



The Government of the Republic of Trinidad and Tobago

Ministry of Education

Green Paper on...

Standards for the Operation of all Schools

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GLOSSARY OF TERMS

CO-CURRICULAR	Co-curricular activities are an integral part of instructional programmes aimed at fostering the Priority Academic Student Skills consistent with the stated goals and objectives of the various disciplines
EXTRA-CURRICULAR	Extracurricular activities enhance the educational process but are not essential to the achievement of the Priority Academic Student Skills
GOVERNMENT ASSISTED SCHOOL GOVERNMENT SCHOOLS	Government Assisted Schools are owned by various religious denominations and are financially assisted by the government Government Schools are those wholly owned and funded by the government
PARENT PRIVATE SCHOOLS	Father, mother or guardian Private Schools are those schools which are owned and funded by private individuals or bodies
PUBLIC SCHOOLS	Public Schools include Government Schools and Government Assisted Schools
SCHOOL	Includes all Government, Government-Assisted and Private Primary, Secondary and Special Schools

INTRODUCTION

The system of education in Trinidad and Tobago is organized and regulated by the provisions of the Education Act Chapter 39:01 of the Laws of the Republic of Trinidad and Tobago. The Minister gives the overall direction as to how schools are to be conducted, established, managed and maintained.

Over time, the education system has evolved into its present form with various sectors coming together to provide a service to the nation. Currently, schools in Trinidad and Tobago can be categorised as either public or private educational institutions. Public Schools include government schools which are those wholly owned and funded by the government and assisted or denominational schools which are owned by various religious denominations and are financially assisted by the government. Private schools are those schools which are owned and funded by private individuals or bodies.

At present Early Childhood Care and Education falls under the non-formal education sector and steps are being taken to formalize this sector. Such steps include preparation of standards for regulating Early Childhood services. Consequently, this document does not address standards for this sector.

The achievement of universal primary and secondary education has been accomplished by the establishment of a working partnership between the government and denominational boards - which is of long standing. In more recent times the partnership has been extended to include private schools by way of individual contractual arrangements.

At present there is no common set of standards for the operation of schools in these two sectors. Accordingly, in December 2004 a Cabinet appointed Committee was given the mandate to harmonize the method of operation of all schools. The committee's task, as directed by Cabinet, was to draft standards for the operation of all schools to regulate the following:

- Registration Process
- Student Admission
- Suitability of Physical Plant/Premises
- Safety and Health of Students
- Record Keeping
- Curriculum and Methods of Instruction
- Discipline of Staff and Students
- Staffing
- Fees

In fulfilling this mandate the Committee found it necessary to explore a broader vision to include the following objectives:-

- a. to achieve a working consensus on some major issues of education in Trinidad and Tobago, namely, responsibility, norms and values, relevance, opportunity, rights, and equity.
- b. to define a consensual framework of governance encompassing all categories of schools and learning establishments for school-age children.

The standards proposed herein were created in conformity with all relevant International and Regional Treaties to which the Republic of Trinidad and Tobago is a signatory, as well as all relevant national laws, policy documents and reports of the Ministry of Education. These include the following:

1. The Constitution of the Republic of Trinidad and Tobago Chapter 1:01.
2. The Education Act Chapter 39:01.
3. The Children's Act Chapter 46:01 and the amendments thereto namely Act 19 of 1994, Act 28 of 1996 and Act 68 of 2000.
4. The Education Policy Paper 1993 - 2003
5. The United Nations Convention on the Rights of the Child.
6. The Dakar Framework for Action, (Education for All), UNESCO 2000.
7. The Education (Teaching Service) Regulations, 1967 and the 2000 Amendment thereto.

The Minister of Education expects that the standards which follow will be observed and adhered to by all providers of education in Trinidad and Tobago so as to allow for a united and consistent approach in the delivery of education to the children of our twin island Republic. The standards contained herein will be updated and added to from time to time as required.

PHILOSOPHY

The greatest resource of any nation lies in its children for it is through them that society will continue to exist and grow. They represent our hope, our sense of equality and fairplay, our democratic culture and our trust in each other. They are our potential for the future.

The belief that every child can learn is the cornerstone of our education system. All children must be given an equal opportunity to explore the areas of knowledge available to them and to organise and reconstruct this information to find new solutions to problems and better explanations of the world around us. Herein lies the hope for the survival and development of our nation.

Our education system takes children beyond the years of childhood by providing them with the environment in which they can grow in thought and expression, without infringing the rights of others, so that society would be enriched, renewed and revitalized. The education of each new generation places us in a better position to survive and adds value to the quality of life of the nation and the world.

Each of our children, whatever his/her circumstances of birth or background, has an equal right to education to develop his/her fullest potential without impediment or disadvantage.

The education system recognizes the innate abilities of each child and helps that child to become a useful contributing member of the family, the community and the society. The child is first and foremost a member of a family and later of a community, both of whom have a role to play in the child's education. In recognition of this, the co-operative effort of State, parents and community is essential in order to provide the nurturing environment in which learning is to take place.

The standards that follow are developed to ensure that all our children are given an equal opportunity to learn.

VALUES AND BELIEFS

The complex, pluralistic, multicultural context of Trinidad and Tobago and the rest of the Caribbean raises many issues of importance for the education system. Our system of schooling and its supports must be so structured and managed as to reflect this diversity as well as our intention to educate all children regardless of gender, ethnicity, religion, ability, socioeconomic status, the community, culture or other differences. When we respect and value our diverse individual and communal cultures, perspectives and experiences, we enrich the quality of life of all our citizens. Developing an organized approach to the nurturing of diversity broadens the scope of input and understanding and brings a rich and comprehensive range of perspectives and solutions to the challenges that we face from day to day.

Respect for Diversity

The promotion of respect and understanding of our gift of diversity is a fundamental value of schooling. The learning experiences provided by schools must therefore teach children tolerance, respect, and the value of learning to live together in harmony and peace. Closely tied to this is our commitment to the inherent value and worth of each child. The Committee reaffirms the belief that every child is unique in potential and capability, having a distinct contribution to make to community, nation and world.

Equity

Equity is another key value in setting standards for the delivery of education in our nation. We hold this to mean that schooling must be fair to each child. Schooling must also enable each child to achieve his/her fullest potential. Consequently schools must be designed to help all children experience success in developing their skills, knowledge and attitudes. In so doing, schools must enable all children to also develop pride and self-esteem as they become mindful that they are able, individually, to make a unique contribution to their community, the nation and the world.

Since every child is different and unique, schooling must sensitively nurture such differences and gifts without prejudice. School environments must enable and promote understanding of and respect for different cultural perspectives, the value of diversity and differences in how we see the world. At the same time, schools must so design their learning experiences and general practice as to recognise and accommodate differences in learning styles, approaches to knowledge (ways of knowing) and the meaning of success. Schools must engender and support the belief that not only is difference tolerated but it is one of our strengths as a people.

Some basic principles of equity in education are as follows:-

- enrolment practices must be fair
- more, less or different supports are needed to validate differences
- curriculum must be broad in scope, flexible and inclusive
- curriculum, instructional practices, evaluation and equipment must accommodate differences
- learning environments and cultures must model participative, inclusive and collective responsibility
- different ways of learning and knowing are recognised
- all children have the opportunity to achieve and are taught to do so
- equitable distribution of resources.

School Values & Responsibilities

The Committee believes that the child is the main focus of schooling. In developing the full potential of each child, the school has some key responsibilities. Among these are:

- To enable children to be independent and responsible agents of their own learning throughout life
- To teach children to be creative, reflective and critical thinkers
- To teach conflict management, environmental preservation and higher order thinking
- To enable children to be competent processors of information and users of information tools
- To teach children how to express themselves, collaborate and communicate
- To develop patriotism and a belief in participatory and collective governance
- To develop a sense of service and an understanding of how service can make a difference to quality of life
- To teach children to be entrepreneurial while being ethical
- To teach children how to learn
- To teach children to collaborate in aiming at relevant, useful and meaningful solutions to problems.

These responsibilities of the school cannot be properly achieved without a broad supportive base of parental, family and community involvement.

Access

Access to education is key to the implementation of the philosophy of education outlined in this document. Children must be guaranteed the right of equitable access to education from early childhood to adulthood regardless of gender, ethnicity, religion, ability, socioeconomic status, the community, culture or other differences. Ensuring the appropriate establishment of schools and school environments that are equitable, safe, trusted by the community, aesthetically pleasing, conducive to learning and designed to provide high quality universal access to education are State obligations. In providing access the State education policy should provide for, inter alia:

- equal educational opportunity
- participatory and representative governance
- an inclusive, relevant, responsive and holistic curriculum
- competent and accountable staff
- enabling, state-of-the-art infrastructure, tools and equipment
- schools that model the highest values of patriotism, governance and respect for the individual
- a regulatory framework for the maintenance of standards.

In ensuring equitable access, State support should be provided in holistic and comprehensive packages in order to embrace an overall plan for sustainable development of democratic principles. Issues must be addressed in a participative and sensitive manner, no matter where a school might be located and this must be linked to national standards and broader solutions within the framework of a

comprehensive plan. Whereas temporary and partial interventions are sometimes necessary in providing effective access to education, they ought to be used only for limited purposes or periods. Thus solutions must be planned and based on long-term plans which address the root causes of problems and support the notion of excellence in education.

State sponsored high quality access to education must therefore be guided by three fundamental principles:

- Responsiveness,
- Sensitivity, and
- Accountability.

These three principles are interlinked and if properly effected would provide the mix of local and national inputs necessary to meet universally accepted standards of quality education.

Inclusion and Stakeholder Participation

Education must be delivered in an inclusive and collaborative atmosphere. Broad-based participation and support by stakeholders would firmly ground school activity within the community and school environs while connecting it with the wider regulatory framework and international standards and benchmarks. A key value inherent in this broad based partnership and cooperative nurturing style is the recognition that people survive best in groups. Individuals also learn and adapt their learning holistically when they participate directly in addressing challenges that they face. By working together from this supportive base, complex school challenges facing individual administrators can be more effectively addressed. Shared responsibility within an organised structure will ensure the sustainability of the school effort.

Excellence in Education

The Ministry of Education would seek to promote the key value of striving towards excellence in education no matter the circumstances, situation or location of the school. This expectation must be a clearly defined goal of all schools and students and other beneficiaries must be provided with the supports necessary to achieve it.

A minimum expectation of the national delivery system must therefore be a learning programme that is inclusive, responsive, culturally affirming in the perspective of the nation and the world, suitably challenging and delivered in a caring and validating school environment.

Summary

In summary, education has no greater purpose than to prepare people to lead personally fulfilling and responsible lives. It should also equip them to participate thoughtfully, respectfully and collaboratively with others to continue to build and preserve an open, decent and energetic society that guarantees sustainable safety, justice, peace and goodwill. All of these elements are first engendered in the school.

The standards which follow are meant to ensure that students are provided with the environment and supports necessary to prepare them to contribute meaningfully to the nation of which they are citizens and to enable them to live and thrive in the global village of which we are a part.



1. *S*udent *R*egistration

1. STUDENT REGISTRATION

General Principles

All activities pertaining to student registration are circumscribed by the following:

1. The Constitution of Trinidad and Tobago
2. The Education Act
3. The United Nations Convention on the Rights of the Child

As such we affirm that no student is to be denied admission to a school on the basis of race, colour, sex, language, religion or creed, national or social origin, property, birth or other considerations.

All registering students must meet the national legal requirements for entering schools. The Ministry of Education subscribes to Article 14:3 of the UN Convention on the Rights of the Child. Freedom to manifest one's religion or beliefs may therefore be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

The word "School" includes all government, government assisted and private, primary, secondary and special schools.

1.1 The Registration Process (Primary)

1. Principals of public schools shall inform the public of the registration date for new intake of first year pupils via a notice easily accessible to the public or any other convenient medium.
2. Parents shall complete a Registration Form on registration day. Parents must provide the child's original birth certificate, immunization card and one passport size photograph.
3. Principals shall inform parents on registration day, of the date and time of the screening interview for the child. The purpose of this interview is to assess the child in order to assist in the most convenient placement on admission. Parents are expected to provide information on the child's general health and special needs.
4. The child shall be accompanied by the parent on the day of the interview. Both parent and child may be interviewed separately at the discretion of the Principal.
5. Principals of public schools shall contact parents by mail to inform them of the outcome of the Interview. The booklist and uniform information may also be provided at this time.
6. Principals shall hold an orientation meeting for parents of new pupils in order to complete the registration process.
7. Principals shall provide parents with the schools rules and regulations at the time of orientation.
8. Principals shall use the same means of informing parents of (5) and (6) as at (1) above.
9. The Principal shall make the initial entry on the Cumulative Record Card of each registered child.

1.2 The Registration Process (Public Secondary Schools) – Forms 1 & 4

1. The Ministry of Education will provide the secondary school with a list of the students assigned by virtue of the Secondary Entrance Assessment (SEA), and National Certificate of Secondary Education Examination (NCSE) (when available).
2. Principals, through the Ministry of Education, shall inform the public of the registration date(s) for Secondary Entrance Assessment students via the print media.
3. Students must be accompanied by a parent or guardian on the day of registration. Schools shall provide parents with the school rules and information with respect to the booklist and uniforms at this time.
4. The parent or guardian shall provide the child's Secondary Entrance Assessment/ National Certificate of Secondary Education (when available) slip, original birth certificate and immunization card and one passport size photograph at the time of registration. The parent should also provide the information requested by the school e.g. health information not included on the immunization card.
5. Principals of primary schools shall forward to the relevant Principals of secondary schools the Cumulative Record Cards of the students assigned to their school on the basis of the SEA.
6. Parents shall purchase a homework book, report book and school rules handbook (where available) at the time of registration.

1.3 The Registration Process (Private Secondary Schools Forms 1 & 4)

The Ministry of Education, at present, purchases places at Private Secondary Schools for Secondary Entrance Assessment and, National Certificate of Secondary Education Level I graduates. To register, the following process is to be followed:

1. The Ministry of Education will provide the secondary school with a list of the students assigned by virtue of the Secondary Entrance Assessment, National Certificate of Secondary Education or Caribbean Secondary Education Certificate.
2. Principals, through the Ministry of Education, shall inform the public of the registration date for Secondary Entrance Assessment students via the print media.
3. Students must be accompanied by a parent or guardian on the day of registration.
4. The parent or guardian shall provide the child's Secondary Entrance Assessment slip, original birth certificate and immunization card and one passport size photograph at the time of registration. The parent should also provide the information requested by the school e.g. health information not included on the immunization card.
5. Parents shall purchase a homework book, report book and school rules handbook (where available) at the time of registration.
6. Principals of primary schools shall forward to the relevant Principals of secondary schools the Cumulative Record Cards of the students assigned to their school on the basis of the SEA.

1.4 The Registration Process (Form 6)

1.4.1 General admission to the Sixth Form of Public Secondary Schools- (Same School and Other)

1. Students must be under the age of nineteen at the time of seeking admission to Sixth Form
2. Students must not have had more than six (6) years secondary education at the time of seeking admission to Sixth Form
3. Students must have attained a minimum of Grade C at GCE Ordinary Level in English Language
4. Students must have attained at least four (4) other subjects at GCE Ordinary Level, attaining a minimum of Grade B in at least two (2) of the three subjects to be attempted at Advanced Level. At Caribbean Secondary Education Certificate (CSEC) formerly known as CXC Grades I, II and III will be accepted
5. Principals shall obtain official approval from the Educational District Offices before incumbent students are promoted to sixth form, or new students are admitted to sixth form from other schools

1.4.2 General admission to the Sixth Form of Private Secondary Schools

The Ministry of Education, at present, purchases places at Private Secondary Schools for Caribbean Secondary Education Certificate (CSEC) graduates. To register for sixth form the following process must be followed:-

1. Students must meet the criteria outlined at 1.4.1 above
2. Private secondary schools wishing to be considered for this programme must be approved by the Ministry of Education
3. Students wishing to be considered for this programme must apply to the Ministry of Education through the District Offices for screening
4. Students must submit their approved application forms to the private schools of their choice for consideration
5. Principals of subscribing schools must submit a list of accepted students to the School Supervisors III of the district together with copies of accepted applications and approvals. The School Supervisors III, after checking the lists, should submit them to the Director of School Supervision without delay. These lists form the basis for sponsorship
6. Parents and students must be made aware of the conditions that are necessary for students to continue to access sponsorship. These are:-
 - Maintenance of a consistent attendance record of at least 75%
 - Continuous evidence of diligent application to studies
 - Maintenance of exemplary discipline and citizenship

7. A book grant will only be paid to students accepted at private schools for the first year of the programme
8. Promotion to the second year will be based on a satisfactory report and recommendation from the principal in respect of the conditions stipulated above. In cases where students show potential but are not meeting the required conditions, principals are advised to seek the assistance of the Student Support Services Division through the School Supervisor III.

2. Admission Of Student

2. ADMISSION OF STUDENTS

2.1 Student Admission (Primary)

1. A student is admitted to school because the student meets certain criteria as follows.
 - a. The student's parents reside within 3 km of the school.
 - b. Children have attained the entrance age of 5 years (primary).
 - c. Children may be admitted on the first day of the term on which they attain their 5th birthday.
2. At registration the following information is to be provided:
 - Student Name
 - Date of Birth
 - Name of Parent /Guardian
 - Address
 - Contact Number
 - Race
 - Religion
 - Nationality

The following documents are also to be provided:

- 2 Recent Passport Size Photographs
 - Original Birth Certificate
 - Immunization Card
3. All schools shall admit students residing within the catchment area, once places are available. No student should be refused entry to a school with places available, which lies within a 3km radius of their home.

In admitting students, schools shall not exceed their built capacity, in order to ensure that quality education is delivered. Where the requests for admission significantly exceed the built capacity of the school the principal must immediately inform the Ministry of the situation and await its response. The School Supervision Division is responsible for keeping close watch on the enrolment and attendance of all schools especially those approaching their built capacity so as to ensure the quality of education provided at these schools.

2.2 Student Admission (Secondary)

1. All students assigned to schools by the Ministry of Education on the basis of the SEA, Fourteen Plus Examination/National Certificate of Secondary Education or Caribbean Secondary Education Certificate (CSEC) must be registered at the school assigned.
2. Students seeking a transfer or not accepting the placement assigned must still register at the school assigned.

3. At registration the following information is to be provided:

- Student Name
- Date of Birth
- Name of Parent /Guardian
- Address
- Contact Number
- Race
- Religion
- Nationality

The following documents are also to be provided:

- Recent passport size photograph
- Original Birth Certificate
- Immunization Card

4. Principals of secondary schools accepting new entrants shall complete and submit a Registration Report to the School Supervision Division by the end of September.

