



The Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

**Guidelines for the Operation of Schools
(September – December 2020)**

INTRODUCTION

The following general guidelines are intended for implementation at both Primary and Secondary Level Schools in Trinidad and Tobago with respect to curriculum coverage and operations in Term I 2020/21, in the first instance. The Guidelines for reopening of school dated 9th July, 2020 should be referred to ensure necessary protocols are in place for accommodating all staff, and for possible student attendance in Term 2.

GENERAL INFORMATION

- a) The Term One for Academic year 2020-2021 will commence on September 1, 2020 and end on December 11, 2020. Teachers will resume duty on September 1, 2020 and curriculum delivery for students will begin on September 7th - 14th 2020.
- b) Students are not expected to report to schools for classes during Term I 2020/21 unless further advised
- c) Teachers are expected to take responsibility for delivery of the curriculum to students via remote methods using hybrid learning
- d) School buildings are to remain open and resources are to be fully available for use by teachers as required in the delivery of the curriculum
- e) Work from home arrangements for teachers should be approved by principals once the delivery of the curriculum to students is not compromised
- f) Suggested activities between:

September 1st - September 4th: Teacher Training and Planning

- i. Registration of First year intake by Primary schools
- ii. School-led Teacher training and plenary sessions
- iii. Development of work plans
- iv. Production of learning materials
- v. MOE-led student and parent orientation on MOE television and Social Media channels
- vi. Provision of printed learning materials to schools through School Supervisors.
- vii. Online training for teachers provided by MOE
- viii. Provision of Online Curriculum Guides to teachers

ix. Publishing of programming schedule for MOE television channel and radio features

September 7th – 11th: Student, Parent and Teacher Engagement

- i. Orientation activities organized in collaboration with the Student Services Support Division for :
 - o New students
 - o Returning students
 - o Parents
 - ii. Class orientation activities by teachers and Student Support Services Division (SSSD) personnel
 - iii. Continued lesson planning and preparation of class materials by teachers
 - iv. Distribution of printed material by teachers
 - v. Commencement of teaching and learning activities by teachers
 - vi. Online training for teachers provided by MOE.
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- g) Learning materials will also be available to students on the MOE's School Learning Management System (SLMS), on TV, Radio and Social and Print Media.
 - h) Parents will be expected to play a critical role in the supervision of their children
 - i) The School feeding program will operate with modified logistics. 500 lunches per day will be delivered to MP Offices for distribution via Village Councils, religious institutions or other groups to children in communities who require it.
 - j) Online Counselling will continue for students who need to access this service from schools.

Teaching and learning should begin during the period September 7th- 14th, 2020.

ALL SCHOOLS SHOULD BE FULLY ENGAGED IN TEACHING AND LEARNING ACTIVITIES BY SEPTEMBER 14th, 2020.

MODE OF DELIVERY

There will be two categories of students:

Category 1- Students with access to Devices and Connectivity

Category 2- Students with no access to Devices or Connectivity

Category 1 students

- Online teaching will be conducted following a scheduled timetable which will be made available. Students are expected to engage in the scheduled activities. Assignments will be uploaded and students will complete and submit online for feedback and correction. (See “Proposed Timetable Guides below)
- Teachers will utilise the modified Curriculum Guide in preparing for the online classes. The Curriculum Guide will be made accessible on the SLMS
- Assignments will be uploaded and students will complete and submit online for correction and feedback.

Category 2 students

- Packages for students will be prepared using the modified Curriculum Guide. Packages to be picked up on a weekly basis.
- Completed assignments will be dropped off by parents/students on same day of collection of new packages.
- Teachers will be expected to collect assignments, correct and give written feedback.
- Students will get extra assistance through Television, Radio programmes, Social and Print media.

RESPONSIBILITIES OF THE MINISTRY OF EDUCATION

1. Student and Parent orientation via Television (TV) and the MOE Social Media platforms will include guidelines for time management and how to support a positive learning environment.
2. Instructional features via TV, Radio and Print Media.
 - TV : initial focus on Standards 4 and 5 SEA preparation to expand to other year groups.
 - Radio: focus on patriotism, culture, historical features, Modern Languages.
 - Print: focus on pull outs containing activities and answers once a week for ECCE, infants and lower Primary levels.
3. Provision of guidelines for teachers on:
 - The production of print material for remote learning

