



Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION
Education Towers, No.5 St. Vincent Street, Port of Spain, Trinidad

Guidelines for the Reopening of Schools

Phase 4

Term 3 2021/2022

April 1, 2022

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Introduction

This document was developed for academic year 2021/22 in anticipation that all students will eventually, using a phased approach, return safely to the physical classroom. Term II of the academic year 2021/22 saw the successful implementation of Phase 3 with the physical return to school of all students of Forms 1 to 6, all students of Special Schools and all students of Standard 5. A rotation model was used at the secondary level. **Approval has now been granted for Phase 4, which involves the physical return to school of all students of public and private schools at the ECCE, primary and secondary levels.**

The measures instituted by the Government of Trinidad and Tobago, beginning in March 2020, to curb the impact of the Novel Coronavirus (COVID-19) pandemic, including the vaccination drive which commenced on February 17, 2021, signalled a hopeful start for the safe return of our students to the physical classroom. **All staff employed at schools and students above the age of 12 are part of this vaccination drive. Regardless of vaccination status sustained, strict adherence to existing COVID-19 protocols is required to ensure that the physical reopening process is “seamless, minimally disruptive, consistent with overall COVID-19 mitigation measures, reflective of the divergent needs and concerns of all stakeholders, and ultimately enhances the teaching and learning process.”**

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

These Guidelines are based on the multi-layered approach recommended by regional and international bodies and health organizations on the adoption of school health and safety reopening protocols during the pandemic. These include:

- CARICOM’s Framework for Reopening of Schools in the Caribbean
- American Academy of Paediatricians’ (AAP) COVID-19 Guidelines for Safe Schools
- UNICEF’s Guidelines for Safe and Healthy Journeys to School During the COVID-19 Pandemic

- Center for Disease Control (CDC) Science Brief-Transmission of SARS-CV-2 in K-12 Schools
- World Health Organization (WHO) - Coronavirus disease (COVID-19): Schools

1.0 Guidelines for the Reopening of Schools: Academic Year 2021/22

Overview of Measures to Facilitate the Safe and Effective Reopening of Schools

1.1 Education District Health Services Unit (EDHSU)

- To support the New Normal environment of schools and on the advice of the Ministry of Health (MOH), Cabinet approved the establishment of the position of one House Doctor, and a MOE Education District Health Services Unit (EDHSU) at each of the seven education districts in Trinidad. These units are physically housed at schools and operate as follows:
 - A medical team comprising three nurses has been approved for each EDHSU, with direct responsibility for being the liaison between schools and the relevant units of the Ministry of Health to facilitate and expedite communication, inclusive of testing and obtaining results, between Principals, Schools Supervisors and the MOH. Tobago has made their own arrangements.
 - The EDHSU in partnership with the Crisis Management Team/ Health and Safety Committee at each school will be the first responders in the event of a COVID-19- related emergency.
 - The EDHSU will, in collaboration with the Health and Safety Unit of the MOE, ensure that arrangements are in place at schools for COVID-19 protocols to be enforced.
 - The EDHSU will assist with screening for the entry/re-entry of staff and students.

- The EDHSU will, in collaboration with the Schools Supervisors at the District Office, liaise with the Regional Health Authority relevant to the district, to host meetings with principals and parents to answer questions and address concerns associated with COVID-19. Other key stakeholder groups can be invited to attend.
- The nurses of the EDHSU are traveling officers who are expected to operate out of a central location, reporting to the Education House Officer.
- The protocols regarding the use of the services of the EDHSU are outlined in Appendix I.

1.2 Vaccination

- The MOE continues to partner with the MOH for vaccination exercises targeted at all willing staff, and continues to partner with the MOH for roll out of the Pfizer vaccine to students from 12 years old.