2.3 Relationship between the Ministry of Education and Private Schools at which Places are Purchased

Private schools at which the Ministry of Education purchases places, in keeping with the contract agreement which they sign, are obligated as follows:

1. To abide at all times with the Education Act Chapter 39.01 and all subsequent amendments and modifications of the said Act in so far as they are applicable, as well as all relevant Circulars issued by the Ministry of Education.
2. To offer at least the core curriculum in effect by the Ministry of Education to all students.
3. To maintain an adequate staff to provide proper implementation and delivery of the curriculum and to ensure that the administration and operations of the private school are carried out efficiently. The staff must possess the educational qualification standards set by the Ministry of Education for its employees holding comparable posts in public secondary schools.
4. The Private school shall at all times recognize and accept the authority of the School Supervision Division of the Ministry of Education and shall at all times co-operate fully with officers thereof.
5. The Principal of the Private school shall immediately inform the Director of School Supervision in the Ministry of Education when a student has failed to take up his/her place and must submit a comprehensive list of those students who have not registered.
6. The Principal of the Private school shall inform the Director of School Supervision in the Ministry of Education of every instance in which a student has left the school, been transferred from the school or has been absent for prolonged periods of time from the school.

7. The Principal of the Private school shall only suspend or expel a student when all other remedies of discipline and counseling have failed. All relevant procedures from the Ministry of Education in effect at the relevant time must be complied with. The principal of the Private school has the authority to suspend a student up to a maximum of seven days. The Principal shall immediately inform the Minister of Education through the School Supervisor III of any suspension, and append written reports from all relevant parties.
The Minister, on receipt of the notification may order an extension of the suspension to allow for inquiries to be made and the relevant reports submitted.
8. Where a student is found to be in possession of an illicit drug, fire arms and/or ammunition, is extremely violent to anyone or assaults a member of staff, Principals are to suspend the offending student forthwith for the maximum period of suspension. In the case of possession of illicit drugs or firearms the police must be immediately informed.
9. Where the Principal suspends a student as a prelude to expulsion he must inform the Minister through the School Supervisor III of his intention to do so at least seven days prior to the date the expulsion is to take effect.
10. Monthly, termly and yearly Progress Reports on these students shall be submitted to the School Supervisor III of the Educational District. Monthly Attendance Reports must also be submitted on forms provided by the Ministry of Education.
11. The Principal shall refer, where necessary, any student who is deemed in need of guidance counseling/psychological counseling to Student Support Services Division of the Ministry of Education through the School Supervisor III.
12. The Principal of the School shall, at all reasonable times allow officials of the Ministry of Education to visit and inspect the School's premises.
13. The Private School gives the undertaking that it is registered at all times in the Register of Schools in accordance with the policy in effect by the Ministry of Education for so doing.
14. Private schools at which the Ministry of Education purchases places must adhere to the letter and spirit of the Contract Agreement at all times.

2.4 Student Transfers

1. All requests for transfers must be made through the Principal by the parent or guardian or persons authorized by the court to have custody and or control of the child.
2. The records of all students transferred from one school to another must be provided to the receiving school upon approval of the transfer.
3. All transfers must be recorded and the relevant information entered in the Annual Statistical Return.
4. Application forms for the transfer of Form One students shall be obtained from the Secondary school to which students are assigned and can be collected on registration day.
5. All public school transfers and those in respect of students placed in private schools by the Ministry of Education shall be approved by the office of the Director of School Supervision.

3. *S*chool *R*eports And *R*ecords

3. SCHOOL REPORTS AND RECORDS

General Principles

In accordance with the principles of good governance, to facilitate the smooth running, and in order to facilitate informed policy decision-making, schools must keep proper, accurate and up to date records. Well-delineated policies and procedures for records and the reports shall be developed and kept current, electronically or in hard copy.

3.1 General Record Keeping

1. Records and reports needed for effective planning, operation, evaluation, and reporting shall be kept relative to the following components of the educational programme:
 - a) Staff attendance and statistics
 - b) Student registration, attendance and statistics
 - c) Administrative operations
 - d) Curriculum
 - e) Guidance
 - f) Health services
 - g) General inventory
 - h) Instructional supplies
 - i) School plant
2. All records must be securely kept.
3. All Schools shall complete Annual Statistical Returns and submit them, in quadruplicate, to the Educational District Supervision Office in accordance with the time frame given.
4. Proprietors of all private schools are responsible for submitting Statistical information to the Ministry of Education within the time-frame given.
5. The permanent record of the student (Cumulative Record Card) shall be current and filed in the principal's office. Standardized test results, student's school activities, attendance and citizenship dates (where applicable) shall be included as a part of the permanent records. Proper safeguards shall be taken with these records to protect the confidentiality of individuals and the human rights of all students.
6. All principals of Primary Schools must ensure that Cumulative Record Cards are completed by class teachers on a termly basis. It is the responsibility of the Principal to ensure that these are completed before forwarding to the relevant schools.
7. All principals of Secondary Schools (where applicable) must batch Cumulative Cards for the receiving secondary schools within one week of receiving notification of student placement.
8. All Secondary School Principals must ensure that Cumulative Record Cards are updated by form teachers on a timely basis.

9. International/Regional students must provide equivalent records/ reports from their country of origin. The Ministry of Education must inform the Ministry of National Security through the Immigration Department of every foreign student enrolled in public schools.
10. International students shall be officially enrolled upon receipt of the following original documents:
 - Birth Certificate
 - Immunization Card
 - Immunization records as required by law where applicable
 - Transcripts or grade cards where applicable
 - Evidence of landed status

As well as the following information:-

- Name of Parent /Guardian
 - Address
 - Contact Number
 - Race
 - Religion
 - Nationality
11. Information pertaining to grades, graduation tests, rank and other pertinent information shall be recorded on the transcript to be obtained directly from the school of origin.
 12. School administrators shall be familiar with and assure compliance with attendance policies.

3.2 Student Records

1. Punctuality/ regularity records of students must be recorded twice daily by form/ class teachers.
2. Roll books shall be updated on a daily basis by the class or form teacher.
3. Deans shall check roll books on a weekly basis.
4. Subject teachers at the secondary level are required to keep record of students' attendance per period.
5. Form/Class teachers must update Cumulative Record Cards on a timely basis.

3.3 Staff Records

1. Teachers on assuming a new appointment are required to sign an assumption of duty letter submitted to the principal for onward transmission to the Ministry of Education.

2. On assumption of duty teachers and other members of staff are required to submit their Board of Inland Revenue and their National Insurance Numbers as well as their Teacher Registration Number.
3. All teachers must sign a resumption of duty form when resuming duty after an extended period of leave inclusive of extended sick leave, no pay leave, no pay study leave.
4. Application for leave of any kind must be made on the prescribed forms and submitted to the principal of the school.

4: Fees And Charges

4. FEES AND CHARGES

4.1 Public Schools

1. A Principal or Board of Management of a government or government assisted school shall not impose a charge of any kind whatsoever on students registering or seeking admission at a public school in return for provision of a school place unless they have the written permission of the Minister of Education authorizing otherwise. Charge includes a requirement for payment in money or money's worth.
2. A Principal or Board of Management of a government or government assisted school shall not impose a fee on students for the provision of compulsory school materials that were purchased with school funds which are part of the allocation provided by the Government. These materials may include badges, report books, homework books etc.

4.2 Private Schools

1. A Private school shall not levy any additional fees for students placed by the Ministry of Education into the school. Similarly, no additional fees should be levied upon students to write either external or internal examinations except with the prior written permission of the Minister of Education.
2. Private schools must make available to parents/guardians or Ministry officials at registration and upon request, current and accurate information on all fees, other charges and refund policies.

5. *R*egistration Of *P*riate *S*chools

5. REGISTRATION OF PRIVATE SCHOOLS

1. All Private schools must be registered in accordance with the guidelines established by the Division of School Supervision. (Appendix 1 refers).
2. Application for registration of a Private school must be made on the prescribed forms as detailed in Appendix 1.
3. The Private School Registration Unit of the Office of the Director of School Supervision must maintain an Applications Register.
4. All private schools must be registered according to the system/ processes set by the Ministry of Education.
5. Schools must meet the Ministry of Education's requirements in the following areas in order to be registered:
 - a) Proper identification (name of the owner, school and address)
 - b) Certificate of good character of owner
 - c) School identification
 - d) Utility certification
 - e) School premises assessment
 - f) Environmental assessment
 - g) Curriculum offerings
6. All schools seeking registration must indicate their willingness to conform to Ministry of Education standards and modes of delivery, the approach used by the Ministry of Education to school discipline, and to accept Ministry of Education supervision.
7. All schools applying for registration must be visited by a team of technical officers of the Ministry of Education within four (4) weeks of submission of the application form.
8. The qualifications of the staff and the curriculum offered at the schools receiving a positive assessment shall be assessed by the Curriculum Division.
9. Schools meeting the criteria are issued with a Private School Registration Certificate within three (3) months.
10. Schools not meeting the standards of the Ministry of Education will be given a specified period to make improvements. A re-assessment is scheduled if deemed necessary and pending a positive outcome, registration is granted. Failure of the applicant to comply within a reasonable time may incur cancellation of the application by the DSS.
11. Proprietors of all private schools are responsible for submitting statistical information (Annual Statistical Returns) to the Ministry of Education on an annual basis, within the required timeframe.

6. Curriculum
And
Methods
Of
Instruction

6. CURRICULUM AND METHODS OF INSTRUCTION

General Principles

The curriculum translates the school's statement of philosophy (and/or mission) and goals into learning objectives and activities. The core curriculum shall be designed to prepare all students for employment and/or post secondary education. The school shall use varied measures to determine the extent to which individual students are achieving the goals and levels of the competencies set.

The instructional programme is designed to impart the knowledge and skills essential to function successfully in a democratic society. Instruction is based on the selection of activities which will enable each student to achieve the goals and objectives of the curriculum.

Curricular activities are learning activities within the instructional process designed to assist students in achieving the Priority Academic Student Skills. The co-curricular activities are an integral part of instructional programmes aimed at fostering the Priority Academic Student Skills consistent with the stated goals and objectives of the various disciplines.

To accomplish these stated goals and objectives, selected activities may be offered off campus as an extension of classroom instruction. Extracurricular activities enhance the educational process but are not essential to the achievement of the Priority Academic Student Skills.

- a) The curriculum shall reflect the school's statement of philosophy.
- b) The written curriculum shall include the State's Priority Academic Student Skills.
- c) The school shall provide an organizational structure and curriculum which allows each student to progress in accordance with her/his individual growth and development.

6.1 Curriculum Requirements

1. The curriculum refers to the relevant curriculum document that caters to the diverse needs and interests of students preparing them for life.
2. The curriculum shall be broad in scope and shall provide a wide range of opportunities in student rate, readiness, and potential for learning through a balanced programme of skills and knowledge.
3. Quality curriculum shall be accessible to all students.
4. The curriculum shall reflect the school's mission and goals.
5. The curriculum shall produce students who are lifelong learners.
6. The curriculum shall yield the following essential learning outcomes:
 - Aesthetic expression
 - Citizenship
 - Communication
 - Personal development
 - Problem solving
 - Technological competence

7. The curriculum shall foster students who demonstrate the attributes of the ideal Caribbean person as envisaged by the drafters of the Caribbean Education For All Plan of Action. The students will:
 - Be emotionally secure
 - Have strong work ethics
 - Have respect for human life
 - Be environmentally aware
 - Be responsible
 - Be accountable to family and community
 - Be entrepreneurial
 - Be creative and
 - Be central to the development process.
8. The school shall provide an organizational structure and curriculum which caters to individual needs and which allows each student to progress in accordance with her/his individual growth and development.
9. Students must develop skills in:
 - Reading
 - Writing
 - Speaking
 - Listening
 - Computing and
 - Critical Thinking.
10. Students at the secondary level are therefore expected to demonstrate competency in the following core curricular areas:
 - English
 - Mathematics
 - Spanish
 - Social Studies
 - Science
 - Visual and Performing Arts
 - Physical Education and
 - Technology Education.
11. Educational Technology, Foundation Technologies and Technical and Vocational Education have also been introduced at the Secondary level.

6.2 Implementation

1. In order to provide support for effective implementation, curriculum committees shall be established in all schools.
2. Training shall be made available in the implementation process. Required resources must be identified.

3. All teachers shall implement teaching strategies that cater to the needs of the diverse learner.
4. Appropriate instruction, services, material, and assessment programmes shall be made available for all students including those students who may have exceptional needs.
5. The overall educational programme shall incorporate 'high' expectations and 'successful' experiences for all students.
6. Students and parents shall be informed about the Priority Academic Student Skills for the core curriculum areas.
7. The placement of students in instructional skill groups within classes shall be reviewed frequently and adjustments shall be made in accordance with student needs and Priority Academic Student Skills performance.
8. Instructional strategies must be:
 - (i) tailored to match the stage of development of the learner and
 - (ii) responsive to individual differences.
9. Technology shall be used in a variety of ways to support teaching and learning. The schools should therefore be provided with the hardware, software and technological supports necessary to facilitate this.
10. Teachers shall conduct action research in the classroom and relevant data shall be recorded and submitted to assist in the systematic review of the curriculum.

6.3 Teaching and Learning Strategies

1. All teachers implement teaching strategies that cater to the diverse learner inclusive of:
 - Student centred strategies. and
 - Effective use of specialist facilities.

6.4 Assessment

1. All teachers shall use the effective methods of continuous assessment.
2. All Heads of Department shall prepare and submit the annual curriculum evaluation report.
3. All Principals must collate and submit the evaluation reports to the Division of Curriculum Development.
4. Students shall receive regular and frequent assessment of their progress toward achievement.
5. The school shall evaluate the major aspects of its curriculum through use of performance indicators and criteria for monitoring student progress.

6. A variety of assessment tools shall be used to evaluate the performance of each student in order to improve instruction.
7. The assessment tools must cover a broad spectrum of educational objectives.
8. Both formative and summative assessments must be made, with students actively involved. Formative assessment shall make up 60% of the final mark and summative assessment 40% and results submitted as required.
9. Assessment must be varied, sensitive and responsive, both to teaching modes and to society's expression of needs.
10. All primary school students must sit the annual National Test and Secondary Entrance Assessment (SEA)
11. All secondary school students must sit the National Certificate of secondary Education Level (NCSE) I (and Level II when available) and Caribbean Secondary Education Certificate (CSEC).

7. School Climate

7. SCHOOL CLIMATE

General Principles

The school must establish relationships with its parents and community that promote mutual trust. These relationships should be based on open, two-way communications. Parents and the community need to be involved in developing and monitoring the school's expected outcomes. The school should therefore display a willingness to respond to the parents and the community, and the community in turn should support and be involved in the school and its programme – curricular, co-curricular and extra-curricular.

The school should, therefore, provide opportunities for individual parents, guardians and groups of parents as well as other members of the school community to express their desires, identify their concerns, ask questions and make suggestions regarding the school and its programme.

The school shall make systematic efforts to explain its mission, vision, policies, needs, programme and status to the school community using the media available.

7.1 Climate Within Schools

1. The school climate shall be conducive to teaching and learning. In this respect teachers need to establish a relationship of trust and benign authority between themselves and their students. Undue familiarity that leads to disrespect on the part of either teacher or student must be avoided at all cost. Violation of this principle shall be regarded as an instance of misconduct and will be severely dealt with.
2. The school climate shall foster a culture of mutual respect among stakeholders.
3. There shall be activities within the school that provide for and/or facilitate the positive self-esteem of students and staff members.
4. Parents shall receive regular and frequent communication from the school.
5. Other members of the community shall be kept informed about school activities.
6. The school shall foster a relationship with all stakeholders based on trust and open two-way communication.
7. The school shall provide appropriate opportunities for:
 - Involving students, parents, staff members, and community representatives in decision-making,
 - Stakeholders to express their desires, identify their concerns, ask questions and make suggestions regarding the school and its programme

The Student Councils, Parent/Teachers Associations and Local School Boards shall facilitate this process.

7.2 Role of the Local School Board

School Boards shall assist in the integration of schools into the communities, as well as the soliciting of scarce resources. Each Government Secondary School will, by July 2006 have a Local School Board in place.

The Local School Board shall be composed as follows:

1. The Principal (ex officio member)
2. One member of the school staff other than the Principal
3. One member of the teachers' representative union
4. Two members of the majority PTA (at least 1 female)
5. One representative of the Past Pupils' Association
6. One student
7. Three persons nominated by the Minister.

The Board shall have responsibility for managing the school by:

1. Developing its strategic plan and school improvement plans
2. Conducting operational and environmental audits
3. Receiving information, complaints and expressions of concern and hope from the public concerning the school and its members, and making recommendations to the competent authorities.
4. Encouraging, promoting, sustaining and fostering mutual understanding, fellowship and co-operation among stakeholders
5. Liaising with members of the community.
6. Making recommendations for the better performance of the school.

7.3 Role of the Parent/Teachers Association

The Parent/Teachers Association as a partner in the education process has the following four main objectives:

1. To promote the welfare of children and youth in the home, school and community
2. To raise the quality of home life
3. To advocate the passage of adequate school rules and regulations for the care and protection of children and youth
4. To promote the formation of close relations between home and school, in order to facilitate co-operation in the holistic education of children.

In pursuance of these objectives the Parent/Teachers Association shall:

- Promote parents right to information about school policies and procedures
- Help or assist parents in their role of educating their children and
- Provide support to the school in terms of resource personnel, skills and finance.

7.4 Role of the Student Support Services Division

In promoting a climate of mutual respect and caring, The Ministry, through its Student Support Services Division, provides a range of services that cater to the psychosocial needs of students.

These include the following:

- Social Guidance and Counseling Services
- Career and Academic Guidance Services
- Social Work Services
- Parent Education
- Diagnostic Prescriptive Services
- Out of School Suspension Centres
- Drug Prevention Programme

All Principals are expected to keep themselves informed of all the services available and to access them as the need arises.

7.5 Role of the School Intervention Strategies Unit

In light of the increase in indiscipline in schools and indeed the whole of society the Ministry of Education in 2002 established the School Intervention Strategies Unit to inculcate a culture of peace in the nation's schools. This Unit is responsible for a number of programmes aimed at changing student behaviours and providing them with viable alternative behaviour choices. Ongoing programmes include:

- Pre-Carnival Workshops
- Peer Mediation/Counseling Training
- Anger and Stress Management
- Classroom Management
- Parenting Education
- Together We light the Way - Introducing the concept of respect
- Basic Driver Education
- Home Work and After School Centres

All Principals are expected to keep themselves informed of all the programmes offered and to access them as the need arises.

7.6 Role of the Student Council

In the attempt to promote and formalize student participation in school administration, Secondary schools have been mandated to develop a Student Council system. These councils provide the fora for the opinion of students on issues directly affecting them to be heard at the administrative and Board levels. The aims of the Student Council system are as follows:

1. To provide leadership training for students
2. To participate in the organization and administration of the school
3. To plan student activities
4. To foster good human relationships among students and staff
5. To foster a healthy relationship with parents and residents in the school locale
6. To maintain links with other secondary students' associations
7. To promote the welfare of the school
8. To uphold and maintain the traditions of the school.

8. Certification

8. CERTIFICATION

General Principles

Students at various levels of the secondary system are required to sit external examinations the results of which indicate their readiness to move on to a higher educational level, or readiness for participation in the world of work. Students sit the Caribbean Secondary Education Certificate (CSEC) set by the Caribbean Examinations Council (CXC) or the University of Cambridge General Certificate of Education (Ordinary Level) at the end of fifth form. Students in sixth form will write the Caribbean Advanced Proficiency Examination (CAPE) Unit I at the end of the first year, and CAPE Unit II at the end of the second year, or the University of Cambridge General Certificate of Education (Advanced Level) at the end of the second year.