- Navigating the School Learning Management System
 - Teaching in an online environment
4. Reduction of curriculum for Term 1 2020/21 focusing on mastery of the core objectives / skills
 5. Supply of printed resource material to schools through District Offices for replication purposes.
 6. Launch of the “Adopt a School” device donation program targeting corporate Trinidad and Tobago, Chambers of Industry and Alumni Associations
 7. Acquisition of devices to increase the level of student participation in online classes
 8. Proposal for the narrowing of the SEA Curriculum.
 9. Distribution of MOE-produced SEA booklets to schools to be used by Standards 4 and 5 students
 10. Continued development and creation of content in specific areas for publication on TV, Radio, Social Media and the MOE’s School Learning Management System (SLMS)
 11. Provision of guidelines for school timetables as given below:

PROPOSED TIMETABLE GUIDES

Early Childhood Care and Education (ECCE)

Time	Activity	Purpose
9:00 – 9:30	Personal Awareness Preparation for the day	<ul style="list-style-type: none"> To develop spiritual awareness. To prepare children to start the day. To develop self-help and personal hygiene skills. Development of social skills: brushing teeth, toileting and dressing themselves
9:30 – 10:00	Circle Time Discussion about values: reading stories	<ul style="list-style-type: none"> To encourage oral expression (discussion about current affairs e.g. wearing a mask, social distancing and keeping safe) Reading stories that encourage children to develop values e.g. sharing, caring for others, obedience, co-operation, taking turns. Discussion on plans for the day
10:00 – 10:15	Individual activity	<ul style="list-style-type: none"> Planned activity to stimulate thinking and provoke discussions – this activity can be based on a theme e.g. animals. Children will learn about the names of animals, where they live and foods they eat. These activities provide opportunities for children to learn in all areas e.g. children making soup are learning the names of the vegetables (language), the shapes of the vegetables (geometry), the weight of the ingredients (math), and the effect of heating up the contents (science)
10:15 – 10:30	FRUIT TIME	<ul style="list-style-type: none"> To develop healthy eating habits
10:30 – 11:00	Outdoor play	<ul style="list-style-type: none"> To facilitate the development and refining of children’s gross motor abilities (running, jumping, climbing, throwing a ball, playing games)
11:00 – 11:30	Stories/Rhymes	<ul style="list-style-type: none"> To develop a love for reading To provide opportunities for children to listen, expand their vocabularies and be introduced to new words
11:30 – 12:30	Lunch Prep Lunch Break & Clean up	<ul style="list-style-type: none"> To promote wellness and encourage good eating habits, develop conversation skills and appropriate social behaviours
12:30 – 12:45	Recall	<ul style="list-style-type: none"> To bring closure to the day. Have discussions based on the day’s activities.

PROPOSED TIMETABLE GUIDES - 10 Day Cycle

PRIMARY- Minimum of 5 sessions per day

1st year to Std 2: 45-minute sessions

	9:00-9:45	9:45-10:00	10:00-10:45	10:45-11:45	11:45-12:30	12:30-12:45	12:45-1:30	1:30-1:45	1:45-2:30
DAY 1		BREAK		LUNCH		BREAK		BREAK	
DAY 2									
DAY 3									
DAY 4									
DAY 5									
DAY 6									
DAY 7									
DAY 8									
DAY 9									
DAY 10									

Integrated learning: 1:45- 2:30

Recommendation for 10 day cycle time table	
Subjects	No. of Sessions
ELA (Reading)	4
ELA (Creative Writing)	2
ELA (Oral Literacy)	2
ELA (Literacy Appreciation)	2
ELA (Media)	2
Mathematics	10
Science	3
Social Studies	3
Spanish	1
Physical Education	4
VAPA	4
V.C.C.E	2
GUIDANCE Officer	1

Screen Time: 15 -30 minutes total per subject dependent on level

Break: Stretch/ Snack/ Bathroom

Spanish and HFLE will be done as part of the Integrated Unit

PRIMARY- Minimum of 4 sessions per day

Std 3 to Std 5: 1-hour sessions

	9:00-10:00	10:00-10:15	10:15-11:15	11:15-12:15	12:15-1:15	1:15-1:30	1:30-2:30
DAY 1		BREAK		LUNCH		BREAK	
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							
DAY 8							
DAY 9							
DAY 10							

Integrated learning- 1:30- 2:30

Recommendation for 10 day cycle time table	
Subjects	No. of Sessions
ELA (Reading)	2
ELA (Creative Writing)	2
ELA (Oral Literacy)	2
ELA (Literacy Appreciation)	2
ELA (Media)	2
Mathematics	10
Science	2
Social Studies	2
Physical Education	2
VAPA	2
V.C.C.E	1
Guidance Officer	1