1.3 Wellness, Health and Safety Measures

- Universal masking to be strictly enforced for all staff and students (except for ECCE students ONLY)
- Temperature of every entrant to the school to be taken at school entrance.
- Twice a day temperature checks where possible and practical.
- Sinks at school entrance for handwashing.
- Provision of cleaning solutions and sanitizers to schools.
- Careful matching of layers of COVID-19 safety protocols implemented at schools with the level of community spread, through collaboration with the Ministry of Health.
- Designated quarantine areas at schools for students displaying flu-like symptoms.
- Rigorous hand washing and sanitizing regime at schools.
- Training for teachers and school personnel in areas specific to COVID-19 protocols where relevant and necessary, including: cleaning, quarantine, protective gear, school procedures re: COVID-19, safety, flu-like symptoms, suicidal tendencies, dealing with loss.

1.4 Maintaining Personal Space

- Signage should be strategically placed at schools to remind students of COVID -19 safety protocols, including maintaining personal space.
- A patrol system should be put in place to have oversight of students during break and lunchtime. At the secondary level the patrol system will engage security personnel, School Safety Officers (Gov't schools) members of Middle Management and Risk Management teams. At the primary level, Principal, Vice Principal and Senior Teachers can carry out this function.
- Conduct of extra-curricular activities including in-school and inter-school sport to resume; these activities should be supervised by members of staff.

1.5 Technological Solutions

- Introduction of an Educational Technology Unit at the Ministry of Education to facilitate organized, effortless and productive virtual/ remote learning.
- Ongoing provision of devices to teachers and students where required and necessary.
- Ongoing provision of connectivity infrastructure to schools, and mifi devices to teachers and students to facilitate online teaching / learning.
- Assignment of ICT technical support to all schools.
- Robust communication strategies for information dissemination and emphasising of important services, messages etc. to all audiences.

1.6 Professional Development and Support to Staff

- Continuous teacher and student training on tools to allow proper use of platforms and tools for online teaching and learning, both synchronously and asynchronously.
- Additional teacher support will be provided to temporarily fill teaching vacancies at schools and assist with supervisory support as needed based on the Individual School Reopening Plan.

- Introduction of methods to determine and cater for learning loss including:
 - Adjusted curriculum
 - Adaptive online literacy and numeracy solutions
 - Placement of Curriculum Materials on the School Learning Management System (SLMS) for further guidance and support to teachers
 - Diagnostic testing

1.7 Supporting Students

- Student attendance will be monitored by use of an electronic/ online/physical register.
- Student and Parent Support Groups to be led by the Student Support Services Division (SSSD).
- Availability of psychosocial support from the SSSD.
- Mental Health programme for return to school for all students and teachers.
- Increased vigilance for absent students and robust intervention strategies to treat with truancy and other student infractions, including school violence.
- Increased number of Student Aides to cater for students with special needs.
- Schools must ensure that lines of communication remain open and active with parents, including but not limited to reporting on student timetables, progress and assignments so that a strong network of support is built around the student.
- Community / corporate support for schools encouraged.

2.0 School Reopening Phases

The academic year 2021/2022 commenced virtually on September 06, 2021. As declared by the Honourable Prime Minister on the advice of the Ministry of Health (MOH), schools opened for physical classes on a phased basis.

- Phase 1 commenced on October 04, 2021 for fully vaccinated students of Forms 4-6.
- Phase 2 commenced on October 25, 2021, for all students of Forms 4-6 at Secondary Schools, regardless of vaccination status, and for all students of Special Schools. Students at Primary Schools, students of Forms 1-3 and ECCE Centres, continued to attend school virtually.

- Phase 3 commenced in Term 2, with students of Forms 1-3 and students of Standard 5 returning to the physical classroom from February 7, 2022.

Recommendations for curricular content and instruments of assessment were provided by the Curriculum Planning and Development Division (CPDD). The Division also provided guidance on crafting of the curriculum and catering for mitigation of learning losses.

Schools were provided with four (4) examples of rotation models to choose what was best suited to the unique conditions of their schools. In cases where none of the models were deemed to be suitable, schools were allowed flexibility in developing rotation models once the criteria that students attended school a minimum of two days a week was met. Any deviation was recommended for approval by the line School Supervisor and approved by the CEO before implementation.