8.1 Caribbean Secondary Education Certificate

Candidates receive a report for performance on each subject. For each subject candidates receive:

- **an overall grade** (Grades I to VI) to indicate the quality of performance on the whole examination on the subject
- **profile grades** (A to F) to provide supplementary information on a candidate's performance in specific areas of the subject.

Grades indicate candidates' performance as follows:

1. A candidate receiving **Grade I** shows a comprehensive grasp of the key concepts, knowledge, skills and competencies required by the syllabus
2. A candidate receiving **Grade II** shows a good grasp of the key concepts, knowledge, skills and competencies required by the syllabus
3. A candidate receiving **Grade III** shows a fairly good grasp of the key concepts, knowledge, skills and competencies required by the syllabus
4. A candidate receiving **Grade IV** shows a moderate grasp of the key concepts, knowledge, skills and competencies required by the syllabus
5. A candidate receiving **Grade V** shows a limited grasp of the key concepts, knowledge, skills and competencies required by the syllabus
6. A candidate receiving **Grade VI** shows a very limited grasp of the key concepts, knowledge, skills and competencies required by the syllabus.

8.2 Caribbean Advanced Proficiency Examination

Candidates shall receive a report for performance on each Unit. For each Unit, candidates receive:

- **an overall grade** (Grades I to VII) to indicate the quality of performance on the Unit as a whole
- **a module grade** (Grade A to G) to reflect performance on each module of the Unit.

Grades indicate candidates' performance as follows:

Grade I :

- (i) Shows an **excellent** grasp of the principles, concepts and skills contained in the syllabus
- (ii) Applies principles, concepts and skills to problem situations and analyses, synthesizes and evaluates issues in a competent manner. and
- (iii) Organizes information meaningfully and communicates ideas in an effective manner.

Grade II:

- (i) Show a **very good** grasp of the principles, concepts and skills contained in the syllabus
- (ii) Applies principles, concepts and skills to problem situations and analyses, synthesizes and evaluates issues in a competent manner. and
- (iii) Organizes information meaningfully and communicates ideas in an effective manner.

Grade III

- (i) Shows a **good** grasp of the principles, concepts and skills contained in the syllabus
- (ii) Applies principles, concepts and skills to problem situations and analyses, synthesizes and evaluates issues in a competent manner. and
- (iii) Organizes information meaningfully and communicates ideas in an effective manner.

Grade IV

- (i) Shows a **satisfactory** grasp of the principles, concepts and skills contained in the syllabus
- (ii) Applies principles, concepts and skills to problem situations and analyses, synthesizes and evaluates issues in a competent manner. and
- (iii) Organizes information meaningfully and communicates ideas in an effective manner.

Grade V

- (i) Shows an **acceptable** grasp of the principles, concepts and skills contained in the syllabus
- (ii) Applies principles, concepts and skills to problem situations and analyses, synthesizes and evaluates issues in a competent manner and
- (iii) Organizes information meaningfully and communicates ideas in an effective manner.

Grade VI

- (i) Show a **limited** grasp of the principles, concepts and skills contained in the syllabus
- (ii) Show basic weakness in the application of principles, concepts and skills and in analyzing or evaluating issues and
- (iii) Show basic weakness in the organizing and communicating of information.

Grade VII

- (i) Shows a **very limited** grasp of the principles, concepts and skills contained in the syllabus
- (ii) Shows little or no skills in the application of principles, concepts and skills in analyzing or evaluating issues and
- (iii) Shows poor skill in organizing and communication of information.

8.3 National Certificate of Secondary Education

The Ministry of Education is in the process of developing the National Certificate of Secondary Education (NCSE) at the form three and five levels. The NCSE is intended to be a detailed testimonial of students' achievement (academic and non-academic) over the course of their secondary education.

8.4 University of Cambridge General Certificate of Education

The syllabus grades that are reported on results documentation for each qualification at the University of Cambridge General certificate of Education are as follows:

8.4.1 GCE Ordinary Level

Attainment in an Ordinary level subject is indicated by one of the grades A, B, C, D or E of which grade A is the highest and grade E the lowest. Candidates awarded grade A, B or C have reached the standard of subject pass at Ordinary level. Grade D indicates a lower level of attainment and grade E is the lowest level of attainment judged by the Syndicate to be of sufficient standard to be recorded. Performances below the standard of grade E are ungraded and not recorded on the certificate.

8.4.2 GCE Advanced Level

GCE A Level results are shown by one of the grades A(a), B(b), C(c), D(d) or E(e) indicating the standard achieved, grade A(a) being the highest and grade E(e) the lowest. "UNGRADED" indicates that the candidate has failed to reach the standard required either for a pass at Advanced Level or Advanced Subsidiary Level. "UNGRADED" will be reported on the Statement of Results but not on the Certificate.

For languages other than English syllabuses, separate oral endorsement grades of Distinction, Merit and Pass, are also reported for candidates who satisfy the conditions as stated in the syllabus. If a candidate takes an A Level and fails to achieve grade E(e) or higher, an Advanced Subsidiary Level grade will be awarded if the candidate satisfies the following conditions:

- The components taken for the A Level by the candidate in that session included all the components required for an Advanced Subsidiary Level;
- The candidate's performance in these components was sufficient to merit the award of an Advanced Subsidiary Level grade.

8.4.3 GCE AS (Advanced Subsidiary) Level

GCE AS Level results are shown by one of the grades a(a), b(b), c(c), d(d) or e(e) indicating the standard achieved, grade a(a) being the highest and grade e(e) the lowest. "UNGRADED" indicates that the candidate has failed to reach the standard required for a pass at Advanced Subsidiary. "UNGRADED" will be reported on the *Statement of Results* but not on the Certificate.

For languages other than English syllabuses, separate oral endorsement grades of Distinction, Merit and Pass are also reported for candidates who satisfy the conditions as stated in the syllabus.

9. *S*taffing

9. STAFFING

General Principles:

Teaching Staff

The school shall maintain quality instructional staff adequate to the requirements of the programmes offered. Such staff shall afford proper supervision to meet the standards set by the Ministry of Education or any other legal body setting standards related to their position.

The school shall maintain copies of any required records and reports for all members of staff both teaching and non-teaching. The record file for all staff shall contain: letter of appointment, academic transcripts, supporting materials, certificates, performance evaluations and reference checks. All staff are required to update their personal/ IHRIS records as required.

The standards for teaching staff shall be grounded in the following:

1. The vision of teachers in a developing system of education
2. A recognition of the influence that teachers exert on students attitudes and behavior
3. The demands of the teaching programme and the varying needs of students as they attempt to satisfactorily complete the programmes assigned to them.

Non-Teaching Staff

Non- teaching Staff employed on a temporary or permanent basis must observe the same standards of behavior demanded of teachers in the school, in their relationship with other staff and the students. Principals must ensure that this standard is respected and should report officers who are in breach of this regulation.

9.1 Recruitment of Teachers

1. Teachers shall be recruited in accordance with Chapter III of The Education (Teaching Service) Regulations, 1967 and any other amendments thereto. Appendix II refers.

9.2 Qualifications

1. All teaching staff must possess the minimum level of qualifications applicable to the level at which they teach
2. All Secondary school teachers (with effect from 2005) have a University Degree in the subject area they teach
3. Universities must be accredited by the Accreditation Council of Trinidad and Tobago of the Ministry of Science, Technology and Tertiary Education
4. All degrees shall be assessed by the relevant Officers of the Division of Curriculum Development the Ministry of Education

5. All Primary School teachers must have attained at least five CXC passes (grades I, II and III of the new CXC grading scheme effective May/June 1998) or GCE Ordinary Level passes (grades A, B, and C) inclusive of English, Mathematics and one Science Subject
6. At least half the staff of Early Childhood Care and Education Centres, must be trained as Early Childhood Assistants II
7. All Special Education Assistant Teachers must have attained CXC or Ordinary Level passes grade III / C and above inclusive of English, Mathematics, 1 Science Subject and 1 Social Science Subject plus exposure to a training programme in Special Education
8. All Special Education Teachers I must have attained the qualifications listed at (7) above plus training at Teachers' College with Special Education as an elective or some equivalent
9. All Special Teachers II must have attained the qualifications listed at (7) above plus Certification from a training body recognized by the ministry of Education or the Committee on Recognition of Degrees
10. All newly recruited teachers at all levels should be professionally trained before entering the classroom by the year 2008
11. All incumbent teachers must receive relevant professional training by the year 2012.

9.3 Teacher: Student Ratios

The student/teacher ratios at schools must conform to international standards as follows:

1. The Primary School Teacher:Student ratio shall be at least 1:30 for standards 1 to 5 and 1:25 for Infant 1 and 2
2. The Secondary school Teacher:Student ratio shall be at least 1:35 for academic subjects and 1:15 for specialized craft subjects.
3. The Teacher:Student ratio for Caribbean Advanced Proficiency Examinations students is 1:20
4. The Teacher:Student ratio for all Early Childhood Care and Education Centres is 1:15
5. The Teacher:Student ratio for special needs students is 1:8 normally, and 1: 3 in profound cases. It should be noted that in the most profound cases a 1:1 ratio may be necessary
6. The Ministry of Education must increase the Teacher: Student ratio in cases where children with special needs are included or incorporated into the classes. The employment of a Teacher Aide or Assistant Teacher in such cases must also be considered.

9.4 Ancillary Staff- Janitorial

All schools must be provided with an adequate number of janitorial staff based on the size of the compound as follows:

9.4.1 Secondary Schools

1. Schools with floor area 10,000 sq. ft. and under, and/or 300 students shall be provided with one full time cleaner and one groundsman

2. Schools with floor area 10,000 sq. ft. and under, and/or 400 students shall be provided with two full time cleaners and one groundsman
3. Schools with floor area over 10,000 sq. ft. and over 400 students shall be provided with two full time cleaners and one part time cleaner, and two grounds-men
4. Schools with floor area over 20,000 sq. ft. and over 600 students shall be provided with three full time cleaners and two groundsmen
5. Schools with floor area over 30,000 sq. ft. and over 800 students shall be provided with four full time cleaners and three groundsmen
6. Schools with floor area over 40,000 sq. ft. and over 1,000 students shall be provided with five full time cleaners and three groundsmen.

9.4.2 Primary (Service provided by Government Cleaners)

1. Schools with floor area 3,500 sq. ft. and under shall be provided with one full time cleaner
2. Schools with floor area 3,501 sq. ft. to 5,250 sq. ft. shall be provided with one full time cleaner and one part time cleaner
3. Schools with floor area 5251 sq. ft. to 7,000 sq. ft. shall be provided with two full time cleaners
4. Schools with floor area 7,001 sq. ft. to 8,750 sq. ft. shall be provided with two full time cleaners and one part time cleaner
5. Schools with floor area 8,751 sq. ft. to 10,500 sq. ft. shall be provided with three full time cleaners
6. Schools with floor area 10,501 sq. ft. to 12,250 sq. ft. shall be provided with three full time cleaners and one part time cleaner
7. Schools with floor area 12,251 sq. ft. to 14,000 sq. ft. shall be provided with four full time cleaners.

9.4.3 Primary (Contracted Services)

1. Schools with a capacity of 299 students and under must be provided with a minimum of three workers including one grounds man/handyman at 6 hours per day, one Janitorial worker at 6 hours per day and one Janitorial Worker at 8 hours per day
2. Schools with a capacity of 300 to 480 must be provided with a minimum of four workers including one Grounds- man/Handyman at 8 hours per day, one Janitorial worker at 8 hours per day and two Janitorial workers at 6 hours per day
3. Schools with a capacity of 481 to 840 must be provided with a minimum of four workers including one groundsman/handyman at 8 hours per day, and three Janitorial workers at 8 hours per day.

9.5 Ancillary Staff - Security

All schools must be provided with 24 hour security staff as follows:

9.5.1 Secondary

1. Secondary schools shall be provided with a minimum of two security officers per shift
2. School Safety Officers, School Supervisors, Officers of the Education Facilities Management Division and Officers of the relevant Security Firm shall investigate to determine the level of security risk at each school and make recommendations for assigning additional officers beyond the minimum where necessary.

9.5.2 Primary

1. Primary schools shall be provided with a minimum of one security officer per shift
2. School Safety Officers, School Supervisors, Officers of the Education Facilities Management Division and Officers of the relevant Security Firm shall investigate to determine the level of security risk at each school and make recommendations for assigning additional officers beyond the minimum where necessary.

10. Discipline
of
Students
And
Staff

10. DISCIPLINE OF STUDENTS AND STAFF

General Principles

Teaching and learning are best facilitated in an environment of good discipline on the part of teachers and students. It is the responsibility of the Ministry of Education to set standards of discipline for staff which will make them exemplars for students and the general citizenry. Schools shall have a set of rules which will promote good discipline among the student population.

10.1 Discipline of Students

1. All Students must abide by the school rules patterned after the Code of Conduct for Students (Appendix III refers)
2. All students must attend school regularly and punctually
3. All students must attend assemblies and line-up as prescribed. The permission of the Principal, Vice Principal or Dean must be sought in cases of illness or disability which make this difficult
4. All students must wear the appropriate uniform. Students unable to comply with the dress code for a valid reason must produce a written excuse from a parent or guardian
5. Students must remain in school for the entire period of the school day. A written excuse from a parent or guardian and the permission of the Principal or Vice Principal is needed for early departure. In the case of illness the Principal or Vice Principal must contact the parent or guardian to make arrangements for the care of the child
6. Students must observe rules associated with specialist rooms e.g. library, laboratories, workshops
7. Field trips must be conducted in compliance with regulations governing field trips. The written consent of a parent or guardian is needed to authorize a student's attendance at a field trip. A ratio of twenty (20) students to one (1) teacher must be observed. Mixed groups must be accompanied by teachers of both genders. Schools must comply with Ministry of Education Circular Memorandum No. 69 of 1985 and Circular Memorandum No. 127 of 1977
8. Students must respect the religious persuasion of others when taking part in celebrations and festivals
9. Defacing of and damage to school property are prohibited
10. Maximum suspension must be imposed for the following:
 - a. Possession of illicit drugs
 - b. Possession of arms and or ammunition
 - c. The possession of weapons other than firearms
 - d. Extreme violence to anyone
 - e. Any form of assault on any member of staff of any school
 - f. The possession or consumption of alcohol on school compound or on the way to or from school.

For offences (a), (b), and (c) a report must be made to the Police. Where suspension is requested a report containing all relevant information and documentation must be forwarded to the Minister of Education

11. Each school must develop procedures for addressing disciplinary matters
12. Professional assistance through the Student Support Services Division of the Ministry of Education must be made available to schools to assist students at risk.

10.2 Discipline of Staff

1. Members of staff must attend school regularly and punctually
2. Teachers must attend classes punctually
3. Teachers must record students' attendance at each period and on a daily basis
4. Teachers must prepare their class work in advance by means of Work Schemes, Record and Forecast and Lesson Plans
5. Teachers are responsible for the supervision of students at assemblies
6. Teachers must give regular feedback to students through corrected homework books and report books
7. Teachers must supervise students at all times during field trips, sporting activities and celebrations
8. Teachers are responsible for the safety of students in their charge
9. Teachers must dress in accordance with the Dress Code for Teachers
10. Teachers must be courteous and polite to students, colleagues, parents and the public
11. Teachers must adhere to strict confidentiality when required
12. When administering sanctions teachers must not inflict verbal or physical violence on students
13. Items taken from students by teachers must be kept safely for return to students or parents. Principals/Vice Principals/Deans/Teachers must therefore ensure that items are logged in a Registration book of confiscated items and safely stored
14. The convening of private lessons during working hours is forbidden
15. Teachers must conduct themselves at all times in accordance with the Education (Teaching Service) (Amendment) Regulations 2000, part viii – entitled 'Code of Conduct' (Appendix IV refers).

10.3 Disciplinary Procedures - Teachers and Public -Service Staff

1. The procedure to be followed in cases where disciplinary proceedings are brought against any teachers must be in keeping with the Public Service Commission Regulations Chapter 1:01 as amended by the Public Service Commission (Amendment) Regulations 1990. (Appendix V refers)
2. In accordance with Regulation 85 of the Regulations at 1 above, Permanent Secretaries and Heads of Department are given jurisdiction to hear and determine acts of misconduct by civil servants
3. Permanent Secretaries and Heads of Department are required to report the Director of Personnel Administration allegations of misconduct or indiscipline by members of the Teaching Service, and in the case of civil servants, violations of the disciplinary rules other than those for which the Permanent Secretaries and Heads of Department have jurisdiction to hear and determine
4. In order to facilitate 3 above, Heads of Division/Units and Principals are required to submit comprehensive reports on allegations of misconduct or indiscipline committed by members of their staff, to the Permanent Secretary for further action. In so doing, Heads of Divisions/Units and Principals must conduct internal investigations where necessary to determine whether there is evidence, which suggests that a member of the Teaching Service or Civil Service may be guilty of misconduct or indiscipline. This involves interviewing, and where necessary, eliciting written responses from the complainant, witnesses and the member of the Teaching Service or officer against whom the allegation of misconduct has been made, so as to give him/her an opportunity to respond to the allegation in accordance with the principles of good industrial relations
5. In an effort however, to prevent any incident progressing to a level requiring more serious disciplinary action, respective officers and/or administrators may address acts of misconduct relative to poor job performance and work conduct through a process of progressive disciplining. The procedural steps in progressive discipline, which may include counseling, verbal warning, written warning and disciplinary action in accordance with the Public Service Commission Regulations, are detailed in Circular Memorandum Number 37 dated March 31, 2004
6. Bursars/Registrars or Clerks III in the school system are entrusted with direct supervisory responsibility for the management of performance and discipline of clerical and manipulative staff of such institutions. Accordingly, Principals should provide advice, guidance and support to these officers as they discharge their supervisory responsibilities in accordance with existing relevant human resource management policies, principles, procedures and regulations. Bursars/ Registrars or Clerks III should submit comprehensive reports of allegations of misconduct or indiscipline by members of the non-teaching staff to their Principals for review and action, or onward transmission to the Permanent Secretary for further action.

11. *P*rovision
For
*S*tudents
With
*S*pecial *N*eeds

11. PROVISIONS FOR STUDENTS WITH SPECIAL NEEDS

General Principles

The Ministry of Education's approach to the provision of education for students with special education needs centres around the perception of these students as differently-abled rather than disabled. The focus is no longer on the disability but on:

- What the child needs to learn; and
- The teaching methods/arrangements that are required to enable the students to access the curriculum.

The term "*Special Educational Needs*" relates to the interaction between the child and the environment. Children with special needs are recognized as children who have characteristics that have affected their ability to learn in the traditional manner and that require specially adapted conditions if they are to be educated in an appropriate and effective manner.

The Ministry's policy on special education is aimed at the gradual integration of special education services into mainstream education.

