
- The TEPPDD will schedule teacher training sessions.

### 3.2 Diagnostic Assessment and Adapted Curriculum

The checklist of minimum standards provided by the CPDD will continue to assist teachers in identifying and addressing learning loss and bridge entry to the full curriculum. Access to Diagnostic Assessment and additional online resources are available at the following link:

<https://www.moe.gov.tt/curriculum-resources/>.

Learning loss recovery may be approached initially by the implementation of the Curriculum based on the Optimal Learning Guidelines, then progress to all outcomes of the Curriculum. This link also provides detailed strategies for both teachers and parents for targeted remediation of student learning of Mathematics and English Language Arts outcomes for both Primary and Lower Secondary levels.

Physical Education returns to full implementation, with all practical and sporting activities guided by Return to Play protocols.

The following curriculum support resources and training opportunities are available to teachers:

#### **a. Primary and Secondary Schools Catalogue of Resources**

The CPDD continues to produce materials to support teaching and learning. The CPDD has created a Digital Catalogue of the Primary Curriculum Instructional Toolkit which provides a comprehensive list of all learning units, learning plans and supplementary instructional resources to aid primary school teachers as they plan for instruction and implement curriculum. Using the catalogue, primary and secondary teachers should be able to:

- Conduct a search for a resource by level and by content area.
- Use a hyperlink to access that particular resource directly.

These catalogues will provide quick access to the wealth of resources available to teachers seeking to assist students, including those who may have experienced learning loss over the past two years of blended learning. They can be accessed via links which were provided to schools.

#### **b. Repository of SLMS resources produced by the CPDD.**

Teachers can access the SLMS for resources that will support remediation, interventions and accelerated learning as the learning activities can be selected according to student's

needs. These learning activities are developmental with responses to assessment items provided and can therefore be assigned for independent learning.

### **National/Regional Assessments**

- The Assessment Framework and format of SEA 2023 will follow that of SEA 2022.
- The regional examinations implementation will be guided by the Caribbean Examination Council
- Teachers are to provide support for students in the development of School Based Assessments (SBAs) and Caribbean Vocation Qualification (CVQ) Portfolios

### **3.3 Promotion of Students**

Students have been promoted to Infant Year II and subsequent year groups at the primary level; and to Forms II - V and Upper VI at the secondary level. It must be emphasized that ‘promotion’ should have been based on readiness and ensuring that space is created at each year level to allow the maximum number of students to have equity and access to quality education. The checklist of minimum standards provided by the CPDD, along with analysis of the Diagnostic Assessments will assist teachers in determining the preparedness of their students for the current work level across the different subject areas. It is important that monitoring and accountability mechanisms are put in place at all levels to ensure the achievement of the desirable outcomes for students.

## **4.0 Supporting Education**

### **4.1 Teacher System**

The Substitute Teacher System is in place to provide schools with access to teachers in instances where there are short-term teaching vacancies within schools.

### **4.2 ICT Staff**

ICT Technicians are the first responders to any technical issues at secondary and primary schools. Each ICT Technician, whilst based at a secondary school, is assigned to give support to primary schools in close proximity to their respectively assigned secondary school. Monthly visits to primary schools are scheduled, but ICT Technicians remain on call to address any issues as they arise. Principals have been provided with the contact information of the ICT Technicians assigned to their schools and are also asked to utilize the services of the MOE IT Helpdesk.

### **4.3 Student Services**

- The MOE continues to provide transport and meals via the Public Transport Service Corporation (PTSC) and National School Dietary Services Limited (NSDSL) respectively, to students who require these services. Principals will be required to submit the names of students who require meals and transport so that necessary arrangements can be made. School principals to use criteria as recommended by the NSDSL when identifying students for breakfast and lunch
- The MOE continues to address the following:
  - Accessibility to devices by all students and staff.
  - Internet accessibility at all schools.
  - Digital transformation of MOE services.
  - Training to increase the quality of instruction and school operations.
  - Educating parents on their role in supporting their children to effectively manage the blended system of learning.