Screen Time: 15 -30 minutes total per subject dependent on level

Break: Stretch/ Snack/ Bathroom

Spanish and **HFLE** will be done as part of the Integrated Unit

PROPOSED TIMETABLE GUIDES - 10 Day Cycle

SECONDARY - Minimum of 4 sessions per day

SECONDARY: 1-hour sessions

	8:30-9:30	9:30-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-1:30	1:30-2:30
DAY 1		BREAK		LUNCH		BREAK	
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							
DAY 8							
DAY 9							
DAY 10							

Upper School Form 4-5		
Approx. 8 subjects	40 sessions per cycle	4 sessions per subject

Proposed weighting for Lower School

Lower School Forms 1-3:	No of Sessions
Mathematics	5
English	5
Social Studies	5
Science	5
Spanish	4
VAPA	4
Tech Ed	3
IT	5
PE	3
Guidance Officer	1

Screen Time: 25 -35 minutes total per subject dependent on level

Break: Stretch/ Snack/ Bathroom

Department meetings are to be carded once per cycle. Sessions can be shortened on the schedule to facilitate such. The same will apply for monthly staff meetings. The Principal may also consider the idea of assigning two (2) teachers for a class where one (1) handles Category 1 students and another will work with Category 2

students. Principals must alert the Ministry of Education (Human Resource Division) to critical vacancies that exist.

12. Teacher Training:

- All teachers will have access to an online manual for SLMS
- An online course designed to train educators on designing and developing lessons and assessment using open education resources content online offered to each school by the Teacher Education Performance and Development Division (TEPPDD)
 - ✦ Cohort 1: 2475 teachers trained
 - ✦ Cohort 2: 5030 teachers trained
 - ✦ Cohort 3 to begin 26th August, 2020
- Online courses were opened to all Educators from April 20th. Courses offered thus far included:
 - ✦ How to Teach Online and Learn from Home (17th March) – accessed by all new teachers from 2018, 2019 and 2020 cohorts as part of their inductee programme.
 - ✦ Educator Guidelines for online teaching and learning
 - ✦ Mobile learning strategies, How to Effectively Teach Online
- Partnerships with OAS, NIHERST, SHELL, MIC, IBM and RSC introduced courses in coding for ECCE, Primary and Secondary, Robotics and Stem Education.
- Upcoming Courses (September to December) :
 - ✦ Theories of Online Teaching and Learning
 - ✦ Challenges to Designing and Developing Online Content,
 - ✦ Designing Online Tools for Special Needs Students,
 - ✦ Assessment Tools Engagement,
 - ✦ Effective Online Administration.
- Teachers who are having major concerns will be referred to the Teacher Training Unit.
- Provision of Guidelines for:
 - ✦ remote learning
 - ✦ copyright and IP,
 - ✦ upload and content creation
- Students to be guided to tutorials or the SLMS for technical assistance.

13. Provision of devices and facilities for online teaching

14. Provision of standardized instruments to schools for clinical supervision

15. Schedule for TV and Radio programming to be formulated and communicated to all stakeholders.
16. Provide to parents, email contact for District Officers to be used for information and feedback
17. Proposal for the narrowing of the SEA curriculum for 2021 and 2022 and for modification of the CXC Examinations for 2021 and 2022 .Consideration of the following changes to the SEA exam, and suggestion of amendments to the CVQ, CSEC and CAPE Syllabi for examinations in 2021 and 2022:

CSEC & CAPE suggestions:

- reduction in topics
- recommendation for reduction in practical component
- alternatively paper 3 can be used to test practical skills
- use of virtual field trips
- exam to be held in June-July

SEA recommendations:

- reduction in the number of topics to be examined
- consideration given to having the exam in June-July
- specification of the type of writing to be tested for exam

CVQ suggestion:

- reduction in practical component

18. Provision of 500 lunches daily through the National School Dietary Services Limited (NSDSL) program to MP Offices for distribution to children in communities.

RESPONSIBILITY OF SCHOOLS

1. Provide all parents with a booklist
2. Facilitate end of term reports based on continuous assessment
3. Suspend practical components of CSEC and CAPE and CVQ subjects for Term I- these should be completed in Term II 2020/ 21
4. Schedule departmental and School Based Management meetings once per cycle, as well as monthly staff meetings.
5. Ensure that the responsibility of instruction for each class is assigned to a teacher.