11.1 Categories of Special Educational Needs

The Ministry of Education categorizes children with special needs as follows:

1. Children with deficits of hearing, vision or mobility but without serious intellectual or emotional problems
2. Children who are educationally disadvantaged
3. Children with significant learning difficulties
4. Children who are gifted and talented.

11.2 Criteria for accessing Funding

The Ministry shall provide partial funding for students diagnosed with the learning disabilities listed below, who attend special schools registered with the Ministry of Education:

- Cerebral Palsy
- Down Syndrome
- Hydrocephalus
- Autism
- Mental Retardation
- Hearing Impairment
- Congenital Developmental Problems/ Delay/ Disability
- Visual Impairment
- Mild Mental Retardation
- Attention Deficit Hyperactive Disorder

- Asperger Syndrome
- Speech Management Disorder
- Dysphasia, Dyscalculia and Dyslexia

The following rules govern the access to funding by special schools:

1. All private schools wishing to access funding for their students must be registered with the Ministry of Education. (Registration details are attached at Appendix VI)
2. Schools are responsible for applying for each individual student to access funding.

Students shall access funding according to the following procedure:

1. Students from approved schools accessing partial funding must have been officially diagnosed with a learning, neurological or emotional disability by a licensed diagnostician (medical doctor, psychologist, psychiatrist etc.).
2. Applications on prescribed forms signed by the principal and parent/guardian must be submitted to the Special Education/Diagnostic Prescriptive Unit, Student Support Services Division where they will be processed and certified for payment by the Ministry's school psychologists.
3. The school must submit along with the application form, an outlined, individualized plan (be it educational, vocational or therapeutic) to meet the child's special needs. In addition, an outline of personalized services (speech, occupational therapist) must accompany the application.
4. Grants are to be provided in the first instance over a two-year period. Attendance by the student at the approved facility must be verified by the school to the Student Support Services Division.

11.3 Minimum Conditions for the Special Needs Programme

The following conditions must be satisfied in order to ensure the success of the Special Needs Programme:

1. Provision of the technical equipment required for teaching children with the particular disability
2. Qualified teachers and technicians to operate and maintain the equipment
3. Teaching and Nursing Aides as required
4. Special orientation of all staff to the needs of the special child
5. Special orientation of all students with a focus on the special student's classmates
6. Establishment of a proper liaison between the school and the relevant special school for the particular disability.

12. *H* Health And *S* Safety

12. HEALTH AND SAFETY

General Principles

The Ministry of Education has as one of its major goals the provision of a safe, secure learning environment for all the children of the nation. The Education Act Section 27(a) gives Principals the responsibility for supervision of the personal safety of pupils as well as the school plant.

12.1 Health and Safety of Students

1. Proper precautions shall be taken to prevent injuries. All equipment and facility safety features shall be in place and properly maintained
2. The school's administration shall ensure that qualified personnel conduct a safety/ emergency/ disaster drill on a termly basis
3. The school's administration shall ensure that qualified personnel conduct a safety/ emergency/ disaster procedure review at least annually. Safety inspections of site, buildings, and equipment must be conducted at regular intervals
4. All schools must have an official evacuation site known to all students and staff for use in case of an emergency (fire or bomb threat etc.) and evacuation to this site must be part of the drill
5. The administration shall make arrangements for schools to be sprayed regularly for pests and vermin as necessary. Steps must be taken to ensure that students are not exposed to dangerous chemicals used
6. Schools shall conform to the Occupational Safety and Health Act
7. The administration shall ensure that school environs are kept in a clean and sanitary condition, promoting good health
8. All schools shall provide proper, secure receptacles for collection of garbage
9. Water tanks shall be drained and cleaned on a termly basis (primary schools) and annually (secondary schools), and water quality tested after they are refilled
10. A safety audit shall be conducted at all schools every 2 years for schools 10 years old or less, and annually for schools over 10 years old.

12.2 Dietary Services

1. All school cafeterias shall meet the standards set by the Ministry of Health
2. All cafeteria workers and approved vendors must comply with existing Laws and Regulations. They must therefore be in possession of valid Health Certificate Badges, workers hair must be covered, they must be appropriately dressed and they must be clean and tidy
3. All school cafeterias and approved vendors must serve nutritious snacks, balanced meals and beverages as approved by the National Schools Dietary Services

4. National Schools Dietary Services caterers must provide nutritious snacks and balanced meals under approved conditions
5. An adequate number of culturally acceptable meals shall be served to schools under approved conditions. Meals should also be presented in such a manner as to encourage persons to eat.

12.3 Security

1. School premises must be kept secure
2. Schools shall be assigned an adequate number of security officers in accordance with Ministry of Education policy. A system must therefore be put in place for ensuring that the allocated number of officers are on duty
3. Security lights shall be strategically placed so as to augment the security aspect
4. The security officers are responsible for the following inter alia:
 - Investigation of security incidents
 - Key and access control
 - Prevention of the illegal removal of equipment and materials from the compound
 - Preventing unauthorized visitors from entering the compound
 - Recording incidents and reports in the relevant security logs
 - Informing the Principal or agents of the Ministry of Education of all major incidents and/ or reports of loss, theft or damage to property
 - Patrolling the compound at half hour intervals.
5. Vehicles entering the compound may be subject to search
6. Persons entering the school compound are subject to security checks.

12.4 Transport

1. Student transport services must be safe and efficient
2. The Public Transport Service Corporation shall maintain physical standards for their buses and contracted maxi-taxis in keeping with international standards
3. The Public Transport Service Corporation shall have an operational vehicular inspectorate

4. The following components of vehicles shall be inspected annually as follows:
 - **Suspension** – tie rod, drag link, ball joints, velocity joint, shocks, steering, brakes, tyres
 - **Engine** – fuel leaks, exhaust emissions
 - **Electrical** – Head lights, park lights, low beam, high beam, indicator lights, battery, charging system, horn, wipers, ease of starting
 - **Seating** – capacity, condition
 - **Body** – front, rear, sides, bumper, wind shield, emergency exit, windows
 - **Gear box**
5. All vehicles shall have in force, full comprehensive insurance with reputable companies
6. All drivers of private vehicles transporting students (School Transport Concessionaires) must meet the approval of a Public Transport Service Corporation (PTSC) convened interview panel
7. All prospective School Transport Concessionaires must produce the following documentation at the interview:
 - A copy of permission to purchase and/or own a maxi taxi
 - A current original certificate of vehicle registration or ownership
 - A copy of permission to operate a maxi taxi
 - A copy of a valid insurance certificate for the vehicle
 - A valid driver's license
 - A copy of a defensive driving certificate
 - The birth certificate of the driver/owner
 - A Police Certificate of Good Character of the owner and operator
 - A valid maxi taxi badge
 - A valid Identification Card or Passport
 - A current vehicle inspection form
8. No buses or maxi taxis shall be overloaded
9. No students are to be standing in vehicles beyond the Public Transport Service Corporation regulated limit
10. The informal student transport system shall be regulated to ensure compliance with standards at 1,2,3,4,5 and 6 above.

13. Suitability
Of
Physical Plant
And
Facilities

13. SUITABILITY OF PHYSICAL PLANT AND FACILITIES

General Principles

The school is both the group of the people who work, socialize and learn together, as well as the school building and site where these activities take place. The school facilities support the education programme, contribute to the learning experience of students, and promote safety and health of the occupants. They are vital to the implementation of a well-defined statement of education philosophy and goals. Designs should embrace the needs of all users, including teachers, learning support assistants, specialists, visitors, parents, other support and service workers, pupils of all ages- some of whom will have disabilities and special educational or medical needs. They should provide good quality learning and a safe working environment for everyone, with attractive support and personal spaces to encourage well-being, self esteem, a sense of ownership, along with a positive relationship between the school and local community.

13.1 Site and Buildings

1. The selection of all sites for construction of schools must be informed by the following:
 - Cadastral Survey
 - Geo-Technical Survey
 - Topographical Survey
 - Certificate of Environmental Clearance and
 - Environmental Impact Assessment (where required).
2. All newly constructed buildings should be built in accordance with the Architects' and Users' Brief provided by the Ministry of Education
3. All newly constructed School buildings must be constructed so as to accommodate the differently abled
4. Architectural Drawings shall be prepared in conformity with the requirements of the Architects' and Users' Brief
5. School Architectural Drawings must be prepared in accordance with:
 - Engineering practice
 - All statutory codes
6. Architectural Drawings must be approved by the following statutory bodies:-
 - Town and Country Planning
 - Ministry of Works
 - Ministry of Health
 - Local Health Authority
 - Fire Services
 - Water and Sewage Authority
 - Electrical Inspectorate

7. Completion Certificates for the construction must be given to the contractor upon approval of the building by Statutory Authorities, and before buildings can be occupied
8. The Ministry of Education Condition Survey should inform the school reconstruction schedule
9. Private schools must provide facilities, furniture and equipment suitable for their curricular offerings, as detailed in the Architects' and Users' Brief.

13.2 Size and Space

1. The site and building(s) shall be properly sized and equipped for the number of occupants and grades served in accordance with the Architects' and Users' Brief
2. Adequate space shall be provided for classrooms, specialized instructional areas, support facilities and other areas as needed, these areas being grouped and arranged in such manner to provide optimum instructional function and class control
3. School facilities shall be able to accommodate changes in curriculum and/or equipment within a programme.

13.3 Accessibility

1. The site and building(s) shall be readily accessible to physically challenged persons.
2. In constructing new schools a lay-by must be built to minimize obstruction of traffic flow at peak drop-off and pick-up hours.
3. Where possible the access to the school should not open directly on to major roads.

13.4 Maintenance

1. Programmes for preventive and corrective maintenance shall be developed and implemented to ensure that the site and building(s) are clean, in good repair, and maintained with consideration for function and aesthetic values
2. Equipment, furnishings, and supplies in proper quantity and quality shall be maintained. and a system shall be developed and implemented for inventory, issue, usage, storage, repair, and replacement
3. Maintenance of the site and facility shall include janitorial, grounds and technical maintenance
4. A long-range plan for replacing and/or updating the site, building(s), and equipment shall be developed.

14. Administration And Organization

14. ADMINISTRATION AND ORGANIZATION

14.1 Administrative and Supervisory Services

The Minister of Education by virtue of the Education Act (Chapter 39:01) shall exercise his/her powers so as to ensure:

1. The promotion of the education of the people of Trinidad and Tobago and the establishment of institutions devoted to that purpose by means of which he shall thereby contribute toward the development of the human resources, physically, mentally, morally and spiritually of the community
2. The establishment of an education system designed to provide adequately for the planning and development of an educational service related to the changing needs of the community and
3. The effective execution of the education policy of the Government.

14.2 Role of School Supervision and District Office

Each school is part of an educational district and falls under the direct control of the School Supervisor III for that district. The Division of School Supervision has the major responsibility for ensuring school effectiveness in the education sector. It consists of a head office and 7 sub-units called educational districts. The Tobago House of Assembly is responsible for the educational district of Tobago. The Division of School Supervision is the key player in all policies and initiatives set out by the Ministry of Education aimed at reforming and strengthening the education system.

The Director of School Supervision who manages a cadre of School Supervisors and other support staff heads the Division. Its specific responsibility is to ensure the efficient and effective administration of schools at the Early Childhood, Primary and Secondary Levels. In the present environment of educational reform, the Division of School Supervision is committed to meet the challenges by making a genuine effort to plan for change and be part of a collaborative team in the proposed entity called the Quality Delivery Unit that is responsible for the quality assurance process within the Ministry of Education.

The Division of Supervision must, of necessity, work collaboratively with all agencies that contribute to the welfare of students. These include;

- The Teaching Service Commission
- Denominational Boards -In particular their Secretaries & Managers
- Principals
- Teachers
- Parents
- Other Ministries of Government e.g. Health, Works & Infrastructure,
- The representative teachers' association
- Members of the Religious Community
- Members of the Business Community

The officers of the Division must be aware of the roles of these various bodies and the authority with which some of them have been entrusted over time. They must also be sensitive to situations where roles seem to overlap and must use their expertise and experience to resolve or avert potential areas of conflict. The School Supervisor must be an agent of guidance, conciliation and harmony – not one who generates conflict, suspicion or anxiety.

Supervisors and Principals must engage in building capacity in leadership both at the district and school levels. This requires the development of an action plan that is monitored and evaluated by those who are knowledgeable and promote the same vision and mission for the education system.

The Supervisor is responsible for:

1. Ensuring the implementation of the policies of the Ministry of Education
2. The supervision and inspection of the programme of education required by the Curriculum
3. Ensuring that school premises, property and stock are protected against improper use
4. The submission of reports on matters relating to the discipline of teachers
5. The conduct and supervision of courses of induction and training for untrained teachers in service as well as courses for other teachers
6. The observance of the Education Act and the Regulations pertaining to the conduct of schools
7. Arranging for the approval of such special leave to teachers that may be granted them in accordance with the Regulations
8. Arranging for the approval of school holidays that may be granted them in accordance with the Regulations
9. Considering, assessing and recommending the performance appraisal reports for all teaching staff, those of Vice Principals and Senior Teachers and completing those of Principals
10. Supervising the due performance of managers/principals
11. Furnishing such returns as may be prescribed or required at any time by the Minister
12. Dealing with all other matters of organization, management and administration as may be referred to him/her by the Minister e.g. Student Transport, administration of Book Grants
13. Co-operating with appropriate authorities in the exercise of authorized schemes
14. Arbitrating in issues concerning students
15. Registration of Private Schools
16. Making recommendations to the Minister of Education for the suspension and expulsion of students
17. Ensuring the attendance at school of children of compulsory school age.

14.3 Role of Assisted (Denominational) School Boards

Each Assisted School is managed by a school Board, which has administrative responsibility for individual schools or groups of schools. In accordance with the Education Act, this Board shall:

1. Act in accordance with any special or general directives of the Minister concerning the exercise and performance of its powers and duties conferred or imposed on it by the Education Act and Regulations.

With respect to the schools under its management, a Board:

2. Shall have the control and management of all matters relating to the establishment and maintenance of new schools, the maintenance of existing schools, the rebuilding and extension of schools and such other matters relating to the organization of such schools as may from time to time be referred to them
3. Shall receive, disburse and account for the expenditure of such grants-in-aid as may from time to time be allocated to them from public funds
4. Shall be responsible to the Minister for the efficient maintenance of all schools under its authority, for the provision of all requisite furniture and for keeping school buildings in a good state of repair and sanitation
5. Shall furnish such returns as the Minister may from time to time require
6. May, from time to time as may be necessary, appoint or suspend or dismiss a Manager for a school or schools and may delegate to such manager such of the powers and duties of the Board as it may think fit
7. May, pursuant to a resolution in that behalf, establish and maintain at a bank, in accordance with sub-sections 9 and 10, accounts, as respects money paid to Boards in accordance with section 20, for the purposes of the school or schools under its control in such manner and in such amount as may from time to time be determined by the Comptroller of Accounts
8. Shall generally have and exercise all the powers, duties and functions conferred on Boards of Assisted schools by the Education Act or by any Regulations made thereunder.

In addition:

9. Any such account that is established by the Board of any Assisted school may be held jointly in the names of, and be operated by, the secretary and one other person to be appointed in that behalf by the Board, or may, with the express approval in writing of the Comptroller of Accounts but not otherwise, be in the sole name of, and be operated by, the secretary or other approved officer of the Board
10. Money in any such account shall be available only for the payment of salaries, wages, emergency expenditure and such other expenditure as the Board and the Comptroller of Accounts may jointly approve. A statement of all payments made from the account shall be submitted to the Board for approval at its first ordinary meeting thereafter. The payment of money out of the account for any purpose not hereby authorized shall be deemed to be a misappropriation of the funds of the Board

11. The Board of an Assisted school shall provide for full and true accounts, respecting receipt and expenditure of public funds, to be kept in the manner prescribed by the Regulations made under the Education Act, or (if the manner of keeping the accounts is not so prescribed) in a manner approved by the Minister
12. For the purpose of the audit of the accounts referred to at (11) above, the Board of an assisted school is a Statutory Authority within the meaning of Part V of the Exchequer and Audit Act
13. The Board of every assisted school shall cause to be forwarded to the Minister before the last day of March in each year, a report for the previous year containing a statement of accounts in the form approved by the Minister respecting receipt and expenditure of any public funds paid to it in accordance with section 16 below, for the year ending with the 31st day of December preceding, and such other information as the Board may consider appropriate
14. For the purpose of the verification of the accounts referred to at (13) above, the Minister may require such additional information, in such form as he/she may in any particular case direct, as he/she considers necessary
15. Where the Board controls the management of more than one assisted school, a separate report (as at 13 above), shall be forwarded in respect of each assisted school under its control
16. The Minister may, out of money appropriated for that purpose by Parliament, pay to the Board of each assisted school grants for such purposes as may from time to time be prescribed.

14.4 Role of the Manager of an Assisted School

The Board of Management of an assisted school shall appoint a manager of each school under its purview. Every manager shall be responsible for the efficient performance of:

1. Such duties as may be delegated to him/her by a Board of Management
2. Such duties as are delegated to him/her including:-
 - The checking of the attendance register at least once per month
 - The furnishing of such reports as may be prescribed or required at any time by the Minister
 - The protection of school premises and furniture against improper use.

14.5 Role of the Local School Board

The Board shall have responsibility for managing the school in/by:

- Developing its strategic plan and school improvement plans
- Conducting operational and environmental audits
- Receiving information, complaints and expressions of concern and hope from the public concerning the school and its members, and making recommendations to the competent authorities
- Encouraging, promoting, sustaining and fostering mutual understanding, fellowship and co-operation among stakeholders
- Liaising with members of the community
- Making recommendations for the better performance of the school.

14.6 Role of the Principal

Instructional leadership shall be the chief function of the school's Principal. The Principal shall be responsible for the improvement of instruction and be given the authority and resources needed to accomplish this goal. The Principal shall help clarify the goals of the school, help obtain resources for it, coordinate its various activities, and promote its continuous evaluation to determine improvements needed. The Principal has the following duties and responsibilities:

1. To direct and ensure the implementation of the approved curriculum
2. To manage the conduct of internal, national and external examinations
3. To supervise the work of the teaching and non-teaching staff
4. To establish and maintain systems and procedures for ensuring that a safe, productive and disciplined environment which facilitates the educational and personal development of the students exists within the school
5. To report on and discuss students' academic and behavioural problems with parents/guardians, and suggest remedial action as necessary
6. To ensure the preparation and maintenance of school records and statistical data for submission to the Ministry of Education or Board as required
7. To manage and account for the school's funds provided by the Ministry of Education, and submit financial reports to the Ministry of Education and to the Board where applicable
8. To prepare draft estimates of expenditure for the school (Secondary)
9. To establish procedures, in collaboration with staff, for the management of school funds
10. To communicate and meet with the school's Parent/Teachers' Association and other school related bodies
11. To communicate and meet with the school's Parents and Teachers to advise and collaborate on school activities and other special events
12. To co-ordinate the provision of administrative and other services to teachers and students involved in co-curricular activities
13. To oversee the receipt and distribution of lunches provided by the National Schools' Dietary Services Programme
14. To make arrangements for students to be accompanied for medical attention as required
15. To co-ordinate the provision of administrative and other services to teachers as required, in accordance with the approved curriculum
16. To perform other duties related to job function which may be assigned from time to time.