- Mental Health issues of staff, students and parents.
- Keeping the public updated on initiatives of the MOE.
- Filling of teacher and non-teaching staff vacancies
- School Funding

#### **4.4 Input of the School Community in Reopening Efforts**

The CARICOM Reopening Framework recognizes the invaluable input of the school and home communities in the reopening effort of schools. The role of the Ministry of Education in determining Policy and Planning, as well as that of the school in implementation is bolstered by the support of the community in providing volunteers, communication of key messages, feedback on the progress of the recommended initiatives, suggestions for modifications which may lead to systemic improvements, donations and buy-in. In this regard, schools are encouraged to fully engage their community support networks in their reopening efforts. The role of School Boards, PTA and Alumni Associations, as well as corporate sponsors are well established in this regard. Non-Governmental-Organizations (NGO), Faith-Based Organizations (FBO) and Community Based Organizations (CBO) may also be instrumental in providing much-needed support, notwithstanding the provisions of the Ministry of Education.

#### **4.5 School Based Management Team**

Schools were expected to have formulated School Development Plans for the period September 2022 to July 2025. Effective engagement of stakeholders is encouraged in the process, which includes the following:

1. A thorough School Self-Assessment (SSA), based on student learning outcomes, is to be used to identify the areas of weakness to be addressed.
  - The effectiveness of the school with regards to ALL standards of operation as well as the minimum expected standards under the various dimensions which can be found in the SBM manual must be analysed

- The Basic Operations and Procedures of the school must be analysed
  - Analysis must be evidence based using data collected to identify gaps/weaknesses. See Data Capture Form (*Appendix VI*) and the SBM Assessment Tool (*Appendix VII*) as a guide for doing the SSA.
  - Areas to be addressed based on the gaps/weakness identified must be prioritized
2. An Action Plan (part of the SDP) must be devised to address the most urgent aspects, which will have the most impact on student achievement within an academic year.
- Strategies are developed to address the areas identified, through consultation with relevant stakeholders, using proven research evidence and ensuring that root causes are examined
  - An Action Plan is developed for proposed strategies and is to be implemented and monitored
  - The desired outcomes are identified and must be evaluated for success using success indicators that are measurable

The District Leadership Team (DLT) in each Education District has a vital role in ensuring that schools create a realistic, evidence-based SDP.

Finalised SDPs inclusive of self-assessments were to be submitted by July 22, 2022. Supervisors along with other DLT members are expected to assess these submissions and compare with the DLT's data previously collected from assessment tools used. The DLT will ensure that:

- Schools carry out a wide-ranging, accurate and rigorous School Self- Assessment (SSA), soundly based on verifiable data
- The SSA produced is of a quality to direct the school towards the improvements required
- The action plans are addressing each of the school's major areas of weakness, as well as being measurable and achievable.
- The school's targets for raising student performance are aligned with those set by Central Administration (CA) and the district.



- The mechanisms exist in the schools to monitor its progress towards meeting its targets for improvement are robust.

The DLT has a critical role in holding schools accountable for its improvements in performance and intervening in cases of underperformance.

## **4.6 Monitoring of Student Attendance**

Deans, Heads of Departments/ Senior Teachers (HOD/ST) and Administration must ensure that attendance data is taken by form teachers, class teachers and subject teachers for each scheduled class.

Teachers will monitor student attendance and follow up on irregular attendance and absenteeism with parent conferencing. Depending on the findings of the conference, the following will be implemented starting with the basic protocols and escalating as needed:

- The teacher shall give the necessary guidance and support to the parent where possible to have the situation addressed.
- If the situation does not improve, the teacher at the secondary school, may need to refer the matter to the Form Teacher and the Dean, and at Primary schools, to the HOD/ST/VP/PP.
- The case may subsequently be referred to the SSSD. The SSSD intervention may, depending on the findings, require home visits by the School Social Worker or Guidance Councillor and/or referral to Children' Authority, Social Development and Family Services, TTPS etc. The Form Teacher, Dean HOD/ST/VP, will be informed accordingly.