For primary schools, the major deviation involved the 5-day attendance of Standard 5 students as opposed to the recommended 4-day attendance, based on the request of the Principal.

2.1 Reopening of Educational Institutions

The academic year began virtually for ALL students of ECCE, primary and secondary schools on September 06, 2021. Post-Secondary and Tertiary Institutions were granted permission for both teaching and practical classes.

2.1.1 General Guidelines for Schools for Phase 4 Reopening

Key Dates in Term 3 of Academic Year 2021/22

DATE	CATEGORY	REMARK
April 19	Physical opening for all students at all schools.	<ul style="list-style-type: none"> Regular pre-COVID-19 school hours apply
April 19 -22	Student reorientation to school - Teacher and SSSD	<ul style="list-style-type: none"> Interdivisional effort between teacher and SSSD for class, group and individual intervention.
	Work Plans developed	<ul style="list-style-type: none"> Teachers develop Work-plans based on diagnosis of student performance using examples of the adapted curriculum as provided by the CPDD.

- All students of ECCE, primary and secondary schools to attend schools every day.
- Schools to revert to normal (pre-COVID-19) hours of school operations.
- All schools should revert to pre-COVID-19 guidelines for construct of Timetables.
- Daily reminders of safety protocol to be broadcast over school PA systems at least 5 times daily- morning assembly, morning break, at the start and end of lunch break, and at school dismissal. A pre-recorded message can be utilized for this purpose.
- Student attendance will be monitored by use of an electronic/online/physical register. Schools are not required at this time to use both the physical and the online register.
- Entry protocols of handwashing and temperature checks to be enforced and strictly adhered to. All students to submit up to date contact details for parents/guardians.
- Universal masking to be strictly enforced for all staff and students (Except for ECCE Students ONLY)
- Safety signage to be placed and maintained at strategic areas of the school
- A supervision roster must be implemented to ensure that students are supervised in the classroom during class time.
- Extra-curricular activities (inclusive of field trips), in school and inter-school sport are allowed under teacher supervision.
- The updated MOE COVID-19 Management Procedures for use in each District and County to be sent to schools and posted on the MOE website for ease of reference.

- Updated COVID-19 Management FAQs and infographics to be made available based on the approved MOE COVID-19 Management Procedures and posted on the MOE Website for ease of reference.
- The MOE to utilise existing procedures to restrict students identified as contacts to COVID-19 positive persons from attending school if required.
- The use of AC to be reduced as much as possible in classrooms and specialist areas.
- Fans to be used in classrooms as much as possible to promote ventilation.
- All schools to be provided with at least one temporary staff member to assist in supervisory functions.
- Principals must ensure that lines of communication remain open and parents are aware of any changes to timetabling schedules, which may become necessary from time to time.

Uniforms

The Ministry of Education is cognizant of the important safety aspect of being able to identify a child wearing a school uniform, however, being mindful of the extended physical absence from school since March 2020 and the economic challenges experienced by some parents, schools are mandated to relax uniform requirements. **For the duration of the academic year, Principals are to guide parents/guardians with respect to acceptable deviations to school uniform. Parents are expected to cooperate with the school specific guidelines as issued by principals.**

In the circumstances, schools are advised as follows:

- i. Where possible, students must wear the standard uniform when reporting to school.
- ii. As an alternative, the wearing of the school's P.E. uniform, or other school apparel, is permissible once it bears the school logo;
- iii. The wearing of footwear that deviates from the standard colour is permissible;
- iv. Parents / Guardians must seek approval from the school principal if their child is unable to wear the school uniform / PE uniform / school apparel bearing school logo/ footwear of the standard colour; and
- v. Principals are to guide parents or guardians with respect to suitable attire to be worn, in the absence of the school's standard uniform, PE uniform or other school apparel bearing the school's logo.

- vi. Parents are asked to co-operate with the school-specific guidelines issued by Principals.