Lines of administrative and supervisory authority between the educational district office and the principal shall be defined clearly and shall give the principal responsibility for initiating appropriate changes to meet the needs of the students.

The principal shall act as the co-ordinator of all activities in the school involving the central office personnel and members of the school faculty, staff and student body.

14.7 Role of the Vice Principal

All primary schools with an enrolment of 400 or more pupils are required to have a Vice Principal on staff. All secondary schools are required to have a Vice Principal. Junior Secondary schools, because of the dual shift system are served by 1 Principal and 2 Vice Principals. The Vice Principal:

1. Assists the Principal in the planning and administration of a programme of teaching and curriculum related activities
2. Performs administrative tasks
3. Supervises and co-ordinates the work of Heads of Departments and Deans, appraises their performance and completes relevant performance appraisal reports
4. Plans and co-ordinates end of term examinations (Secondary)
5. Supervises and monitors students' adherence to disciplinary standards established in the school community
6. Assists in overseeing the receipt and distribution of lunches provided by the National Schools' Dietary Services Programme
7. Plans and delivers a programme of learning activities for assigned students in accordance with the established curriculum
8. Communicates and meets with the school's Parents and Teachers to advise on school activities and other special events, and to encourage their collaboration in these activities
9. Assumes full responsibility for management of the school in the absence of the Principal
10. Co-ordinates the provision of administrative and other services to teachers and students involved in co-curricular activities
11. Performs other duties related to job function which may be assigned from time to time.

14.8 Role of the Heads of Department (Primary)

Primary schools with a teaching staff of nine or more shall be assigned Heads of Department as follows:

- | | | |
|--------------------|---|---------|
| • 9-20 teachers | - | 1 Head |
| • 21-32 teachers | - | 2 Heads |
| • 33-44 teachers | - | 3 Heads |
| • 44 plus teachers | - | 4 Heads |

The following are the roles and responsibilities of Heads of Department in Primary schools:-

1. Heads of Department shall co-ordinate the activities of a Department to ensure adherence to achievement of the curriculum by:
 - Reviewing and approving schemes of work, lesson notes and record and evaluation to ensure conformity with the established curriculum
 - Conferring with teaching staff to monitor the work progress and other departmental matters and providing feedback accordingly
 - Monitoring teaching staff in the execution of teaching methods and strategies and giving guidance as necessary
 - Ensuring an adequate level of supervision for students
 - Monitoring the preparation of test papers.
2. The Head of Department plans a programme of learning and activities to develop the knowledge, skills and attitudes of students in accordance with the established primary school curriculum. This includes the preparation of :
 - The scheme of work which guides the application of the curriculum
 - The lesson notes which define the specific areas/topics to be covered
3. Guided by the approved curriculum, prepares lessons and delivers instruction to students in an assigned class. This includes the preparation of charts, diagrams and other general teaching aids and the use of appropriate teaching methods, techniques and strategies, such as lectures, discussions, practical demonstrations, selected audio visual aids, group and individual work
4. Prepares, administers and marks tests, projects and assignments completed by students in order to evaluate their progress and maintains a record of students' attainment in the curriculum over a designated period
5. Prepares and delivers instruction and gives guidance to improve students' performance in subject area(s) where their progress is not up to the required standard
6. Monitors the all round development of students and discusses progress and problems with students, school administration, and parents/guardians where necessary
7. Supervises and monitors disciplinary standards in the department by:
 - Resolving problems between/among students
 - Counseling students and disciplining where necessary
8. Monitors and appraises the performance of teachers on a regular basis
9. Supervises students in the classroom and on the school compound to ensure their safety and good conduct
10. Supervises individuals undergoing teacher training and teaching practice
11. Initiates and supervises approved co-curricular activities across the school curriculum, in keeping with Ministry of Education guidelines

12. Ensures that students keep the classroom and other learning areas in an orderly and sanitary condition
13. Examines equipment and fixtures in the department periodically to ensure that they are properly maintained and in a good state of repair
14. Performs routine administrative tasks such as:
 - Preparing statistical returns of teacher attendance and punctuality periodically, for submission to the Principal
 - Signing and keeping copies of term assessment records of students
15. Performs other duties related to the job function which may be assigned from time to time.

14.9 Role of the Heads of Department (Secondary)

The Heads of Department at the Secondary level have the following duties and responsibilities:-

1. Co-ordinates a work plan for teaching staff in the subject Department to ensure adherence to and implementation of the curriculum
2. Confers with teaching staff to monitor the progress of the workplan and other departmental matters and provides feedback to the school administration and/or teaching staff
3. Reviews and approves schemes of work, record and evaluation and lesson notes to ensure conformity with curriculum and monitors the performance of teachers in the classroom
4. Prepares draft estimates of expenditure for books, equipment, consumables, teaching aids and other material for the Department in consultation with teaching staff and the school administrator
5. Recommends and purchases/arranges for the purchase of approved books, equipment, consumables, teaching aids and other material for use in the Department
6. Co-ordinates and supervises the preparation of examination question papers and the marking of scripts for the Department
7. Prepares, in draft form, time-tables and supervision schedules for Departmental examinations and submits to the school administrator for approval
8. Supervises the installation of and makes arrangements to ensure the maintenance, safekeeping and proper use of all equipment, tools and materials within the Department
9. Guides and assesses the performance of teaching and non-teaching staff attached to the Department
10. Plans a programme of learning to develop the knowledge, skills and attitudes of students in forms 1 to 6 in accordance with the established secondary curriculum. This includes the preparation of:-
 - The scheme of work which guides the application of the curriculum
 - The lesson notes which define the specific areas/topics to be covered

11. Keeps abreast of current technological and industrial developments in the related area of specialisation and prepares modifications to existing course curricula
12. Guided by the approved curriculum, prepares lessons and delivers instruction to students in the designated subject area. This includes the preparation of diagrams and other general teaching aids and the use of appropriate teaching methods, techniques and strategies, such as lectures, discussions, practical demonstrations, selected audio visual aids, and group and individual work
13. Prepares, administers and marks tests, projects and assignments to evaluate student progress and maintains a record of students' attainment in the curriculum area over a designated period
14. Prepares and delivers instruction and gives guidance to improve students' performance in the relevant subject area where their progress is below the required standard
15. Monitors the all round development of students and discusses progress and problems with students, school administration, and parents/guardians where necessary
16. Monitors the level of stock relevant to the subject Department and makes requests for replenishment to ensure an adequate stock level is maintained
17. Supervises students in the classroom and on the school compound to ensure their safety and good conduct
18. Initiates and supervises approved co-curricular activities consistent with the specific subject area, in keeping with Ministry of Education guidelines
19. Supervises workshop/laboratory activities to ensure the development of good working habits and adherence to safety measures by students. The Head also ensures that students keep class room/workshop/laboratory and other learning areas in an orderly and sanitary condition
20. Performs other duties related to the job function which may be assigned from time to time.

14.10 Role of the Deans (Secondary)

Schools shall be assigned Deans for every year group. If a year group consists of more than 200 students, Deans shall be assigned on a basis of 1 Dean for every 200 students in that year group. The following are the duties and responsibilities of the Deans.

1. In collaboration with the Principal, Vice Principal, Heads of Department and Form Teachers, assists in formulating and developing a system for monitoring the academic performance and discipline of a group of students in forms 1 to 6
2. Supervises the system for monitoring academic performance and discipline of a group of students by:
 - Co-ordinating and supervising the activities of the Form Teachers and the co-curricular activities of the students
 - Ensuring the preparation and compilation of students' records by Form Teachers
 - Conducting interviews and counseling sessions, monitoring the academic performance and all-round development of individual students, referring "special" cases to guidance personnel as required

3. Receives reports of infractions of rules of conduct, investigates and compiles reports of students' indiscipline
4. May arrange seminars, lectures, workshops and other contributions by specialists from the public and private sectors and service organizations for the enhancement of education and awareness of the students
5. Prepares, administers and marks tests, projects and assignments to evaluate students' progress and maintains a record of students' attainment in curriculum area(s) over a designated period
6. Ensures that students keep classroom/workshop/laboratory and other learning areas in an orderly and sanitary condition
7. Guided by the approved curriculum, prepares lessons and delivers instruction to students in the designated subject area(s). This includes the preparation of charts, diagrams and other general teaching aids and the use of appropriate teaching methods, techniques and strategies, such as lectures, discussions, practical demonstrations, selected audio visual aids, and group and individual work
8. Prepares and delivers instruction and gives guidance to improve students' performance in the relevant subject area where their progress is below the required standard
9. Identifies appropriate materials and equipment needed for use in subject area(s) and makes recommendations for purchase
10. Performs other duties related to the job function which may be assigned from time to time.

14.11 Role of the Senior Teacher (Primary)

Small Primary schools with an enrolment of 399 or less where no Vice Principal or Head exists shall be provided with a Senior Teacher who has the following duties and responsibilities:-

1. Assists the School Administrator in the day to day management of the school by performing functions such as:
 - Contributing to the development of the school programme and the adoption of curriculum
 - Providing supervision and guidance to teaching staff and coaching Assistant Teachers
 - Supervising ancillary staff
 - Compiling statistical returns of teacher attendance and punctuality for submission to the Ministry of Education
2. In the absence of the School Administrator, performs supervisory and administrative duties relating to the school.
3. Plans a programme of learning and activities in one or more subjects to develop the knowledge, skills and attitudes of students in accordance with the established primary curriculum. This includes the preparation of:

- The scheme of work which guides the application of the curriculum
- The timetable which identifies the schedule of subjects to be taught
- The lesson notes which define the specific areas/topics to be covered
- The records of weekly teaching/learning programmes to be undertaken and the evaluation of same.

14.12 Length of the School Term

The School shall adopt a school calendar and school day consistent with statutory requirements provided by the Ministry of Education:

1. The standard school year shall consist of three terms comprising a total of 39 weeks. The exact division of these 39 weeks will be communicated to schools in the form of a Circular Memorandum on an annual basis, during the last term of the previous school year.
2. Each principal can request permission for individual school holidays up to three per school year.
3. Two days in each term may be used for professional development.
4. The standard school day shall consist of not less than 5 hours devoted to school activities, exclusive of lunch, with the exception of early childhood, infant 1 and 2 and schools operating on a two shift system.

15. Financial Reporting

15. FINANCIAL REPORTING

General Principles

The standards apply to the schools and are expected to regulate the manner in which funds may be earned, requested, utilized and reported upon. The standards for finance, if observed scrupulously, will enhance the efficiency and effectiveness of the management of the school. The core values of value for money, transparency and accountability are to be observed in the generation and expending of all monies in the school. All schools which fall under the purview of the Education Act that is, Government, Assisted and Private Schools must be treated similarly where possible.

Most of the legislation, substantive and subsidiary, referred to below are related and inter-linked.

15.1 Government Funding

15.1.1 Government Schools

1. The Ministry of Education shall provide adequate funding for all public and assisted schools
2. Each school shall, by March 15th, prepare a written statement of estimated income and expenditure for the next academic year
3. The identified resources shall be translated into an annual approved budget plan
4. The secondary school Principal shall be responsible for planning and administering the school site budget as approved by the Ministry of Education
5. Funds shall be allocated to schools based on the Strategic and School Development Plans as approved by the Ministry of Education
6. The Principal shall convene a School Development Planning Committee which shall have responsibility for operationalizing the Strategic and School Development Plans.

15.1.2 Assisted Schools

The Ministry of Education shall be responsible for biennial reviews of the funding provided to assisted schools.

15.1.3 Private Schools

The Ministry of Education shall ensure that the price paid for places purchased by the government is on par with that paid by private students at the same institution.

15.2 Legal Requirements

1. Schools shall comply with the Exchequer and Audit Act, Ch.69:01. This Act provides for:
 - The control and management of the public finances of Trinidad and Tobago.
 - The duties and powers of the Auditor General
 - The collection, issue and payment of public monies
 - The audit of public accounts and the protection and recovery of public property
 - The control of the powers of Statutory Bodies. and matters connected therewith
2. Schools shall also comply with the following legislation:
 - The Central Tenders Board Act, which regulates the procurement of Goods and Services
 - The 1966 Financial Regulations and Financial Instructions, which provide detailed instructions on the records to be maintained and the procedures to be adopted in the processing of expenditure
 - Circulars from the Ministry of Finance and the Chief Personnel Officer, which provide instructions governing specific circumstances as they relate to their activities.
3. Boards of Assisted Schools shall comply with Education Act, Ch. 39:01 sections 18-20 and 27 which govern the provision by the Board of full and true accounts, respecting receipts and expenditure of public funds, to be kept in a manner prescribed by Regulations made under the Act.

15.3 Fund Raising

1. The schools shall continuously evaluate the achievement of goals, review expenditure of funds relative to achieving goals, and redirect funds, if necessary, to focus upon changing and emerging needs.
2. All activities undertaken to provide alternative sources of funding to the schools should be properly documented. Official records are to be maintained and made available for inspection by auditors.
3. Schools shall adhere to the financial management and accounting procedures as dictated under the legal requirements listed above.

15.4 Financial Audit

1. All schools are required to make available to personnel of the Ministry of Education and the Auditor General's Department all records pertaining to programmes, State aid appropriations, expenditures and income generated so as to facilitate auditing procedures.



MINISTRY OF EDUCATION
OFFICE OF THE DIRECTOR OF SCHOOL SUPERVISION
#18 ABERCROMBY STREET,
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TEL: 624-6412

*R*egistration
Of
*P*ivate *S*chools

REGISTRATION OF PRIVATE SCHOOLS

Background

The Private school is clearly defined and accommodated in the comprehensive framework provided by the Education Act, (Chapter 39:01 – 1966). Specific references in the Act to the establishment and regulation of the Private School are found in sections 11 and 30 – 37 [see Attachment I]. The Act refers to the Private School as a “school provided and maintained by some person or authority other than the Government” but nonetheless forms part of the two categories of the “school system”. Further, the Act stipulates that Private Schools may not operate without registration by the Ministry of Education, and it establishes several administrative controls governing the status of registration of Private Schools.

Since the passage of the Act the Ministry of Education has implemented these controls – keeping a Register of Private Schools, subjecting such schools to inspections and keeping returns furnished by proprietors. However, the system of monitoring at the Ministry grew sluggish and inefficient over time. The registration of new schools took inordinately long, the process of inspection was not adequately co-ordinated with the status of registration, and increasing work overload led to less than efficient record-keeping. In August 2004, the Division of School Supervision took over the responsibility for the registration of private schools and immediately conducted a study of the existing system with a view to updating and modernizing it.

Supervising and Monitoring the Private School

The operational infrastructure for monitoring the Private School comprises a unit at the office of the Director of School Supervision (ODSS) and the School Supervisors III and II of each education district (ED). The Private School Registration Unit (PSRU) embedded at the ODSS comprises:-

- The Director of School Supervision (DSS)
- The Administrative Officer II (AO II)
- The Clerk III
- Data Entry Clerk
- The School Supervisor I (ODSS)

The functions of this unit are:-

- Arranging the registration of Private Schools
- Maintaining a computerized Register of Private Schools
- Maintaining other computerized data with respect to Private Schools:
 - *Providing timely warnings and cautions to proprietors*
- Devising operational procedures for the smooth running of the sub-system
- Monitoring the observance of the Education Act:
 - *Ensuring timely returns by proprietors*
 - *Arranging for inspections and reports by district SSs III or II*
- Arranging for payment – in cases of government sponsored places
- Interviewing or receiving feedback on running problems and issues
- Facilitating other minor processes and requests from Private Schools
- Recommending improvements to the Permanent Secretary

The Registration Process

The following outlined process of application would take approximately four (4) weeks. The former process took an average time of eighteen (18) months extending at times to three (3) years.

Procedure

1. The applicant obtains an application form [see Attachment 2] from the Office of the Director of School Supervision.
2. The application is submitted (in person) and in duplicate, with copies of all relevant documents as stated on the cover sheet, to the Clerk III (ODSS). The applicant is required to produce appropriate picture identification at this time.
3. The applicant will be alerted to the absence of any missing documents and advised to return when these are available. Incomplete applications will not be accepted.
4. A completed application will be given a unique identification and recorded in the Application Register – a computerized database with the ability to track the application by unique numbers. The applicant will be given an acknowledgement of the accepted application and may call at any time to monitor the progress of the application. The applicant is given a date approximately one (1) month from the date of acceptance on which to return for his completed registration documents (provided irregularities are not found during the inspection process).
5. The application will be forwarded to the Administrative Officer II who reviews the application and sends it to the relevant School Supervisor III or II for Inspection [see Inspection Guidelines at Attachment 3].
6. The School Supervisor III or II will visit the Private School within two weeks, then report in one week on the condition of the institution.
7. The School Supervisor reports the results of his verification and recommendation to the AO II (ODSS).
8. If the inspection assessment by the School Supervisor is positive:-
 - a. The Private School is issued with a Private School Registration Certificate and given a Private School Registration Number (PSRN)
 - b. The application is then forwarded to the Division of Curriculum Development for assessment of teachers' qualifications and for the examination of the school's curriculum
 - c. The application continues to be tracked and monitored until the DCD's report is returned signifying the end of the application process
 - d. A proper computerized tracking record containing a summary of the particulars of the school is set up and maintained by the Clerk III (ODSS) and the Data Entry Clerk.
9. If the School Supervisor's assessment recommends:-

- a. Registration, pending improvement/s within a specified time – registration is with-held and notification is sent by the Clerk III through the AO II (ODSS) to the proprietor.

A re-assessment is scheduled if deemed necessary and pending a positive outcome, registration granted. Failure on the part of the applicant to comply within a reasonable time may incur cancellation of the application by the DSS.

- b. Registration, with non-critical enhancements to be made over time – registration is granted as at 9a. above.
- c. Assessment of curriculum programmes is likely to take considerably more time than the Supervisors' assessment. However, if the DCD's report exposes critical deficiencies, the matter is treated in the same manner as 9a. above.

10. The Permanent Secretary is informed by the DSS of all new registrations and provided with the pertinent details and copies of documents of such new registrations.

11. Thereafter, it is the responsibility of the proprietor to prepare annual returns for transmission to the ODSS via District SS III. This process will be tracked and monitored by Clerk III (ODSS). A caution notice will be issued if returns are not received within reasonable time. These returns will be used to continually maintain the computerized data base.

12. Each school will receive an acknowledgement of the Status Review Form and be given a card/chit, advising that status remains unchanged. Every three (3) years, the schools will be re-assessed by School Supervisors.

Gross failure to comply with the laws of the country, the Education Act or any of these procedures (derived from the Education Act) can result in a recommendation to the Permanent Secretary to de-register the school or to take legal action against the proprietor.

Conclusion

The rest of this proposal contains attachments and appendices that provide more detail on the outline above.



MINISTRY OF EDUCATION
OFFICE OF THE DIRECTOR OF SCHOOL SUPERVISION
#18 ABERCROMBY STREET,
PORT OF SPAIN.