## **4.7 Clinical Supervision**

Clinical Supervision remains a developmental process to support teachers in the delivery of the curriculum and will be conducted by HODs and school administration. The CPDD has developed a number of clinical supervision instruments that can be used by HODs to guide the process. The CPDD will liaise with HODs, VPs, Senior Teachers to support them in maintaining fidelity to the

prescribed standardized approach and provide the appropriate support by the relevant subject officer to enable same. Curriculum Officers will thus also be involved in monitoring the Clinical Supervision process, either through District Leadership Team (DLT) visits or independently once necessary arrangements are made with the teacher and school administration. They will ensure that the system is working effectively and provide support where necessary to Principals/HODs and teachers. The teacher will be informed prior to visiting a teacher's class. In keeping with the concept of School Based Management (SBM), Curriculum Officers and School Supervisors will continue to collaborate with each other to address any concerns. The roster for Clinical Supervision must therefore be devised and shared with all members of each department at the start of the term. Adequate records and artifacts based on each phase of the Clinical Supervision process for each teacher should also be made available for perusal by officers during school visits.

The classroom observation component of the Clinical Supervision process can involve a Head of Department/Vice-Principal/Senior Teacher. Administrators together with Heads of Department/Senior Teacher/Vice Principal (HOD/ST/VP) will have the opportunity of monitoring these classes. **It must be emphasized that the clinical supervision process is not meant to be punitive but developmental and should be used to give the teacher the necessary support and guidance in curriculum delivery.**

It is critical that all persons involved in Clinical Supervision become acquainted with the methods and strategies involved in teacher development to give the necessary support and guidance. The TEPPDD continues to organize training sessions. Heads of Department and administrators are also encouraged to apply and/or do upskilling through other avenues.

#### **4.8 District Leadership Team (DLT)**

The schedule of weekly DLT<sup>1</sup> meetings must continue based on the usual agenda which includes monitoring and implementation of the District Plan.

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<sup>1</sup> The DLT comprises representation from SSMD, CPDD, SSSD, HSSU

At DLT meetings, schools of focus which were identified based on evidence (data collected, observations through school visits, issues raised through other avenues, etc.) will be a major focus of discussions. School operations will be monitored, and support given to schools by members of each arm of the DLT. Feedback shall be provided at each meeting.

Divisions of the MOE other than those (e.g. EDHU and Health and Safety Officer) that make up the DLT will also lend assistance to any school as required. Other than the routine visits by individual members of the DLT, inclusive of the line Supervisor, the DLT will schedule physical visits to schools at least once per week, other than on Mondays which is carded for DLT meetings. At these visits, meetings will be conducted between the DLT and the SBMT to assess and give recommendations based on reports submitted. Virtual meetings can be organized as the need arises. The Line Supervisor as well as Curriculum Officers and SSSD personnel, will be expected to monitor implementation of the recommendations made.

Meetings of DLT/Supervisors with School Administrators (Fraternity Meetings, Cluster meetings, termly conferences) can be organized either virtually or physically.

## **4.9 Schools Supervisors**

Weekly meetings based on the usual agenda must continue and can be done either physically or virtually. Each Line Supervisor will report on schools under his/her purview which were visited and his/her proposed plan of action for the coming week. Reports must include all contact with schools whether virtual or physical. A termly report must be produced by each Schools Supervisor. These discussions ensure that all Supervisors are made aware of issues at all schools, facilitate the development of targeted interventions to address identified issues and inform the agenda for fraternity meetings.

Any other issues or concerns pertaining to the schools and the district office operations can also be discussed at the Schools Supervisors' meeting. A termly status report from each district should be produced and submitted to the office of the Director of School Supervision (DSS).

## 4.10 School Administrators

School Administrators are expected to have monthly staff meetings, timetabled weekly department meetings and SBMT meetings.