2.1.2 Post-secondary/Tertiary

All learners are expected to resume physical classes.

2.2 School Entry Protocol

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

- Sanitation measures for entering the compound must be enforced to ensure success in the fight against COVID-19. Hand washing / sanitizing stations should be strategically placed close to the entrance of the school compound, where the security guard / School Safety Officer can ensure that all students and visitors wash and sanitize their hands upon entry. For schools with more than one entry/exit point, such can be utilized once there is adequate requisite staff and equipment to so allow.
- Safety/Security Officers or other appointed persons shall, via the use of non-contact infrared or standing thermometer, monitor the temperature of personnel at the school's entry point. Students, staff or visitors with a higher-than-average temperature (over 37.5 degrees Celsius/99.5 degrees Fahrenheit) should be directed to a cool area nearby and their temperature rechecked after 5 minutes. The environmental temperature must be taken into consideration; therefore, temperature checks must be done more than once before a student or visitor is deemed to be a person of concern.
- ***Persons, other than students, with flu-like symptoms must be barred from entering the compound and their temperature should not be taken. It is possible for a person to display flu like symptoms without having a higher-than-normal temperature.*** MTS staff, HSSO personnel and ancillary staff will be given training in recognizing flu-like symptoms and procedures to follow. This will be spearheaded by the EDHSU. A document will be prepared for dissemination to these personnel along with a training video and virtual sessions where possible.

- Signage indicating the following should be visible to all visitors upon entry: “All visitors must wear masks. **No mask, no entry**”.
- Entry onto the compound by visitors must be kept **at a minimum**.
- All visitors must wear masks at all times whilst on the compound.
- Visitors must provide contact information to facilitate contact tracing if necessary.
- Students and visitors must observe the visible floor markers for social distancing placed at the school entrance and must comply with instructions to form orderly lines and to maintain appropriate personal space upon entry.
- Screening questions will be included for any visitors wishing to enter the compound (Appendix IV refers).
- Personal space must be observed on the compound, especially at the sanitization stations, cafeteria, washrooms, main office, etc. Markers should be appropriately spaced to allow this.
- Schools must have a designated quarantine area to which students who display flu-like symptoms can be assigned to await pickup by their parents (where applicable). The designated quarantine area must be an area/room with adequate ventilation, or any available room that is deemed suitable by the District Health Nurse and Crisis Management Team.
- Students with pre-existing medical conditions or health concerns which involve viral/flu like symptoms, should provide a medical clearance for the health concern from any registered medical practitioner to their class teacher/ Principal
- Other than students in bullet above, students displaying flu-like symptoms upon entry should be directed to the designated quarantine area. These students must be identified to the principal by teachers, health and safety officers, security officers or staff. The parent and EDHSU must be immediately contacted. Parents will be asked to take the student out of school and seek medical attention at the nearest public health facility.
- A screening notebook/questionnaire should be put in place to be used if a member of the staff or student body has two (2) consecutive high readings (over 37.5 degrees Celsius/99.5 degrees Fahrenheit). Headings in this book/questionnaire should be in accordance with the following suggestion:

American Medical Association¹: Pre-visit screening script template.

- The usual procedure when students are leaving before the end of the school day must be adhered to. A member of staff including those assigned to the Main Office area can be rostered for this task.
- Student drop-off and pick-up must be managed to reduce the presence of persons/drivers on the school compound.
- All parents/guardians must provide up to date contact information for use in the event of an emergency.
- In emergency situations, where parents or guardians are expected to visit the school, it is advised that only one (1) representative be allowed entry.
- Visitors and service providers who access the school's compound must abide by the school's policy and guidelines provided by the MOH.

2.3 Guidelines for School Assembly

- Whole school assemblies are allowed. However, alternatively, schools with Public Address (PA) systems can utilize these to conduct assemblies with students in classrooms supervised by the Form teacher/ Class teacher.
- Morning assemblies must allow for a motivational message (guidance can be sought from the Student Support Services Division-SSSD), COVID-19 reminders and updates, preparation for learning and roll call.
- COVID-19 reminders include compliance to new normal measures such as mask wearing, washing/sanitizing hands and maintaining physical distancing. Updates can include local and global trends and findings.