6. Institute monitoring arrangements for the teaching and learning process:
 - Heads of Department and Principals to have access to online classes on the Ministry of Education SLMS or any other platform on which classes are being held.
 - Standardized instruments for clinical supervision to be completed
 - Ensure that printed packages with worksheets are consistently distributed and returned at least once weekly for students who are offline.
 - Keep student attendance records which should be submitted to Principals/Heads of Department/Senior Teachers on a daily basis by teachers
 - Forward details of students who display continued absenteeism to School Support Services for action.
 - Fortnightly reporting by Heads of Departments to Principals on teacher activity.
 - Fortnightly reporting by Principals to Supervisors.
 - All data will be monitored by the Line School Supervisors and Curriculum Officers. Issues identified will be discussed at the weekly District Leadership Team (DLT) meetings and any necessary intervention/action can be formulated and actioned. The major divisions that will be involved in addressing concerns are:
 - **The Curriculum Planning and Development Division (CPDD)** The HOD will be asked to report on findings based on Clinical Supervision. If the teaching strategy employed by the teacher needs to be improved upon, the assistance of the CPDD will be sought.
 - **The Teacher Training Unit-** If the teacher has not employed any strategy and appears to have merely digitalised the lesson, then the assistance of the Teacher Training Unit will be sought.
 - **The Student Support Services Division (SSSD)** - If student absenteeism, short attention span of student or any other student specific issue is observed, then the student will be referred to the SSSD.
 - School visits will also be conducted by line supervisors as well as by the District Leadership Team. At these visits, the Management team must be present. Targeted interventions will be identified and implemented.
7. Ensure that Guidance Officers/Counsellors and School Social Workers have published schedules and/or contact numbers provided.
8. All schools are expected to provide timetables for students outlining class times and mode of delivery
9. Establish Parent / Teacher communication via telephone / WhatsApp/Email.
10. Provide Orientation activities for parents, students and teachers
11. Provide resources for successful delivery of the curriculum to all teachers
12. Enforce a strict, casual, yet professional dress code for students participating in the online platform. The use of school uniforms is not mandatory.

13. Schools should consider the production of specific orientation manual /sessions for first time intakes and their parents.

RESPONSIBILITY OF TEACHERS

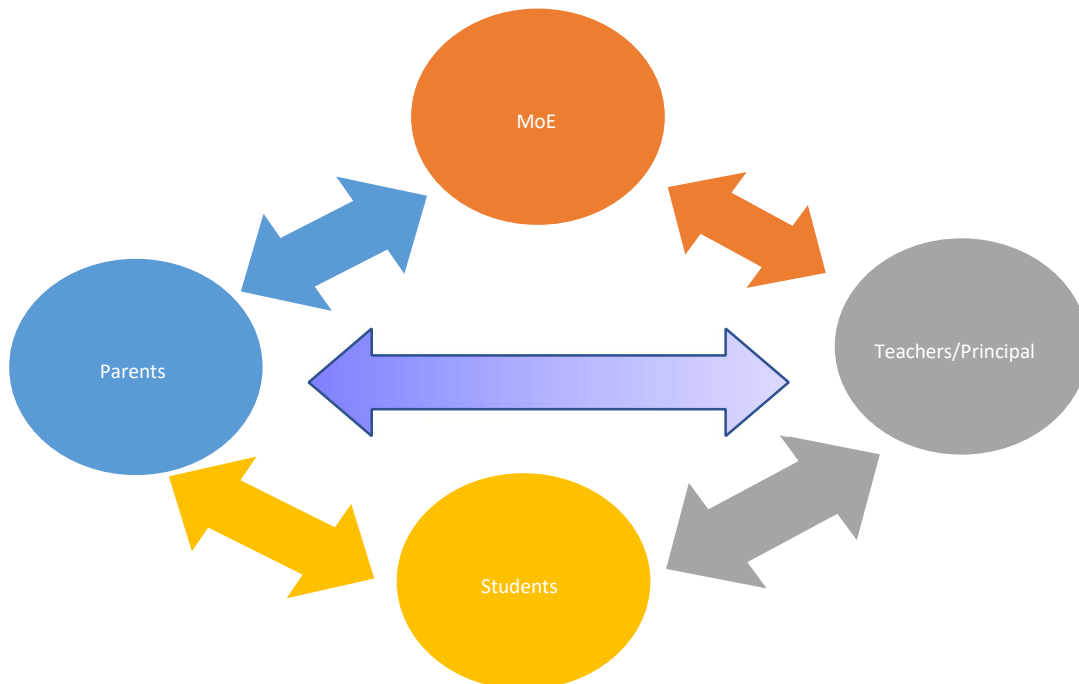
1. Teachers are expected to report for duty on September 1st
2. Teachers are to ensure that the curriculum is delivered to all assigned students
3. Teachers who do not have access to connectivity will be expected to report to school to conduct online classes. For schools with no internet capabilities, access to alternative schools will be accommodated.
4. Access school resources for preparation of printed packages where necessary and available.
5. Utilize the online manual for SLMS
6. Utilize all necessary training resources available from the MOE
7. Guide students to the MOE's SLMS for technical assistance.
8. Design assignments for students' completion and online submission
9. Provide feedback to students, parents and Principals on specific issues as required
10. Produce packages that contain instruction via flash drive / paper for collection at schools by students who cannot access the online environment
11. Formulate separate instructional packages for children with developmental delays
12. Keep student attendance records which should be submitted to Principals on a daily basis
13. Teachers are to complete and submit by the deadline dates, instruments designed for monitoring.