Responsibilities of School Administrators include:

- Keeping parents and other key stakeholders abreast of any changes to school operations including:
  - safety protocols and procedures in operation and enlist their support in reinforcing same with their children.
  - structure of timetable
  - arrangements for break and lunch
  - policy for personal hygiene
  - the drop off and pick up policies of the school
- Ensuring that staff and student attendance is recorded.
- Ensuring that the schools' database/ records include:
  - All information contained in the Students' Cumulative Record Cards
  - Valid parents' address, email address (if available), other contact information and ID card number
  - National School Dietary Services Limited (NSDSL) listing
  - Students accessing the Ministry of Education sponsored Public Transport Service Corporation (PTSC) transport service
  - Students receiving social welfare
  - Any other information as may be deemed necessary.
  - All information should be verified on a termly basis
  - Updated records on students' health status.

All such data will be eventually expected to be uploaded on the SMS platform, which is currently being piloted.

- Ensuring the training of teachers in the use technology, online teaching and assessment. In addition to training provided by the Teacher Education Performance and Professional Development Division, Administrators/HODs can organize sessions based on identified needs.
- Ensuring that, with respect to physical infrastructure:

- Communication with the Ministry of Works and Transport and the Regional Corporation is maintained for assistance and support.
- Critical infrastructural works are submitted in a timely manner via the online School Infrastructural Management System (SIMS).
- Visits by officers of the Education Facilities Planning and Procurement Division (EFPPD) for school compound assessment are facilitated.
- Water tanks are cleaned and filled as scheduled.
- The water pump is serviced as scheduled and remains functional. *Note that 50% water storage capacity is maintained at all times.*
- A system to minimize wastage of water is implemented e.g. timely repair of leaks; ensuring that taps are not left on.
- Entry and exit points are equipped with handwashing/sanitization stations.
- Where possible, hand sanitizer dispensers are set up at various locations throughout the school
- Rooms/areas are identified as quarantine/screening rooms as per guidelines issued by the MOH.
- Signage indicating the following are clearly visible at the entrance and other key areas of the school:
  - Persons with flu-like symptoms will not be allowed entry to the compound.
  - The respiratory etiquette to be followed when coughing and sneezing.
  - Other preventative and protective measures.
  - Out of bound areas.
- Administrators are to ensure that sporting areas and play sites are maintained to an acceptable standard.
- Ensuring that with reference to washroom facilities:
  - An adequate supply of running water and liquid soap is readily available at all times.
  - Paper towels or hand dryers where possible, are made available in washrooms.
  - Washrooms are cleaned frequently.
  - Door handles and taps are frequently sanitized with the recommended alkaline solution or alcohol.

## **4.11 Curriculum Coordinators and Officers**

District Curriculum Coordinators and Curriculum Officers support the implementation of the curriculum in the following ways:

- Monitor and support the implementation of the curriculum in Primary and Secondary Schools
- Support the implementation of national and district-based projects (e.g Literacy and Numeracy Project)
- Review and provide feedback on Lesson plans, departmental plans, Teachers Notes, Record and Evaluation, Schemes of Work, End of Term examination papers as requested by HODs.
- Review material produced by teachers and other stakeholders as requested.
- Collection, review and analyse school data- e.g. CVQ Audits
- Support schools as it related to the implementation of school based, national and regional assessment.
- Monitor the implementation of national formative and Summative assessment activities
- Monitor Implementation TVET/ TE subject issues: Respond to Subject specific issues and challenges within established timelines

## **4.12 Guidelines for Parents**

The following guidelines may be useful to assist with students' learning:

- Students are expected to attend school every day. The school's policy for treating with student absenteeism must be known and adhered to.
- Create a schedule with your child and make a commitment to stick with it. Structure and routine can greatly help your child from falling behind with assignments. A family calendar or other visuals could be useful for keeping track of deadlines and assignments.
- Try to find a space at the home that is free of distractions, noise, and clutter for doing homework. This could be a quiet, well-lit place in the dining room or living room or a corner of the home that could fit a small table, if available.

- Try to attend school activities and meetings. Schools may offer more of these virtually. These meetings can be a way to express any concerns you may have about the school's plans.
- Watch for and anticipate behaviour changes in your child (e.g., excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating), which may be signs of your child struggling with stress and anxiety.
- Talk with your child about how the school day went and about interactions with classmates and teachers.
- You can be a role model for your child by practicing self-care: take breaks, get sufficient sleep, exercise, eat well, and stay socially connected.