APPLICATION FOR REGISTRATION OF A PRIVATE SCHOOL

1. All private schools operating in Trinidad and Tobago must be registered with the Ministry of Education in accordance with the Education Act Chap 39:01.
2. Persons applying for registration of a school must have the institution in operation before the application for registration is submitted to this Ministry.
3. Written approvals must be obtained from the following agencies confirming the suitability of the building in question for use as a school.
 - i. Water and Sewerage Authority (W.A.S.A.)
 - ii. Electrical Inspectorate (Public Utilities Commission)
 - iii. Trinidad and Tobago Fire Services
 - iv. Regional Health Authority
4. All teachers employed at the private school must be registered with the Ministry of Education, in accordance with the aforementioned Education Act.

Kindly adhere to the following procedure to enable the prompt processing of your application:

1. The prescribed registration form must be filled out in duplicate and submitted to the Office of the Director of School Supervision.
2. The Statutory Declaration attached to the application form must be completed and submitted with the application form.
3. Copies of written approvals from relevant agencies mentioned at "3" above must be attached to the application forms.
4. The course outline, stating the contents of courses offered and the relevant timetable, must be submitted to this Ministry. A list of tutors and their qualifications must also be attached.
5. Registration at one location does not give you the right to operate at other locations.
6. Annual Return of School Data must be submitted promptly to the District Office at the end of each academic year.

Please note that incomplete applications will not be accepted by this Division.

EXCERPT OF EDUCATION ACT CHAPTER 39:01 OF THE LAWS OF THE REPUBLIC OF TRINIDAD AND TOBAGO RE: REGISTRATION OF PRIVATE SCHOOLS

PRIVATE SCHOOLS

30. Subject to this Act, no person shall keep or continue to keep a private school unless the school and the proprietor are registered in the Register of Schools required to be kept under this Act.
31. (1) The Minister shall cause to be kept in such manner as may be prescribed, a Register of Private Schools, to be known as “the Register”.
- (2) There shall be entered on the Register every private school established before or after the commencement of this Act in respect of which an application for the purpose is made in the prescribed form and as regards which the Minister is satisfied that the requirements of this Act and the Regulation are satisfied.
32. (1) A copy of the Register certified correct by the Minister shall be published in the Gazette before the expiration of six months from the commencement of this Act and the Minister shall from time to time as occasion requires certify and publish in the Gazette any additions or amendments thereto.
- (2) A copy of the Register or any amendments thereto shall be conclusive proof of the schools that are private schools for the purposes of this Act.
33. (1) If in the opinion of the Minister a private school which is on the Register has ceased to be conducted in accordance with the requirements of this Act and the Regulations, he may, where no action has been taken to rectify the deficiencies within such time as the Minister may allow, cancel the registration of the school upon giving three months notice thereof to the proprietor.
- (2) A proprietor upon receipt of the notice of cancellation of the registration of his school under this section may, at any time before the date on which the cancellation takes effect, appeal in the prescribed manner to a court of summary jurisdiction against cancellation.
- (3) On any such appeal the appellant and the Minister, as respondent, may appear personally or may be represented by some other person or by counsel or solicitor.
- (4) The court shall hear and determine the appeal and make such order as it thinks just having regard to the merits of the case and the public welfare.
- (5) Where an appeal is dismissed, cancellation of the registration shall take effect from the date of making of the order or upon the expiration of the notice referred to in subsection (1), whichever is the later date.
34. (1) Whenever there is any change in the ownership of the school or its location, or any modification in respect of any of the prescribed particulars, the proprietor shall forthwith furnish the Minister with a supplemental return containing the correct particulars.

- (2) If a private school remains closed for a longer period than thirty consecutive days (except for regular holidays, not exceeding twelve weeks, in any one year) the proprietor shall furnish the Minister with a supplemental return giving the reasons for the closing of the school and the period the school is likely to remain closed, and if subsequently the proprietor desires to re-open the school, a new return containing the particulars referred to in subsection (1) shall be furnished to the Minister before the school is re-opened. The registration of a private school that remains closed for longer than a period of one year shall be deemed to have been cancelled.
- (3) In the month of September in each year every proprietor of a private school shall furnish the Minister with a return in respect of the previous school year containing the following particulars:-
- a) The number of meetings during which the school was opened;
 - b) The number of pupils on roll at the end of the school year;
 - c) The average attendance for the school year;
 - d) The percentage of attendance of the total possible attendances for the pupils on the roll.
35. No person shall be employed in a private school as a teacher therein, unless his name is registered on the Teachers' Register.
36. (1) A proprietor of a private school who:-
- a) Fails to furnish the returns required by this Act or the Regulations, and in the manner so required;
 - b) Furnishes a return which he knows or ought reasonably to have known to be false or misleading in a material particular; or
 - c) Knowingly employs as a teacher any person who is disqualified under section 35 to act as such, or permits such person to act as a teacher,

is liable on summary conviction to a fine of one hundred and fifty dollars and in the case of a second or a subsequent offence is liable to a fine of three hundred dollars and for any continuing offence under paragraph (c) to a further fine of thirty dollars for each day on which the offence continues after conviction therefore.

(2) Notwithstanding section 33, where a proprietor is convicted of an offence under subsection (1), the registration of the school is liable to be cancelled from the expiration of the time for appealing against conviction, therefore if no appeal against such conviction has been made or as from the dismissal of the appeal, as the case may be.

(3) A person who is disqualified under section 35 and with knowledge of the disqualification acts as a teacher in a private school is liable, on summary conviction, to a fine of one hundred and fifty dollars.

37. (1) The Minister, or any public officer deputed by him in writing to act as his representative, may enter any premises wherein a private school is being conducted, at any reasonable time during school hours, for the purpose of making enquiries and discharging such duties as may be imposed on him by this Act or by the Regulations.

37. (2) A person who:

- a) Obstructs or resists the Minister or any such officer in the performance of his duties; or
- b) Wilfully makes any false representation to the Minister or any such officer; or
- c) Wilfully refuses to furnish the Minister or any such officer with any information which such person may be required to furnish by this Act or the Regulations, is liable, on summary conviction to a fine of one hundred and fifty dollars.



MINISTRY OF EDUCATION
OFFICE OF THE DIRECTOR OF SCHOOL SUPERVISION
#18 ABERCROMBY STREET,
PORT OF SPAIN.

APPLICATION FOR REGISTRATION OF A PRIVATE SECONDARY SCHOOL
(In accordance with the Education Act, Chap.39:01)

APPLICATION NO

NAME OF PROPRIETOR

IDENTIFICATION NO

ADDRESS OF PROPRIETOR

TELEPHONE NUMBER(S)

NAME OF PRINCIPAL / MANAGER

ADDRESS OF PRINCIPAL / MANAGER

TYPE OF SCHOOL
(Please tick appropriate box)

FULL-TIME: FROM TO

☐ PRIMARY ☐ SECONDARY

☐ OTHER (Please State Type)

TECHNICAL/VOCATIONAL TRAINING

DATE ESTABLISHED

POPULATION

SCHOOL HOURS:

(A) FULL-TIME: FROM TO

(B) FULL-TIME: FROM TO

NUMBER OF WEEKS IN SESSION PER YEAR:

FULL-TIME: PART-TIME:

DATE OF APPLICATION

NAME OF SCHOOL

ADDRESS OF SCHOOL:
.....

TELEPHONE NUMBER(S)

TELEPHONE NUMBER(S)

MAXIMUM STUDENT

NUMBER OF TEACHING STAFF

NUMBER OF ANCILLARY STAFF
(e.g. Teacher Aide, Clerical and Janitorial)

ATTACHED IS THE COMPLETED STATUTORY
DECLARATION

SIGNATURE OF APPLICANT

**OFFICIAL USE
ONLY**

STAFF DATA

[illegible]

**OFFICIAL USE
ONLY**

CURRICULUM

[illegible]



OFFICIAL USE
ONLY

GENERAL ENVIRONMENT CONDITIONS

INTERNAL

COMPLIANCE WITH RELEVANT STATUTORY REGULATION

PLEASE INDICATE WHETHER YOU HAVE APPROVAL FROM
THE FOLLOWING GOVERNMENT AGENCIES (DOCUMENTARY
EVIDENCE OF APPROVAL MUST BE ATTACHED)

WASA	YES	☐	NO	☐
ELECTORAL INSPECTORATE	YES	☐	NO	☐
FIRE SERVICE	YES	☐	NO	☐
LOCAL HEALTH AUTHORITY	YES	☐	NO	☐

ROOM TYPE	NO.	LENGTH	WIDTH	HEIGHT	AREA
CLASSROOM					
LABORATORY					
WORKSHOP					
STAFF ROOM					
ART AND CRAFT					
LIBRARY					
OTHERS (Please specify use)					



OFFICIAL USE
ONLY

SAFETY AND HEALTH
E-EXCELLENT; S-SATISFACTORY; U-UNSATISFACTORY

LIST OF ROOMS	CONDITION RATINGS			
	E	S	U	REMARKS
(a) FURNITURE:				
TABLES				
CHAIRS				
COTS				
RUGS				
CHALKBOARD				
STORAGE CUPBOARD				
(b) TOILET FACILITIES:				
STRUCTURAL				
MAINTENANCE				
(c) WATER FACILITIES				
(d) KITCHEN FACILITIES				
(e) FLOORS				
(f) WALLS				
(g) FINISHES:				
FLOOR				
WALLS				
FURNITURE				
APPARATUS				
(h) CHANGING ROOMS				
(i) FIRST AID				
FACILITIES (Specify Rest Room, First Aid)				

**OFFICIAL USE
ONLY**

GENERAL ENVIROMENTAL CONDITIONS EXTERNAL

SAFETY AND HEALTH

E-EXCELLENT; S-SATISFACTORY; U-UNSATISFACTORY

LIST OF ROOMS	CONDITION RATINGS			
	E	S	U	REMARKS
FENCED				
PAVED				
GRASSED				
DRAINAGE				
SPORTING FACILITIES				

OFFICIAL

VERIFIED

DESIGNATION

SIGNATURE

DATE

OVERALL COMMENTS:

[illegible]



MINISTRY OF EDUCATION
OFFICE OF THE DIRECTOR OF SCHOOL SUPERVISION
#18 ABERCROMBY STREET,
PORT OF SPAIN.
TEL: 624-6412

ANNUAL STATUS REPORT FOR PRIVATE SCHOOL

1. PARTICULARS OF SCHOOL:

REGISTRATION NUMBER DATE OF REGISTRATION

NAME OF SCHOOL
.....

TYPE OF SCHOOL
.....

(e.g. Secretarial, Technical, etc.)

ADDRESS OF SCHOOL
.....

PROPRIETOR'S NAME **TELEPHONE NUMBER**

ADDRESS
.....
.....

PRINCIPAL'S NAME **TELEPHONE NUMBER**

ADDRESS
.....
.....

2. STUDENT DATA:

GENDER OF STUDENT	UNDER 12 YEARS		12 – 21 YEARS		OVER 21 YEARS		TOTAL	
	NO. ON ROLL	NO. IN ATTENDANCE	NO. ON ROLL	NO. IN ATTENDANCE	NO. ON ROLL	NO. IN ATTENDANCE	NO. ON ROLL	NO. IN ATTENDANCE
MALE								
FEMALE								

3. STAFF DATA:

NUMBER OF TEACHERS: MALE FEMALE TOTAL

REGISTRATION NO.	NAME OF TEACHER	QUALIFICATIONS	SUBJECT/S TAUGHT	REMARKS

Any additional information can be attached on a separate sheet.

4. CURRICULUM:

State any changes in the curriculum that are being considered for the following year. This will be certified after you submit the relevant course content, strategies and unit plans.

.....

.....

.....

.....

Additional information: ☐ attached ☐ not attached

5. EXAMINATIONS:**A. INTERNAL EXAMINATIONS FOR THE CURRENT YEAR**

Submit two (2) copies of the internal examinations, including those for which certification is requested:

☐ attached ☐ not attached

Submit a sample of ten percent (10%) of the answer sheets completed by students who did internal examinations.

☐ attached ☐ not attached

STUDENT PERFORMANCE:

TYPE OF EXAMINATION (TERM/YEARLY ASSESSMENTS)	NUMBER WROTE	NUMBER SUCCESSFUL	REMARKS

B. EXTERNAL EXAMINATIONS OF THE PAST YEAR**STUDENT PERFORMANCE**

TYPE OF EXAMINATION (CXC , GCE , etc.)	NUMBER WROTE	NUMBER SUCCESSFUL	REMARKS

I certify that the foregoing particulars are correct.

.....
PROPRIETOR

.....
DATE

I certify that the information stated above is accurate.

.....
SCHOOL SUPERVISOR III



REPUBLIC OF TRINIDAD AND TOBAGO

IN THE MATTER OF THE STATUTORY DECLARATIONS ACT CHAPTER 7:04

I, Proprietor ofin the island
 (Name of Application) (Name of School)

of do solemnly and sincerely declare as follows:-
 (Address)

1. I am the proprietor of
 which has been established at
 (Address of School)
 since.....

2. I am applying for registration of the aforementioned school as evidenced by the
 documents which I have submitted on the day of 200.....

3. The said documents which I have submitted are as follows:-

.....

.....

.....

.....

4. The aforementioned school is a which
(Type of School)
accommodatesstudents.
5. The present number of members on staff is comprisingteachers,
..... clerical staff and ancillary staff.
6. I am duly informed that registration will be followed with site visits and detailed inspections by the Ministry of Education.
7. I am further duly informed that I would be given three months from the date of notification by the Ministry of Education of any failure to comply with its standard, to remedy same, failing which, the registration will be immediately cancelled.
8. I make this declaration conscientiously believing the same to be true and according to the Statutory Declarations Act, and I am aware that if there is any statement in this declaration which is false in fact, which I know or believe to be false or do not believe to be true, I am liable to fine and imprisonment.

DECLARED before me this)
.....day of 20...)

Before me,

Commissioner of Affidavits.

LAWS OF TRINIDAD AND TOBAGO

54 Chap. 39:01 Education

{Subsidiary} *Education (Teaching Service) Regulations*

"temporary appointment" means the appointment of a teacher to a temporary office or the appointment of a person temporarily to a permanent office.

Copy to be Deposited 3. A copy of these Regulations shall be deposited in each school for the information of all teachers.

PART 11

ORGANISATION AND STRUCTURE OF THE TEACHING SERVICE

Grading of Teaching 4. The teaching Service shall comprise the following categories of teachers, within which grades may be established -

- (a) Principal;
- (b) Vice - Principal;
- (c) Head of Department;
- (d) Teacher - holder of a university degree, or a teacher's certificate or other equivalent qualification;
- (e) Special teacher;
- (f) Assistant teacher;
- (g) Part-time teacher;
- (h) Pupil teacher;

Requirement For post's in the Teaching Service Schedule 5. The minimum requirements for entry into, and for appointment to grades and posts in the Teaching Service are subject to such modification as may from time to time be considered necessary and expedient by the Minister.

PART 111

RECRUITMENT

Appointments

Maximum age of recruitment 6. (1) The maximum age of recruitment of teacher shall be forty-five years.
(2) Notwithstanding subregulation (1), persons over the age of forty-five years may for special reasons be recruited on contract.

Vacancies to be filled normally 7. (1) Subject to subregulation (2), vacancies in the Teaching Service shall be filled by recruitment of citizens of Trinidad and Tobago resident in Trinidad and

filled by recruitment of citizens of Trinidad and Tobago resident in Trinidad and Tobago or by recruitment of citizens of Trinidad and Tobago resident outside Trinidad and Tobago.

by citizens

(2) A vacancy in the Teaching Service may be filled by the recruitment of a person who is not a citizen of Trinidad and Tobago, if the Commission is unable to find a citizen of Trinidad and Tobago who is suitable to fill the vacancy except that, the vacancy shall not be filled by a person who is not a citizen of Trinidad and Tobago, whether recruited from inside or outside of Trinidad and Tobago, unless he is the holder of a permit to work in Trinidad and Tobago, or has been unconditionally admitted into Trinidad and Tobago before the coming into force of the Act.

Date of
Appointment

(3) The carrying into effect of this Regulation does not affect the rights of the holders of public offices in the public service that by the Act are made public offices in the Teaching Service, to be considered for promotion or transfer within the Teaching Service.

8. (1) The date of the first appointment to the Teaching Service shall be the day on which the teacher assumes duty.

Medical
Examination

(2) If a teacher is selected for appointment from outside Trinidad and Tobago, the date of appointment shall be the date of embarkation for this country.

9. A candidate for appointment shall undergo a medical examination by a Government Medical officer or in the case of a person resident outside of Trinidad and Tobago, by a medical practitioner approved by the Minister and shall not be appointed unless he has been passed as medically fit.

Re-employment
of pensioners

10. (1) A pensioner shall not be re-employed in the Teaching Service on contract unless it is established to the satisfaction of the Teaching Service Commission-

- (a) that the pensioner is in possession of essential experience or technical qualifications which make him particularly useful to the Teaching Service; and
- (b) that it is not possible to fill the particular post by the promotion of a suitable officer or by a new appointment.

(2) Where the re-employment of a pensioner is contemplated, before making any recommendation in that behalf to the Teaching Service Commission, the Board of Management in the case of an Assistant School, or the Permanent Secretary in the Ministry of Education, in the case of a Government School, shall report the matter to the Personnel Department which shall consult the appropriate association. In the event of a disagreement between the Personnel Department and the appropriate association a dispute shall be deemed to exist and the provisions of section 69 of the Act shall apply.

(3) A pensioner re-employed in accordance with subregulation (1) shall be employed only on contract.

(4) In subregulations (1) and (2) the expression "re-employment of a pensioner means -

(a) the appointment of a person who has retired from the Teaching Service and is in receipt of superannuation benefits of whatever nature; or

(b) The continuation of employment of a teacher beyond the age of compulsory retirement.

PROBATIONARY APPOINTMENTS AND SECONDMENTS

First Appointment	11.	On first appointment to the Teaching Service, a teacher shall be required to serve on probation for a period for two years except as herein otherwise specifically provided.
Probation on Promotion	12.	A teacher who is promoted shall be required to serve on probation for one year in the office to which he is promoted.
Secondments	13.	(1) A teacher on secondment shall draw the full pay of the post to which he is seconded and is eligible for increments, if any, normally payable in such post. (2) The pay of a teacher on secondment shall be paid by the receiving Ministry of Department, Government, Administration or Organisation. (3) During the period of secondment, the teacher shall be deemed to remain on the establishment of the Teaching Service, and is eligible for promotion in <i>absentia</i>. (4) The service of a teacher while on secondment counts for superannuation purposes. (5) A teacher who has been on secondment is eligible for the leave applicable to the office to which he is seconded and while on such leave he shall be paid the pay of that office.

**POLICY GUIDELINES FOR THE ESTABLISHMENT OF A SCHOOL
CODE OF CONDUCT FOR STUDENTS**

INTRODUCTION

Over time, many principals have developed school codes in a democratic and thoughtful way and have presented them to students in a manner which reinforces their significance. Codes of conduct provide a focal point for, and stabilizing influence on, conduct within the school. The most valuable part of the exercise is not the product, the code itself, but the process of development, which involves dialogue, evaluation, compromise and commitment on the part of those taking part.