RESPONSIBILITY OF PARENTS AND STUDENTS

1. Students are not required to physically attend school during Term I 2020/21, but parents may be required to collect printed packages where necessary.
2. Teaching and learning activities begin September 7th – 14th 2020- students are expected to be fully engaged in this process, with parents playing a supervisory role
3. Orientation videos will be accessible via TV and Ministry of Education social media from September 1st - 5th- both parents and students are expected to avail themselves of the information provided
4. Parents:
 - Are expected to ensure that their children are fully engaged at home in the teaching and learning exercises as directed by their teachers

- Should be aware of the availability of School Guidance Officers and School Social Workers, and utilize their services as necessary
- Should make contact with teachers via their preferred mechanism and obtain regular feedback about their child’s performance and level of engagement
- Should obtain the email address for the district office to provide feedback if necessary regarding the teaching and learning process
- Are expected to be familiar with the range of learning resources available and ensure that their children make use of them during the school term
- Should ensure that children dress and behave appropriately in the online environment
- Should seek to provide an environment that is conducive to the teaching and learning process for the student’s maximum benefit.
- Should ensure that all assignments are completed by the students in a timely manner
- Can make arrangements through MP Offices in their area of residence for their children to receive lunches through the School Feeding program.

HYBRID EDUCATION FLOW



COMMUNICATION WITH PARENTS

Schools must establish and maintain communication links with parents.

STUDENT SUPPORT SERVICES

Categories of Service Delivery by Student Support Services Division (SSSD)

For SSSD services there will be three categories of students:

- Category 1: Students with mild to moderate needs for academic and social emotional support with access to devices or connectivity.
- Category 2: Students with mild to moderate needs for academic and social emotional support without access to devices or connectivity.
- Category 3: Students with needs for academic and social emotional support that require face to face engagement.

Service Delivery by Units

Category 1 Students

Developmental, Assessment, Intervention

- Using the School Learning Management System (SLMS), psychologists will provide students with online service delivery that addresses promotion of mental health

Guidance & Counseling

- Using the Microsoft 365 Platform inclusive of SLMS Guidance Officers / Counselors will conduct class by class debriefing sessions during the period September 07 – September 18. Thereafter, for the rest of Term 1 Guidance Officers / Counsellors will deliver a Comprehensive Guidance and Counselling Programme through psycho-education sessions designed to support the personal-social, academic and career development needs of all students. Both synchronous and asynchronous sessions will be conducted. Synchronous sessions will be facilitated through incorporation into the school daily virtual schedule allowing **all** students of **each class level** to benefit from at least one (1) interactive session with the Guidance Officer / Counsellor within every eight-day cycle.

- Additionally, individual and group counselling, ongoing consultation and support with parents, principals and teachers as well as parent education sessions will be facilitated using the Microsoft 365 Platform inclusive of SLMS.