## Appendix I



Government of the Republic of Trinidad and Tobago

**MINISTRY OF EDUCATION**

Education District Health Services Unit

### SCHOOL COVID-19 EMERGENCY RESPONSE PROCEDURES

Symptomatic individual and/or Primary contact

#### 1. Patient

- **Immediately** transfer individual to quarantine area.
- Alert Crisis Management Team
- Alert District Health Nurse (EDMT)
- Alert contact for patient



#### 2. Quarantine Area

- Crisis Management Team communicates with the EDTM for advice on case management
- Await arrival of EHS/patient contact to take to nearest health facility



#### 3. Cleaning/ Disinfecting/ Sanitising

- Quarantine area and all affected areas to be sanitised as per MOH guidelines
- EDTM and Crisis Management Team engage staff and students to minimise fear and anxiety



#### 4. Contact Tracing

- EDTM to collaborate with CMOH with respect to contact tracing procedure with the CMOH







Government of the Republic of Trinidad and Tobago

## MINISTRY OF EDUCATION

Education District Health Services Unit

# Guidelines for Management of COVID-19 cases in the Public School System

1

### Information Sharing

- Individual (Staff/student/CMOH) must inform Principal
- Principal immediately alerts EDMT, SS and Crisis Management Team
  - Full Name
  - Title (Staff, Student, otherwise)
  - Contact Details
  - Date and Time individual diagnosed/suspected
  - Status (Positive/primary contact/ In quarantine)
  - Date last at school
  - Areas/Rooms involved
  - If Covid protocols followed at school
  - Other pertinent information
- SS informs DSS, EDMT informs EHO
- EHO liaises with CEO who informs relevant personnel at Head Office
- Principal submits written report on above to EDMT and SS via prescribed form

2

### Crisis Team Activated

- If individual present, escort to Quarantine room
- Seek advice from EDMT on case management
- Call ambulance/await parent to take to Health facility

3

### Education House Doctor (EHO) Informed

- EDMT submits case details and recommendations to House Officer and the CMOH
- CMOH advises on closure/early dismissal/sanitation procedure
- EDMT shares with the EHO **ONLY**, any information received from the CMOH
- EHO liaises with CEO who informs relevant personnel at Head Office
- CEO consults with the Executive committee on early dismissal/school closure and sanitation procedure to be implemented
- CEO informs EHO and DSS of decisions arrived at for dissemination to principal

4

### Further action of Principal

- Principal **MUST** await directive from the CEO for early dismissal/school closure
- Principal will follow advice from CEO/DSS and liaise with EDMT as per sanitation procedure
- Principal must receive from sanitation agency, a Certificate of Completion
- Principal to brief staff on incident and how it is to be managed
- Parents to be informed of period of temporary adjustments to timetable
- Principal to provide timely updates to SS

5

### Sanitising of School Compound

- School cleaned according to set protocols where applicable
- CEO liaises with PS for deep cleaning/sanitation if such recommended
- Agency employed to conduct sanitation must provide Certificate of Completion to Principal

6

### Further Action of EDMT

- Liaises with principal to oversee management of COVID situation
- Assists with rapid results of testing and informs principal, SS and EHO
- Provides case details to the CMOH
- Confirms appropriate sanitation procedure was satisfactorily completed at school
- Confirms persons on quarantine have been officially informed and not on compound
- EDMT submits comprehensive report to EHO
- EHO liaises with CEO who informs relevant personnel at Head Office



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## **Appendix II**

### **Summary of General Guidelines for Conduct of Diagnostic Assessment (full version sent soft copy to all schools)**

Primary and Secondary Levels: These guidelines provide an overview of how diagnosis may be conducted with specific reference to the core subjects taught at the primary level (infant 2 to Standard 5-new) and Forms 1 – 4 (Form 1 optional as schools have SEA data or could be administered a diagnostic informed by the Std. 5 checklist but Form 4 can use the Form 3 checklist) at the secondary level.