In keeping with its Strategic Plan and the Education Act the Ministry of Education through these Policy Guidelines is seeking to assist schools in bringing about positive changes within their environment. As a result it is expected that the level of discipline will improve and standards of behaviours (in keeping with the schools' core values) will emerge and be maintained throughout the existence of the school.

The positive effects of establishing a written code co-operatively in each school community and reviewing it annually are as follows:

- i. Principals, teachers, parents and students are obliged to discuss ideas about discipline, and, in the process develop understanding and commitment.
- ii. Clear guidelines for student conduct in a variety of situations are established and set down for everyone to see and refer to.
- iii. To some extent the arbitrariness and subjectivity which characterized many unwritten school disciplinary policies is avoided.
- iv. Rules or procedures which prove to be unworkable or unnecessary can be dropped during the process of review.
- v. They should be mindful of the student's rights and responsibilities.

OBJECTIVES

The major objectives of the Code are:

1. To teach students to accept responsibility for their actions
2. To promote self-respect and respect for others
3. To develop respect for authority
4. To seek peaceful solutions to problems
5. To promote and encourage excellence in attitude to school work
6. To develop a deeper sense of empathy and sensitivity to self and others
7. To enforce disciplinary strategies eg. for uniform, punctuality and regularity.

SECTIONS OF A SCHOOL CODE

The code of Conduct should be divided into six basic sections, five of which are to be worked through by all the stakeholders of the school community. The sixth section is a statement of students' rights and responsibilities. They are :

1. Rationale
2. Expectations
3. Procedures
4. Rules
5. Rewards and Sanctions
6. Rights and Responsibilities and Students' Commitment

RATIONALE / PHILOSOPHY

A code of Conduct must contain a comprehensive and philosophical statement for a Code ultimately rests on questions of human worth, democracy, rights, responsibilities and freedom. As such while there may be a tendency to pass this section over, it is extremely important and discussions should centre around topics such as:

- Why do we need a code?
- What principles must underlie our "code"?
- What is this school all about?
- What goals do we have for our students?
- What do we believe about our students?
- What is our school mission, vision?

(See example of Rationale - Annex I)

EXPECTATIONS

The setting of expectations for students, whether they be academic, behavioural, athletic or artistic arises naturally within the frame work of a positive school climate.

Expectations actually replace minor rules - rather than "Students should not run in the corridors", we say "Students are expected to move around the school in an orderly manner." In this way negatives, "shall nots" are replaced by positives.

Expectations set ideal standards and are very necessary in order to teach students what desirable behaviour is.

Expectations are tied to school pride and appeal to the student's desire to be on a winning team as well as to his or her concern about letting the team down.

The following samples of Expectation topics illustrate the range of points which can be included here:

- Academic standards and endeavours
- Movement around the school
- Sportsmanship, fair play
- Respect and appreciation of others (race, religion, culture)
- Care of school building

(See Annex II for examples)

PROCEDURES

Unlike expectations which set ideal standards, procedures are basic day to day routines.

In any large group, procedures which are understood by everyone help to avoid chaos. The following areas should be considered in terms of the routines to be established and included in the code:

- Cafeteria
- Entry and dismissal
- Referral to office
- Late / Absences
- Emergency situations
- General Deportment
- Telephone Usage

The degree to which these procedures are spelled out and the consequences which follow misbehaviour will depend on the age of the student and nature of the school.

(See Annex III for examples)

RULES

Many individuals working on a Code of Conduct will want to begin with this section. So often a Code of Conduct is synonymous with “Rules” or “Punishment”. If time has been spent developing the first three sections of the code as outlined, the formulation of this section will be relatively simple. Points which should be borne in mind are as follows:

- rules should concern the safety and welfare of the students
- they should be few in number, preferably no more than ten
- they should be quite specific so that the breaking of them is readily apparent
- they should be consistently upheld and the penalties for breaking them should be known to all students and teachers
- rules must be established with some thought given to the natural inclinations of the student. Rules which fly in the face of these natural inclinations will force the teachers constantly into the role of policeman and will lose credibility.
- Breaking some rules have implications not only for the school but for the law of the land.

(See Annex IV for examples)

REWARDS AND SANCTIONS

Because discipline is a matter of learning, it is important that all rewards and sanctions be carefully considered in regard to what they teach the child. Punishment, that is the deliberate infliction of physical and emotional hurt, has no place in a school setting. Punishment is more likely to engender hostility and temporary compliance than moral growth. It can also provide a lesson in violence, which we would not want to be learned too well.

On the other hand the child that comes to school punctually, behaves appropriately should be rewarded. Such rewards which can take several forms go a long way in promoting a positive school climate and culture and reinforcing the values of the school.

Certainly some consequences of misbehaviour will be unpleasant for the student but their primary purpose is neither spiteful nor hurtful. The messages underlying rewards and sanctions should be:

- “Your behaviour is unacceptable” (not “You are a bad person”)
- “You broke the rule and this is the penalty” (not “I’ll get even with you”), or
- “How can you learn from this mistake?” (not “You’ve really blown it now”).

Each school is unique in terms of resource help available, space available, routines, and so forth. Brainstorming and Teamwork will be necessary in order to come up with fair, workable rewards and sanctions. Further to this, fairness is critical; each child has to be considered as an individual especially since an effective sanction for one may not work with another.

(See examples of Rewards and Sanctions - Annex V)

RIGHTS OF THE CHILD

Every person under the age of 18, born in Trinidad and Tobago, or born to, or adopted by, parents who are citizens of Trinidad and Tobago is a child and is subject to care and protection under the law including but not limited to:

1. the right to live, survive and grow;
2. the right to be registered at birth or upon adoption, and to be a citizen of Trinidad and Tobago;
3. the right not to be discriminated against on the basis of age, race, origin, colour, religion or sex;
4. the right not to be discriminated against or punished because of the beliefs or actions of one’s family members;
5. the right to know and, as far as possible, to be cared for by one’s parents;
6. the right not to be separated from one’s parents against one’s will, other than by a court of law;
7. the right to privacy in one’s own family, home, and in respect of one’s correspondence;
8. the right to hold ideas of one’s own, including religious beliefs and to express those views freely in matters affecting oneself;
9. the right to associate with other people for peaceful purposes;
10. the right not to be treated with violence by a family member, a teacher, a public officer or by any other person;
11. the right to free education up to the age of twelve;
12. the right not to have to work at anything that is dangerous or that will interfere with education;

13. where the child has broken the law and is in custody, the right not to be subjected to inhuman or degrading punishment. A child under the age of eleven giving evidence in a court matter shall not be subject to the laws governing perjury and shall have the option of giving evidence by electronic means;
14. the right not to be subject to capital punishment, nor to life imprisonment without the possibility of release;
15. the right of a child offender not to be placed in custody with adult prisoners.

CHILD RESPONSIBILITIES

Every person under the age of 18 in Trinidad and Tobago, having the special protection under the law granted to a child, has responsibilities under the law which shall be observed subject to their age and understanding, including but not limited to:

1. to respect and to obey the law;
2. not to take or to harm the property of other people without that person's permission;
3. to learn about human rights and to respect the rights of others;
4. to respect the guidance of parents, except where the law says otherwise;
5. to attend school until the age of twelve;
6. to learn about and to respect one's culture, language and country;
7. to express one's views about matters which affect oneself;
8. to respect the environment;
9. to respect one's own religious beliefs and the religious beliefs of others.

BEHAVIOUR VIOLATIONS AND DISCIPLINARY PROCEDURES

DEFINITION	EXAMPLE OF VIOLATION	PROCEDURES	DISCIPLINARY OPTIONS / RESPONSES
Relatively minor misbehaviour or general classroom disruption that interferes with the orderly educational process in the classroom or other areas.	Tardiness, cheating, lying, non - defiant failure to complete assignments or carry out directions, others	Immediate intervention by the staff member who observes the misbehaviour. Repeated misbehaviour indicates the need for a parent/ teacher conference, conference with counsellor and /or administrator. A proper and accurate record of the offence and disciplinary action is maintained by the staff members.	Written report to parents. Verbal reprimand. Special assignment related to offence. Counselling. Withdrawal of classroom privileges. Time-out area. Supervised study. Detention.

EXAMPLE OF RATIONALE

The purpose of a School Code of Conduct is to guide the conduct of students in a way which permits the orderly and efficient operation of the school, to define socially intolerable conduct so as to maintain a scholarly, disciplined atmosphere to achieve maximum educational benefits for all students. The code also defines the punishment for breaches of discipline and the due process procedures that are to be followed when correction is applied.

Consequences should follow as soon as possible from the time of the infraction and should be related directly to the student(s) involved. For those students who disrupt the orderly operation of the school, procedures have been established to prevent and correct breaches of discipline. The Code of Conduct involves all school personnel, so that attempts can be made by teachers, and administrators, in cooperation with parents, to help troubled students modify maladaptive behaviour.

EXAMPLES OF EXPECTATIONS

- At school, everyone is expected to work hard to keep the good reputation of the school in our community.
- During school hours, students are expected to move around the building in an orderly way.
- Students are expected to be courteous and helpful to each other, to staff, and to visitors in the building. Arguments should be settled in a fair, non-violent way.
- Boys and girls of this school are expected to wear the school uniform in an agreed upon manner at all times.
- Students are expected to be on time for class and to have materials such as pens, rulers, note books, etc. with them. Furthermore, students are expected to take care of these material whether they are their own or belong to others.
- Special care should be taken of our school building and property.

EXAMPLES OF PROCEDURES

1. Entering and Leaving the School

- a. Students should enter the school by the main gate to the front, and leave by the same gate or in areas or points so designated.
- b. Students should throw away gum, get all supplies needed and use the washroom, if necessary, before going up to classes.
- c. Students should proceed to Assembly every day before going to classes.
- d. Parents and visitors must first report to the principal's office to seek permission to see a child, class teacher or any other member of staff.
- e. Parents must not use abusive or obscene language while on the school's compound.

2. Absence

- a. Upon the return to classes after an absence, all students are expected to have a written note signed by parent or guardian explaining the absence.
- b. Students who need to be released from school, eg. for a doctor's appointment, should bring a note signed by a parent and have this note signed by the office.

3. Cafeteria

During lunch and break periods the cafeteria will serve hot food, beverages, and snacks. It is expected that all students will help keep the compound clean by disposing of wrappers and containers in the appropriate bins.

4. Telephone

There is a pay phone provided for student use. Students may obtain permission to use an office phone only for school business or in case of an emergency. Students will not be summoned from classes to answer telephones. Telephone messages cannot be delivered to students except in extreme emergencies.

5. Attendance

Regular and punctual attendance in all classes is required for the student's own benefit and that of other students who are depending on his/her contribution.

- i. At school, we insist that a student bring in a note signed by parent or guardian from his/her parent (s) stating the date of absence and the reason for his absence.
- ii. We encourage students to look upon school attendance as an exercise in self-discipline as well as an aid to academic success. Therefore, lateness and absence from class for inappropriate reasons (eg. truancy, sleeping-in) is not acceptable and is dealt with as a disciplinary matter.

6. General Department

Be diligent in attempting to master such studies in which he/ she is enrolled.

Full preparation for classes is a key to success. This preparation includes:

- i. Having all materials necessary for class Participation (eg. textbooks, notebooks and paper, pens, uniforms, maps and whatever other equipment the teacher may require).
- ii. Punctual completion of all assignments. Students must recognize that assigned work should be completed even though they may have been unavoidably absent.

EXAMPLES OF RULES

The following activities will be considered Major Offences at School.

- i. Thefts
- ii. Fights in schools and among students of different schools
- iii. Use of various kinds of weapons
- iv. Attacks on students by students and non-students both in and out of school
- v. Drug abuse, alcohol usage
- vi. Sexual misconduct
- vii. Threats or attacks on teachers
- viii. Verbal sexual harassment of female teachers
- ix. Attack on self, for example attempted suicide
- x. Extortion
- xi. Involvement in gang activity
- xii. In school, but absent from class without permission

REWARDS AND SANCTIONS**SANCTIONS**

- a. Warning - "If this rule is broken again ..." (Complete this sentence with a sanction which is fair and which will be implemented).
- b. Interview with student - a private discussion which may cover a variety of bases and involve counseling.
- c. Phone call home.
- d. Interview with parents.
- e. Time Out Room or Spot. This is a supervised area either at the back of another class or in a special space set aside for this purpose. Work should be given to the student while in Time Out.
- f. Detention after school or in the vacation.
- g. Removal of student from class for a rotary period or portion of the day.
- h. Assigning extra academic work.
- i. Community service.
- j. Student behavioural contract.
- k. Daily Report Book - this is carried with the student from class to class and is checked by principal and parents each day.
- l. Removal of privileges - student is not able to participate on a sports team, choir, etc. or is kept in a detention room to work during special activities. (Not regular programme).
- m. Restitution - students must pay for or repair damaged property or clean up a mess.
- n. In-school suspension - student must work in a supervised area away from other students for one to three days. Letter goes home.
- o. Referral to a School Team, an outside agency or another community resource.
- p. Formal suspension with counselling.
- q. Expulsion.

(3) A teacher shall not willfully refuse or deliberately omit to perform his duties.

Absence
without
a leave

64 (1) A teacher shall not be absent from duty without leave or reasonable excuse.

(2) When leaving the country a teacher shall inform –

- (a) the Permanent Secretary in writing prior to his departure;
- (b) his Principal or School Supervisor, in cases of emergency, who shall report forthwith to the Permanent Secretary in writing.

Activities
Outside the
Service

65. (1) A teacher shall not, directly or indirectly, be involved in any financial or other interest or undertaking which could conflict with, compromise or reasonably be said to conflict with or compromise his job performance or office.

(2) Where such actual or potential conflict or compromise arises, the teacher shall inform the Permanent Secretary through the Principal or School Supervisor.

(3) The Permanent Secretary shall determine the nature and degree of conflict or compromise, decide upon an appropriate course of action to resolve it and advise the teacher accordingly.

(4) A teacher who is aggrieved by the decision of the Permanent Secretary, may appeal to the Chief Personnel Officer through the Permanent Secretary.

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(5) Where a teacher is aggrieved by the decision of the Chief Personnel Officer, the matter may be pursued on his behalf by the appropriate recognized association as a grievance to be dealt with under sections 63 to 71 of the Education Act.

Teacher not
to publish
information

66. (1) A teacher shall not make any unauthorized disclosure or make copies for private use, of official documents, papers or information of which he may have become aware in the course of the performance of his duties.

(2) An unauthorized disclosure shall not include the reporting by a teacher of complaints to the Chief Personnel Officer, the Auditor General or the Teaching Service Commission, with regard to the conduct of the Services, where such complaints have been reported to senior officers without redress.

Teacher's
comment on
Questions of
public policy

67. (1) A teacher shall not respond to questions of public policy in a manner that may be reasonably construed as criticism and which may call into question his ability to impartially implement, administer or advise on Government policy.

(2) Subregulation (1) shall not apply to a teacher acting in his capacity as a representative of an appropriate recognized association.

Lectures, talks	68. (1) Where a teacher prepares or delivers a lecture or a talk in connection with his duties, he shall receive no remuneration or benefit on his own behalf or on behalf of the Agency for the preparation or delivery of that lecture or talk. (2) Lectures or talks which are not necessary for the Agency's purposes may be prepared or given outside of working hours by teachers who are knowledgeable in a particular subject, whether or not they have specialized in the subject in their official capacity. (3) Where the subject matter of the lecture or talk referred to in subregulation (2) is related to the work or the policy of the Agency, or if that teacher's title is to be announced, the prior authority of the Permanent Secretary is required to ensure that – (a) there is nothing in the lecture or talk contrary to the public interest or inconsistent with the status of the teacher; and (b) the standing of the teacher is sufficient to justify the delivery of the lecture or talk under his title. (4) Where, in respect of a lecture or talk given by a teacher under subregulations (2) and (3), the work involved in the preparation and delivery of the lecture or talk is done outside of working hours, the teacher may make private arrangements for remuneration, subject to the due observance of any professional rule that may be in force.
Indebtedness	69. A teacher shall not incur indebtedness to the extent that it compromises his job performance or brings the Service into disrepute.
Bankruptcy Proceedings	70. A teacher against whom bankruptcy proceedings have been taken or who becomes insolvent or who has been declared bankrupt shall within seven days report that fact to the Permanent Secretary.
Teacher not to solicit intervention	71. A teacher shall not solicit the intervention or influence of Members of Parliament, Ministers of Government, members of Commission or prominent members of the community to support or advance his claim for especially favourable treatment in the Service.
Gifts, rewards	72. Except with the permission of the Permanent Secretary, a teacher shall not accept any gift or reward from any member of the public or from any organization for services rendered in the course of performing official duties.
Exceptions	73. Notwithstanding Regulations 72, a teacher may accept a present offered - (a) by a representation of a foreign government on the occasion of an official visit to that country; (b) by a community organization on a social occasion where the gift represents the work or achievement of that organization; or (c) on his marriage, retirement, transfer or other social or celebratory occasion.

Teacher not to solicit or accept bribe	74. (1) A teacher shall not, directly or indirectly, solicit or accept any property, benefit or favour of any kind for himself or any other person in consideration for the performance of his duties or on the understanding that the performance of his duties is influenced in any manner. (2) A teacher who is offered a bribe shall immediately inform his Principal in writing and the Principal so informed shall notify the Permanent Secretary who shall make a report to the Police.
Legal proceedings	75. A teacher who desires to initiate legal proceeding against another teacher or against a member of the public with respect to any matter, which arose out of, or in the course of the execution of his duty, shall inform the Permanent Secretary.
Teacher's To report criminal charge	76. A teacher who is charged with a criminal offence carrying a penalty of imprisonment shall report the matter without delay to the Permanent Secretary.
Definition of Misconduct	77. (1) A teacher who without reasonable excuse does an act which – (a) amounts to failure to perform any required lawful duty in a proper manner; (b) contravenes any of the Regulations; (c) contravenes any law relating to the performance of the duties of his office; (d) is otherwise prejudicial to the efficient conduct of the Service or tends to bring the Service into disrepute; commits an act of misconduct. (2) Without prejudice to the generality of subregulations (1), a teacher who - (a) is absent from office or official duties without leave or valid excuse, or is habitually irregular in the time of arrival or departure from the place of employment; (b) willfully disobeys or disregards any lawful order made or given by any person having authority to make or give such order; (c) is unfit for duty through drunkenness or the illicit use of drugs; (d) is inefficient or incompetent through causes which are within his control; (e) commits any immoral, obscene or disorderly conduct in office; (f) performs the required duties in a negligent manner; (g) exercises authority unreasonably, or abuses that authority in the course of performing required duties; (h) uses, without the authority of the Principal or in his absence the Vice-Principal, any property or facilities provided for the

purposes of the Services, for a purpose not connected with his official duties;

- (i) has a criminal charge proved against him; or
- (j) participates in the meetings of any political organization while on duty or while on official business,

commits an act of misconduct.