School Social Work

- Using SLMS, school social workers will provide virtual support that meet critical incident needs of students
- Using SLMS, school social workers will provide virtual support that inform and guide parents and community in meeting critical incident needs of students

Special Education

- Special Education Officers assigned to SSSD provide direct individualized and therapeutic interventions for students with diagnosed disabilities or other identified special education needs.
- Using a scheduled timetable, Special Education Teachers and Instructors will continue to provide consultation and therapeutic support to students referred to the Special Education Unit. Wherever possible, individual support to identified students will be made available using various platforms, based on the objectives outlined in the student's Individualised Education Plan (IEP).
- Students with special education needs will participate in online instruction made available by regular classroom teachers in whose classes these students are enrolled. Regular Education Teacher will have access to Special education personnel, for the purposes of consultation, provision of modified instructional strategies and learning resources for the planned lessons based on the modified Curriculum Guide.
- Special education personnel at Public Special Schools will provide a minimum of three structured instructional sessions per day based on the established curriculum and the students' current level of functioning.
- In preparing for the online classes, the modified Curriculum Guide, which is accessible on the SLMS, will be utilized by teachers.
- All students enrolled in regular schools will participate in scheduled assessments assigned by the regular education teachers as far as possible.
- Detailed mechanism for monitoring and evaluation will be based on the student's Individualised Education Programme(IEP) for all specialized intervention.

- Collaborative IEP development and implementation will continue to be supported through the strengthening of the multidisciplinary involvement in IEP development and implementation.

Category 2 Students

Developmental, Assessment, Intervention

- Psychologists will prepare packages that guide parents and students in areas of need.

Guidance & Counseling

- Guidance Officers and Counsellors will prepare appropriate packages and deliver to their respective assigned schools, district offices or identified CBO / NGO / FBO on a weekly basis or as determined by the Guidance Coordinator - to provide related personal-social, career and academic Guidance and Counselling support to these students.
- Students and parents will get additional support through information being shared by Guidance Officers / Counsellors via television and radio program discussions.

School Social Work

- Wherever possible school social workers will meet with parents and students in community settings where appropriate social distancing is available at least two days per week as determined by the Social Work Specialist

Special Education

- Packages for students will be prepared by special education teachers/instructors/regular ed teachers using the modified Curriculum Guide. Packages will be picked up on a weekly basis by assigned person of the SEN student, based on reconfiguration and determination of appropriate caseload.
- Completed assignments will be dropped off by parents/students on same day of collection of new packages.
- Where possible completed assignments will be dropped off by parents/students on same day of collection of new packages by regular teachers. Teachers will be expected to collect assignments, correct and give written feedback.
- Collaborative IEP development will be emphasized

Category 3 Students

Developmental, Assessment, Intervention

- Psychologists will be available per educational district wherever possible at schools where appropriate social distancing is available at least two days per week between 9 and 3 pm
- Emphasis will be on completing psychoeducational assessments and critical mental health intervention

Guidance & Counseling

- Wherever critical intervention becomes necessary, face-to-face individual counselling will be made available by the Guidance Officer / Counsellor on a scheduled basis at the school, taking into consideration all current health protocols.

School Social Work

- Wherever necessary, school social workers will meet with parents and students in school settings or home environments where appropriate social distancing is available at least two days per week as determined by the Social Work Specialist

Special Education

- A listing of students requiring face to face engagement will be developed per education district
- Listings of available regular education teachers who work with these students will be developed
- Listing of special education teachers/instructors will be developed to work collaboratively with said regular education teachers
- A listing of student aides will be compiled per education district
- Where suitable classrooms are available that facilitate social distancing, student aides will be deployed to work collaboratively with teachers/special education personnel
- Students will be rotated for two daily sessions per week
- Where appropriate practice packages will be prepared for students by special education teachers/instructors/regular ed teachers using the modified Curriculum Guide.
- Completed assignments will be dropped off by parents/students on same day of collection of new packages.
- Teachers will be expected to collect assignments, correct and provide written feedback.
- Students will get extra support and opportunities for review through available online, television and radio programming.
- Collaborative IEP development will be emphasized

ACCOUNTABILITY

- Officers across all units will be assigned deliverables by respective coordinators, specialists and supervisor, and approved by the Manager.
- Officers will have the option of working from office, home, or school. Arrangements will be determined by September 3, 2020.
- Officer's weekly performance and timely completion reports must be submitted to Manager who will forward to CEO and PS with comment.
- Officers will be expected to confirm that they have connectivity and commitment to online delivery or will be expected to report to a determined site for online delivery. Where students have no internet capabilities, officers will be expected to report to school sites to prepare necessary packages or engage students with appropriate social distancing and PPE.
- Attendance and daily report on deliverables will be determined and monitored by SSSD's Research Officer in collaboration with Unit Leads.
- Student attendance and absenteeism data will be forwarded to the SSSD-Research Officer and SSW for further follow up.
- Formative assessments with interventions will be emphasized.