- School-Based Diagnosis: Checklists (All Subjects, All Levels) And Strategies – Primary Level: The student at the current learning level may be administered diagnostic testing developed according to the checklist of minimum outcomes covered in the previous level e.g. New Standard 5 will be assessed using the Std. 4 checklist, which is aligned to the Std. 4 adapted curriculum. Guidance is provided in the form of checklists, identifying for each core subject, the minimum outcomes students should have acquired in order to proceed to the next learning level. Along with the checklists, suggestions are provided on strategies that can be employed, specific to the subject at each learning level, by teachers in developing diagnostic tests as normal evaluation of teaching and learning. Based on the data derived from the school-developed diagnostics, teachers can then identify gaps or deficiencies, observed for individual students or the entire class and plan accordingly for remediation, intervention as well as normal teaching and learning activities, as is relevant.
- School-Based Diagnosis: Checklists (All Subjects, Forms 1-3) and Strategies – Secondary Level: Similarly, the new Form 4 student preparedness for the CSEC programme may be assessed according to the checklist for Form 3, which is aligned to the Form 3 adapted curriculum. The Form 1 student can be assessed using SEA data or diagnostics developed from checklists aligned to the Std. 5 curriculum. Guidance is provided in the form of checklists, identifying for each core subject, the minimum outcomes students should have acquired in order to proceed to the next learning level. Along with the checklists, suggestions are provided on

strategies that can be employed, specific to the subject at each learning level, by teachers in developing the diagnostics. Based on the data derived from the school-developed diagnostics, teachers can then identify gaps or deficiencies, observed for individual students or the entire class and plan accordingly for remediation or intervention, as is relevant.

- Each teacher, armed with the knowledge of the competencies of the incoming cohort of students, can refer to the adaptations recommended for the current learning level, to prepare their workplans/schemes of work. They can confidently, amend their workplans/schemes of work to respond to the needs of their students and be assured that in the process, as they plan to ultimately have students cover the entire curriculum in readiness for exit examinations, they do so in a systematic and data-informed manner, realistic to their varying contexts but continuing to set high expectations for their students on a foundation of fundamental competencies.

## Appendix III Guidelines for Learning Loss

The term **learning loss** refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student's education. While learning loss can manifest in a wide variety of ways for a range of reasons, the following are a few representative examples of widely recognised forms of learning loss:

- Significant vacation break
- Interrupted formal education
- Returning dropouts
- School absence
- Ineffective teaching

### Factors Associated with Loss of Learning

- Students confined to their homes may spend less time in learning than when at school physically
- Students confined to their homes may be stressed and anxious and this may negatively affect their ability to concentrate on schoolwork
- Lack of in-person contact may cause students to be less externally motivated to engage in learning
- Switching to online learning may negatively affect students who have difficulty adapting to this new learning environment
- Switching to remote learning may exacerbate existing educational inequalities due to lack of access to adequate resources, unsuitable home environment and parental support
- Isolation from friends and teachers may result in unequal distribution of behavioural and psychological problems

### Remediation and Intervention

Intervention and remediation (also commonly referred to as re-teaching) have the same fundamental goal: supporting struggling students with focused learning opportunities to achieve

academic success. But still, the differences between these two types of instruction are critical to determining what sort of environment, time, and approach might be required to best serve students.

### When to Employ Each Approach

The best educators recognise both intervention and remediation as central to their day-to-day instructional practices. In between delivering core instruction for a specific standard aligned to their explicit scope and sequence, these educators are constantly pausing to reflect and reteach, while similarly banking in intentional intervention time for those who might be struggling with underlying skills or concepts. This balancing act can often feel like navigating a decision tree but for instruction. Look at the following graphic for one such example.

When you understand the key differences of these instructional approaches and, better yet, the value each one holds, your practices as an educator can become even more intentional. For example, don't spin your wheels organising all students into small groups for an intervention block when only 10 percent of them require this level of focused engagement. Also, don't stop to remediate a concept to the whole class when just a subset of learners would really benefit from a hands-on alternative instructional method to achieve understanding. Knowing what your students need and how to best meet student needs will make for a more balanced learning ecosystem where everyone is receiving the level of services they require at just the right time.