Made this 17th day of August, 2000.

M – LOOK LOY
Acting Secretary of Cabinet

APPENDIX V

CHAPTER VIII

DISCIPLINE*General*

Officer
liable to
disciplinary
proceedings

84. An officer who is alleged to be guilty of misconduct or who is alleged to be guilty of indiscipline by failing to comply with any regulation, order or directive for the time being in force in the Ministry or Department to which he is assigned, shall be liable to disciplinary proceeding in accordance with the procedure prescribed in these regulations.

Permanent
Secretary
to report
misconduct or
indiscipline

85. (1) Where an officer is alleged to be guilty of misconduct or indiscipline, the Permanent Secretary or Head of Department shall forthwith report the matter to the Director for the information of the Commission.

(2) Subject to paragraph (3), the Commission, after considering the report made under paragraph (1), may institute disciplinary proceedings against the officer.

(3) Where an offence against any law appears to have been committed, the Commission, before acting under paragraph (2), shall ascertain from the Attorney General whether he contemplates proceedings against the officer concerned; and, if the Attorney General advises that criminal proceedings are contemplated, the Commission shall not institute disciplinary proceedings before the determination of the criminal proceedings.

(4) Where the Commission under section 93 of the Constitution has delegated to an officer its powers of exercising disciplinary control in a particular service in the public service, the provisions of paragraph (1) shall not have effect and the reference in paragraph (2) and (3) to the Commission shall be construed as a reference to that officer.

Permanent
Secretary may
Inform Police of
offence

86. Nothing in these regulations shall be deemed to restrict a Permanent Secretary or Heads of Department from reporting to the Police directly where an offence against any law appears to have been committed by an officer.

Commission to
issue
instructions on
how certain
cases to be dealt
with

87. The Permanent Secretary or Head of Department shall report any case not covered by these regulations to the Director and the Commission may issue instructions as to how the case shall be dealt with and the case shall be dealt with accordingly.

Suspension
By Commission

88. (1) When the Commission become aware of any act of indiscipline or misconduct and the Commission is of the opinion that the public interest by or the repute of the public service requires it, the Commission may direct the officer in writing to cease to report for duty until further notice from the Commission, and an officer so directed shall cease to perform the functions of his office forthwith.

(2) An officer directed to cease to perform the duties of his office in accordance with paragraph (1) shall continue to draw full salary until notice is given to him by the Commission under regulations 89.

89. (1) Where there have been or are about to be instituted against an Interdiction officer:-

- (a) disciplinary proceedings for his dismissal; or
- (b) criminal proceedings;

and where the Commission is of opinion that the public interest require that officer should forthwith cease to perform the functions of his office, the Commission shall interdict him from such performance.

(2) The effective date of interdiction shall be

- (a) where an officer has continued to perform the duties of his office, the date of receipt by him of the notification of his interdiction;
- (b) where in accordance with regulations 88, an officer has ceased to perform the duties of his office, such date as the Commission may direct.

(3) An officer so interdicted shall, subject to the provision of regulations 114 be permitted to receive such proportion of the pay of his office, not being less than one-half, as the Commission may determine, after taking into consideration the amounts being deducted per month from the pay of the officer.

(4) If disciplinary proceedings against any such officer result in his exoneration, he shall be entitled to the full amount of the remuneration which he would have received if he had not been interdicted, but if the proceedings result in any punishment other than dismissal, the officer shall be allowed such pay as the Commission may in the circumstances determine.

(5) An officer who is under interdiction from duty shall not leave the country without the permission of the Commission; and such officers who leave the country without such permission shall be liable to summary dismissal.

Investigation
of
charges

90. (1) Where a report or allegation of indiscipline or misconduct is received from which it appears that an officer may have committed an offence, the Permanent Secretary or Head of Department shall, in addition to making a report as required by regulation 85, concurrently warn the officer in writing, of the allegation of indiscipline or misconduct and shall forthwith refer the matter to an investigating officer appointed by him.

(2) The investigating officer shall be appointed from the Ministry to which the officer is assigned and shall hold an office in a grade higher than that of the officer against whom the allegation has been made.

(3) The investigating officer shall, within three (3) days of his appointment, give the officer a written notice specifying the time, not exceeding seven (7) days from the date of the receipt of such notice, within which he may, in writing, give an explanation concerning the report or allegation to the investigating officer.

(4) The investigating office shall require those persons who have direct knowledge of the alleged indiscipline or misconduct to make written statements within seven (7) days for the information of the Commission.

(5) The investigating officer shall with all possible dispatch, but not later than twenty-one (21) days from the date of his appointment, forward to the Commission, for the information of the Commission, the original statements and all relevant documents, together with his own report on the particular act.

(6) The Commission after considering the report of the investigating officer and any explanation given under paragraph three (3) shall decide whether the officer should be charged with an offence and if the Commission decides that the officer should be so charged, the Commission shall, as soon as possible, cause the officer to be informed in writing of the charge together with such particulars as will leave the officer under no misapprehension as to the precise nature of the allegations on which the charge is based.

(7) Where in the explanations given under paragraph (3), the officer makes an admission of guilt; the Commission may determine the penalty to be awarded without further inquiry.

(8) Where the Commission, under section 93 of the Constitution, has delegated to an officer its duty of deciding under paragraph (6) whether an officer shall be charged and of charging such officer with an offence, the reference in paragraphs (4), (5) and (7) to the Commission, shall be construed as a reference to that officer.

Documents to be supplied to accused

91. Where an officer is charged with an alleged act of indiscipline or misconduct he shall, as soon as possible, be given a copy of any written explanation he may have made under paragraph (3) or regulation 90.

Officer to admit or deny charge in writing and may include explanation

92. (1) Where an officer is charged with indiscipline or misconduct the officer shall be requested to state in writing within a specified period whether he admits or denies the charge and shall be allowed to give to the disciplinary tribunal or the Commission any explanation he may wish.

(2) Where an officer admits the charge under paragraph (1) he shall be allowed to include in his explanation any extenuating circumstances in mitigation.

Hearing on failure to admit or deny charge

93. Where an officer:-

- (a) fails to give an explanation under paragraph (3) of regulation 90 or
- (b) fails to admit or deny the charge under paragraph (1) of regulation 92, or
- (c) gives an explanation under paragraph (3) of regulation 90, or under

paragraph (1) of regulation 92, that –
(i) places the facts in dispute, or
(ii) does not exculpate him,
the hearing shall proceed as though the officer denied the charge.

94. (1) The officer shall be allowed to state the name and address of Witnesses any witnesses to relevant facts whom he may desire to give evidence at the hearing of the case.

(2) Any such witness who is an officer shall be ordered to attend at the hearing of the case and any other witness shall be given due notice that his attendance is desired and of the time and place of the hearing.

Appointment of
disciplinary
tribunal

95. (1) Where the Commission under paragraph (6) of regulation 90 charges an officer with an alleged act of indiscipline or misconduct and the provisions of regulation 93 apply, the Commission may appoint a disciplinary tribunal to hear the evidence and find the facts.

(2) A disciplinary tribunal which the Commission appoints under paragraph (1), may be constituted of -

- (a) one officer, or
- (b) an uneven number of officers not being less than three (3).

(3) An officer selected under paragraph (2) shall be of a grade higher than that of the officer charged but in no case shall be a grade lower than Clerk IV.

Duty of officers
appointed to
disciplinary
tribunal

96. (1) It shall be the duty of every officer appointed under regulation 95 to hear the evidence, find the facts and make a report to the Commission in accordance with regulations 98 and 102 as soon as possible, and such officer may not be permitted any leave, other than sick leave or maternity leave, until the report is made to the Commission.

(2) Where an officer is granted sick leave for an indeterminate period, the disciplinary tribunal of which he is a member may notwithstanding sub-paragraph (b) of paragraph (2) of regulations 95, continue to hear the case and make a report in the absence of that officer, but such a tribunal shall not be constituted of less than two (2) members.

Officer on
charge not to be
permitted leave

97. An Officer who is charged with an alleged act of indiscipline or misconduct shall not be permitted to take leave other than sick leave or maternity leave until the determination of the case.

Procedure at
hearing

98. (1) The following procedure shall apply to the hearing by a disciplinary tribunal of a charge of alleged misconduct or indiscipline-

- (a) The officer shall be summoned to appear at the hearing and shall be given full opportunity to defend himself.
- (b) The case against the officer may be presented by an officer of the Ministry or Department to which the officer is assigned, but such officer shall be the holder of an office in a grade higher than that of the officer charged.
- (c) Before the case against the officer is presented, the officer may submit that

the facts alleged in the charge are not such as to constitute the offence with which he is charged, and the disciplinary tribunal shall make a report of the submission to the Commission for its decision.

(d) At the hearing before a disciplinary tribunal, the officer may conduct his defence either in person or may be represented by an officer of his choice who is a member of the service, or by his staff association or by counsel or solicitor; and if the officer is represented by such member, or by his staff association, or by counsel or solicitor the officer or his representative may cross-examine the witnesses called in support of the cases against him, but where the hearing is before a disciplinary tribunal constituted of one officer, the officer charged shall not be represented by counsel or solicitor.

(e) A true record of the proceedings at the hearing of the case shall be taken and a copy of the record shall be made if the officer desires to make application for a review.

(2) Nothing in this regulation shall be construed so as to deprive the officer from at any time making a submission that the facts disclosed in the evidence do not support the charge.

Adjournment of
hearing

99 . The hearing of any case may be adjourned from time to time as may appear necessary for due hearing of the case.

Hearing in
absence of
accused officer

100. (1) If the officer does not attend the hearing of the charge, without good reasons, the hearing may be proceeded with and concluded in his absence, but if good reason is given to the disciplinary tribunal by or on behalf of the officer why the officer is unable to attend the hearing, the hearing shall be postponed or adjourned as the case may be.

(2) Where, owing to the absence of the officer, it is impossible to comply with the procedure described in paragraph (3) of regulations 90, regulations 91, 92, 94 and paragraph (1) of regulations 98 shall be dispensed with.

Standard of
proof

101. (1) The standard of proof in any proceedings under this Chapter shall be that required in a court of law in criminal cases.

(2) The rules governing the admissibility of evidence shall be observed but the rules relating to the proof of documents may be waived except where a particular document is an issue in the proceedings.

(3) No documentary evidence shall be used against the officer unless he has previously been supplied with a copy thereof or given access thereto.

(4) Any explanation given by an officer under paragraph (3) of regulation 90 shall not be admissible at any hearing unless the explanation is put in evidence by the officer charged.

Tribunal to
report

102. (1) The disciplinary tribunal shall make a report to the Commission, and the

report shall contain its findings of fact and an expression of its opinion as to the meaning and value of the facts found, together with the record of the proceedings required by subparagraph (e) of paragraph (1) of regulations 98.

Report
confidential

(2) The disciplinary tribunal shall not disclose the contents of the report made under paragraph (1) to the officer charged, or to any officer not authorized to receive such report.

Misconduct

(3) An officer who contravenes this regulation is guilty of misconduct.

Disciplinary
Tribunal may
adjourn and
report to
Commission

103 (1) Where during the course of the hearing of a case and before the hearing is concluded by the disciplinary tribunal constituted of one officer, it appears to the disciplinary tribunal that there are grounds disclosed which could be any one of the penalties specified in sub-paragraphs (a) to (e) regulation 110, the disciplinary tribunal shall adjourn the hearing for a period not exceeding 14 days and shall forthwith report its findings of fact with a report of the proceedings up to date to the Commission.

In this paragraph, a reference to the Commission shall be construed as a reference to the officer to whom the Commission has delegated its powers under section 93 of the Constitution.

(2) Where such officer receives a report of the proceedings, he shall submit that report to the Commission, and if in the opinion of the Commission -

(a) the officer should be charged with an alleged act of indiscipline or misconduct, the Commission shall cause the officer to be so charged and the proceedings before the disciplinary tribunal shall cease; or

(b) the officer, on the findings of fact submitted, may be liable to any one of the penalties specified in sub-paragraphs (b) to (e) of regulation 110, the Commission may direct the disciplinary tribunal to continue the hearing of the evidence, find the facts and make a report to the Commission.

(3) On consideration of the report of the disciplinary tribunal the Commission may impose any one of the penalties specified in sub-paragraphs (b) to (e) of regulation 110.

Disciplinary
tribunal to
report where
evidence
insufficient

104 (1) Where the disciplinary tribunal constituted of three officers in hearing the evidence finds that the evidence is insufficient to support the charge or charges, the disciplinary tribunal shall report to the Commission its findings of fact together with the record of the proceedings as required by subparagraph (e) of paragraph (1) of regulation 98 without calling on the officer for his defence.

(2) If on receipt of the report and record of the proceedings under paragraph (1) the Commission is of the opinion that the report should be amplified in any respect or that further inquiry is desirable it may refer the case back to the disciplinary tribunal for further enquiry or report accordingly.

Disciplinary
tribunal to
report evidence
of other
misconduct or
indiscipline
disclosed at
hearing of
charges

105 Where the disciplinary tribunal constituted of three officers in hearing the evidence is of the opinion that such evidence discloses other misconduct or indiscipline, the disciplinary tribunal shall report the matter to the Commission and if the Commission thinks fit to proceed against the officer on such misconduct or indiscipline; it shall cause the officer to be informed in writing of any further charges and the procedure prescribed in these regulations in respect of the original charge shall apply in respect of such charge.

Penalties that may be awarded under delegated authority

106 (1) The Commission on consideration of the report under regulation 102 may either exonerate the officer or impose the penalty specified in paragraph (f) or paragraph (g) of regulation 110.

(2) The Commission shall, as soon as possible after the hearing of the charge inform the officer in writing of its findings and of the penalty imposed on him, of his rights to apply for a review and of the time specified in regulation 115 for making such application.

(3) Where the officer –

- (i) makes application for a review within the time specified in regulation 115, the penalty shall not take effect pending determination by the Review Board; or
- (ii) does not make an application for review, the penalty shall take effect at the expiration of the time specified in regulation 115 for making such application.

(4) In this regulation a reference to the Commission shall be construed as a reference to the officer to whom the Commission has delegated its powers under section 93 of the Constitution.

Commission to inform officer of penalty imposed and of his right to apply for review

107. (1) Where on consideration of the report of the findings of fact by a disciplinary tribunal the Commission is of the opinion that –

- (a) the officer should be exonerated, the Commission shall exonerate the officer;
- (b) the officer should be dismissed, the Commission shall dismiss the officer; or
- (c) some penalty other than dismissal should be imposed on the officer; the Commission may impose any of the penalties specified in sub-paragraphs (b) to (g) of paragraph (1) of regulation 110.

(2) The Commission shall, as soon as possible after the hearing of the charge, inform the officer in writing of its findings and the penalty imposed on him, of his right to apply for a review and of the time specified in regulation 115 for making such application.

(3) Where the officer-

- (i) makes an application for review, within the time specified in regulations 115, the penalty shall not take effect pending the determination by the Review Board; or
- (ii) does not make an application for review, the penalty shall take effect at the expiration of the said time.

(4) Where the Commission under paragraph (1) informs the officer that it proposes to impose the penalty of dismissal, the officer, notwithstanding that he gives notices of appeal within the time specified in regulation 115, shall not receive any pay or allowance from the date of the expiration of such time.

Commission may remove officer in public interest

108. Where on a consideration of the report of the findings of fact of a disciplinary tribunal as defined in paragraph (b) of regulation 95, the Commission is of the opinion that the officer does not deserve to be dismissed by reason of the charges alleged but that

the proceedings disclose other grounds for removing him from the public interest, the Commission may make an order for the removal of such officer without recourse to the procedure prescribed by regulation 53.

Proceeding in
private

109. The proceedings before a disciplinary tribunal shall be held in private.

110 (1) The following are the penalties that may be imposed by the Penalties Commission by disciplinary proceedings brought against an officer in respect of misconduct, indiscipline, or unsatisfactory service :-

- (a) dismissal, that is termination of appointment;
- (b) reduction in rank, that is, removal to another grade with an immediate reduction in salary;
- (c) reduction of remuneration, that is, immediate adjustment of remuneration to a lower point on the scale of remuneration attached to the particular office;
- (d) deferment of increment, that is, a postponement of the date on which the next increment is due, with corresponding postponements in subsequent years.
- (e) stoppage of increment, that is, no payment for a specified period of an increment otherwise due;
- (f) reprimand;
- (g) fine.

(2) Where a fine is imposed the amount of such fine shall be deducted from the pay of the officer in such manner as may be specified at the time the penalty is imposed.

No disciplinary
action while
criminal
proceedings
pending

111. (1) Where criminal proceedings have been instituted in any Court against an officer, the Commission shall not take proceeding against the officer upon any grounds arising out of the criminal charge until after the Court has determined the matter and the time allowed for an appeal from the decision of the Court has expired; but where an officer, on conviction, has appealed, the Commission may commence proceedings after the withdrawal or determination of the appeal.

(2) Nothing in this regulation shall prevent the officer being interdicted from duty pursuant to regulation 89.

Disciplinary
action after
acquittal of a
criminal charge

112. An officer acquitted of a criminal charge in any Court shall not be dismissed or otherwise punished in respect of any charge of which he has been acquitted, but nothing in this regulation shall prevent his being dismissed or otherwise punished in respect of any other charge arising out of his conduct charge in the matter, unless such other charge is substantially the same as that in respect of which he has been acquitted.

Officer
convicted of
criminal charge

113. If an officer is convicted in any Court of a criminal charge, the Commission may consider the relevant proceedings on such charge and if it is of opinion that the officer ought to be dismissed or subjected to some lesser punishment in respect of the offence of which he has been convicted the Commission may thereupon dismiss or otherwise punish the officer without the institution of any disciplinary proceedings under these regulations.

Non
payment of
remuneration
on
conviction of
a criminal
charge

114. (1) An officer convicted of a criminal charge and sentenced to imprisonment without the option of a fine convicted of a criminal charge involving -

- (a) dishonesty
- (b) fraud, or
- (c) mortal turpitude

shall not receive any pay or allowance after the date of conviction pending consideration of his case by the Commission.

(2) The Commission may direct that an officer convicted of a charge described in paragraph (1) shall cease to perform the duties of his office forthwith.

(3) Notwithstanding that an officer convicted of a charge described in paragraph (1) has appealed against the conviction, such officer shall not receive any pay or allowance after the date of conviction.

Appendix VI

THE SPECIAL EDUCATION UNIT, STUDENT SUPPORT SERVICES DIVISION PROPOSED THE FOLLOWING

- i. That the Registration process of Private Special Schools be facilitated by the Education District Office wherever possible.
- ii. That support is provided to ensure the fulfilment of the requisites of the:
 - **Water and Sewerage Authority (WASA)**
 - **Electrical Inspectorate (T&TEC)**
 - **Trinidad and Tobago Fire Services and**
 - **Local Health Authority**

- iii. That there is no compromise on the requirement that states:

No person shall be employed in a private school as a teacher or act as a teacher therein, unless his name is registered on the Teachers Register.

The Unit holds the view that a teacher of students with special educational needs must at least have the minimum qualifications to enter the teaching profession with additional training in special education being an asset.