¹ A physician guide to keeping your practice open during COVID-19. <https://www.ama-assn.org/system/files/2020-12/physican-guide-keep-practices-open-covid-19.pdf>

2.4 Cleaning and Sanitizing

- Schools have been provided with cleaning supplies for academic year 2021-2022 as was done in 2020-2021.
- Administrators must be familiar with the contractual agreement of maintenance workers, copies of which will be distributed to all principals upon request through line Supervisors.
- As far as possible, garbage bins should have swing type lids/pedal bins and garbage should be disposed of securely. The garbage bins should be strategically placed at multiple locations throughout the school inclusive of class and staff rooms and administrative areas to allow persons to dispose of gloves, tissues or disinfecting wipes.
- Frequent cleaning of toilets and taps and high trafficked areas should be maintained.

2.5 Safety Protocol Reinforcements

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

- Non-sharing of materials such as books, stationery, food, drinks and snacks as well as sanitizers and other personal items, among or between students.
- Encouraging all students to walk with a personal supply of sanitizer and/or hand soap and replacement masks.
- Wearing of masks at all times, except for ECCE students.
- Frequent washing of hands with soap and water.
- Coughing or sneezing must be done into the sleeves/elbows or in a tissue. The tissue must be discarded immediately. Hands to be sanitized immediately after disposing of tissue.
- Not allowing the use of non-disposable items such as washrag, handkerchief, etc.
- Encouraging frequent communication between parent and school.

2.6 Procedure for Dealing with Positive COVID-19 Cases or Symptoms

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

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

- Develop Flu-like symptoms on the compound
- Test positive for COVID-19.
- Are identified as primary contacts of a person testing positive for COVID-19.

The following protocols should be observed:

- Students who develop flu like symptoms while on the compound should be directed to the designated quarantine area. These students must be identified to the Principal by teachers, health and safety officers, security officers or staff. The parent and EDHSU must be immediately contacted. Parents will be asked to take the student out of school and seek medical attention at the nearest public or private health facility. In the event that a staff member develops flu-like symptoms, he/she must alert the Principal or Crisis Management Team, seek medical attention and follow established protocol for re-entry.
- If the school is informed:
 - i. by the CMOH that a member of the school population, who has been physically reporting for duty, has tested positive
 - ii. by a staff/student that he/she is either COVID-19 positive or symptomatic the following applies:
 - The School Supervisor and EDHSU must be immediately alerted by the principal or designate.
 - The relevant sections of the COVID-19 Data Reporting form must be completed by the Principal and the EDHSU accordingly.
 - The completed COVID-19 Data Reporting form and any documentation from the CMOH (e.g. Quarantine Order) must be forwarded by the EDHSU to the Education Health Officer (EHO). The Education House Officer (EHO) liaises

with the Chief Education Officer who will advise on the closure of schools after consultation with the Executive of the Ministry of Education and on arrangements made for sanitation and reopening.

- Information as required by the MOH for contact tracing must be provided. This involves the preparation of a list of names and contact information all affected students, staff and visitors who were within a 6ft. space with the affected individual for a minimum of 15 minutes.
- All persons identified as contacts will be screened by the district nurse and the information submitted to the CMOH for assessment. Any persons contacted by the CMOH must adhere to quarantine orders.
- The CMOH remains the only authority to issue a quarantine order.

PERSONS IDENTIFIED AS PRIMARY CONTACT

- If a staff member or student has been identified as a primary contact of a confirmed COVID-19 case, it is the obligation of the staff member or parent to inform the school principal and District Health Nurse immediately. The EDHSU will ensure the appropriate actions are carried out on review of each case and the evidence provided.