### Acceleration Learning Model

A crucial aspect of the acceleration model is putting key prior knowledge into place so that students have something to connect with new information. Rather than focusing on everything students don't know about the concept, the acceleration model revisits basic skills which can be applied right away with the new content. To prepare for a new concept or lesson, students in an acceleration programme receive: (1) instruction in prior knowledge and (2) remediation of prerequisite skills that, if missing, may create barriers to the learning process. This enriching experience includes the following steps:

Step 1: Generate Thinking, Purpose, Real-World Relevance, and Curiosity

Step 2: Clearly Articulate the Learning Goal and Expectations, Visualise Big Picture

Step 3: Scaffold and Practice Essential Prerequisite Skills

Step 4: Introduce New Vocabulary and Review Prior Vocabulary

Step 5: Introduction to the New Concept

Step 6: Conduct Formative Assessment Frequently

The goal of acceleration is to help students learn content in their regular class the first time. It is therefore essential to collect ongoing data of student progress. There should be a continual flow of formative assessment information between the class teacher and the acceleration teacher. Instructional adjustments in acceleration classes are immediate and ongoing based on student data. Students targeted for acceleration have an urgent need for real success right now and as such feedback must be timely and detailed. For that to occur, teachers must use primarily "soft" formative assessment to provide immediate descriptive feedback.

#### Considerations when Designing an Acceleration Programme

There are a few logistics to address when implementing an acceleration programme.

- Selecting a system for identifying students who would be good candidates for acceleration. Typically, this involves reviewing standardised test data and selecting students who have fallen behind peers in concepts considered to be important for achieving success at the next class-level.
- Deciding who teaches the acceleration classes. The teachers of acceleration classes may be either students' regular subject-area or class-level teachers or separate teachers. When students attend acceleration classes with their regular class teacher, this teacher can make the instructional moves during acceleration to facilitate student success in the regular class. When a separate teacher attends to the acceleration class then there must be continuous communication between the acceleration and class teacher to ensure that instructional moves are aligned with class instruction and the essential prerequisite skills identified.

Allocating time for acceleration classes. Three options for scheduling acceleration classes:

- scheduling a short time (around 45 minutes) at the beginning of each day in which all students receive acceleration or enrichment instruction
- incorporating acceleration into electives, specials, or pull outs where students receive extra instruction in subjects they are experiencing problems
- tutoring students before- and after-school or on a Saturday

Identifying the most important knowledge and skills students need to achieve class-level proficiency. This involves reviewing the curriculum to identify and prioritise key competencies and concepts that are required at different levels and in a variety of subject areas.

#### Addressing Learning Loss

- Diagnose to determine deficiencies or gaps in planned learning outcomes
- Quantifying the significance of learning loss in terms of participation levels in each performance band: (suggest: less than 30%, 31 – 60%, 61% and over.
- Determine approach required for each concept OR each student (significant challenge overall e.g. dropout, disabilities etc.): plenary and/or group sessions. Consider arrangements for intervention where needed.
- Plan for alternative instructional approaches: Review SOW with alternatives, infuse formative assessments, incorporate self-directed learning (use SLMS, repository, online self-directed programmes)

To support schools in addressing the various approaches to addressing Learning Loss as described, details on the following will be provided:

- General guidelines for diagnosis: primary and secondary levels
- School-based diagnosis: checklists (all subjects, all levels) and strategies – primary level
- School-based diagnosis: checklists (all subjects, Forms 1-4) and strategies – secondary level
- Exemplars of curriculum adaptation – Primary and Secondary Levels.

Detailed information on the specifics will be provided in the form of a supplementary to this document.

## **Appendix IV List of Clinical Supervision Instruments**

- Assessment
- Communication
- Planning and Preparation
- Pre Observation Conference Template
- Post Observation Conference Template
- Set Induction
- Lesson Introduction
- Student Participation
- Use of Resources
- Use of Technology for online teaching



## Appendix V: County Medical Officers of Health

| Title | First Name | Last Name    | County/<br>Position               | Telephone                        | Fax      | Mobile           | Address 1   | Address 2    | Email  |
|-------|------------|--------------|-----------------------------------|----------------------------------|----------|------------------|---|--------------|--|
| Dr.   | Harry      | Smith        | <b>St. George West</b>            | 624-3439<br>625-4151             | 624-9169 | <b>729- 8220</b> | #3 Jerningham Place                               | BELMONT      | <a href="mailto:cmoh.sgw@nwrha.co.tt">cmoh.sgw@nwrha.co.tt</a><br><a href="mailto:harry.smith@health.gov.tt">harry.smith@health.gov.tt</a>   |
| Dr.   | Osafo      | Fraser       | <b>St. George East</b>            | 667-5273<br>667-3693<br>667-6688 | 667-5273 | <b>620-4360</b>  | Queen Mary Avenue                                 | ARIMA        | <a href="mailto:cmoheast@gmail.com">cmoheast@gmail.com</a><br><a href="mailto:cmoheast@hotmail.com">cmoheast@hotmail.com</a><br><a href="mailto:osafo.fraser@health.gov.tt">osafo.fraser@health.gov.tt</a> |
| Dr.   | Natasha    | Sookhoo      | <b>Victoria</b>                   | 222-5005<br>Ext. 3003            | 222-5014 | <b>377- 4329</b> | 160 Pointe-a-Pierre Road,<br>Vistabella           | RIO CLARO    | <a href="mailto:cmohnama.erha@gmail.com">cmohnama.erha@gmail.com</a><br><a href="mailto:nssookhoo@hotmail.com">nssookhoo@hotmail.com</a>   |
| Dr.   | Clem       | Ragobar      | <b>Nariva/<br/>Mayaro</b>         | 653-0515<br>652-2716             | 653-0515 | <b>741-4996</b>  | Narine Ramrattan Building, Naparima Mayaro Rd     | SAN FERNANDO | <a href="mailto:Clem.ragobar@erha.co.tt">Clem.ragobar@erha.co.tt</a>   |
| Dr.   | Tiffany    | Hoyte        | <b>Tobago</b>                     | 639-3751                         | 635-1567 | <b>708-6163</b>  | C/o Scarborough Health Centre                     | TOBAGO       | <a href="mailto:thoyte@hotmail.com">thoyte@hotmail.com</a>   |
| Dr.   | Allana     | Quamina-Best | <b>St. Andrew /<br/>St. David</b> | 668-2053-55                      | 668-3532 | <b>754-5632</b>  | Cor. Blake Avenue & Eastern Main Road             | GUAICO       | <a href="mailto:allana.quaminabest@gmail.com">allana.quaminabest@gmail.com</a>   |
| Dr.   | Jeanine    | St. Bernard  | <b>Caroni</b>                     | 226-4400<br>Ext. 4402            | 636-3960 | <b>772-7170</b>  | Southern Main Road                                | COUVA        | <a href="mailto:jeanine.stbernard@health.gov.tt">jeanine.stbernard@health.gov.tt</a><br><a href="mailto:jeanine.stbernard@gmail.com">jeanine.stbernard@gmail.com</a>                                       |
| Dr.   | Roger      | Ramjohn      | <b>St. George Central</b>         | 285-8992                         | 675-5253 | <b>352-0565</b>  | Corner Hassanali Street and El Socorro Main Road, | SAN JUAN     | <a href="mailto:roger.ramjohn@health.gov.tt">roger.ramjohn@health.gov.tt</a>   |
| Dr.   | Kalicharan | Ramnarine    | <b>St. Patrick</b>                | 649-2056                         | 649-1827 | <b>732-8527</b>  | Allies Street, Health Administration Building     | SIPARIA      | <a href="mailto:kali0773@gmail.com">kali0773@gmail.com</a><br><a href="mailto:kalicharan.ramnarine@health.gov.tt">kalicharan.ramnarine@health.gov.tt</a>   |