3.0 Focus on Learning

The Curriculum for 2021/2022 is to be adapted by schools based on the minimum outcomes provided by the Curriculum Division. HODs will ensure adherence to the Curriculum Guide and that topics taught are in alignment with Schemes of Work and Daily/Weekly Plans. The Curriculum Officers will also provide support to schools as necessary to facilitate the delivery of the curriculum using the curricular material provided for teachers' guidance.

The guidelines provided by the CPDD through the Optimal Learning Guidelines (October, 2021), will support planning for curriculum delivery by identifying minimum outcomes for each learning level, suggestions on how to diagnose learning core gaps/deficiencies and exemplars of how to adapt the curriculum accordingly. Thus, work plans will be developed to be responsive to the varied needs of students in bridging gaps/deficiencies in learning and ensuring students

are well positioned to progress systematically towards the next learning level and not remain in a continuous cycle of "catch-up".

The report on the results of the Diagnostic Testing at the level of the school will inform learning gaps to be addressed. Any concerns with respect to teachers, will be reported by the Head of Department/ Senior Teacher to Administration as per usual protocol.

3.1 Orientation and Support / Mental Preparation for All Students

With the physical return of all students at the start of Term III, 2021-2022, the SSSD will be conducting sessions with students to ease their transition back to the physical classroom.

Weeks 1 and 2 of the Physical reopening

It is proposed that the first two weeks of physical school for all students (ECCE, primary and secondary), geared towards continued reorientation and debriefing exercises.

The reorientation and debriefing sessions will be conducted through a partnership with SSSD personnel and teachers. The emphasis in the first two weeks will be on equipping all students with the skills needed to orient to the new school environment. Partnerships with NGOs and other Governmental Agencies will be also pursued in the provision of mental health support for students and parents.

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

- Universal Intervention – Whole class / Group Guidance sessions focusing on areas of Social, Emotional Learning; Academic Development and Support as well as Career Development.
- Targeted Intervention – Individual and Group Counselling; Social and Risk Assessments including the conduct of Home-Visits as needed; Psychoeducational Assessments and other levels of therapeutic support. Specific focus will also be placed on parents and students at ECCE, Infants Year I and II, and Standard 5 students transitioning to secondary school.

- Form/Class teacher-led Home Room periods must be time-tabled as a part of the orientation programme. Form/Class teachers, with the guidance of the SSSD, will engage students in active discussions, lend support and give guidelines on adapting to the school environment. Form/Class teachers should be on the alert for students who display any behaviours of concern and make the necessary referrals to the SSSD.
- Deans (Secondary) are to be rostered to interact with students of the respective year groups on a class-by-class basis to reinforce student expectations in keeping with the guidelines.
- Administrators should liaise with the SSSD, Employee Assistance Programme (EAP) or suitable NGO's to attend to the psychosocial needs of the staff. These sessions should be scheduled as needed and must be communicated/published to staff.
- The TEPPDD will schedule teacher training sessions.

3.2 Diagnostic Assessment and Adapted Curriculum

The checklist of minimum standards provided by the CPDD, along with analysis of the Diagnostic Assessments and teacher made Tests conducted in Term 1 will continue to assist teachers in identifying and addressing learning loss. Access to the Diagnostic Assessment and additional online resources are available at the following link: <https://www.moe.gov.tt/curriculum-resources/>.

Learning loss recovery will be addressed partially by the implementation of the Curriculum based on the Optimal Learning Guidelines. For primary schools, a national diagnostic assessment instrument for Mathematics and English Language Arts was administered.

The following curriculum support resources and training opportunities will be made available to teachers:

a. Primary and Secondary Schools Catalogue of Resources

The CPDD continues to produce materials to support teaching and learning. The CPDD has created a Digital Catalogue of the Primary Curriculum Instructional Toolkit which provides a comprehensive list of all learning units, learning plans and supplementary

instructional resources to aid primary school teachers as they plan for instruction and implement curriculum.

Using the catalogue, primary and secondary teachers should be able to:

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

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

b. Repository of SLMS resources produced by the CPDD.

A link has been re-shared with all teachers, through their fac. accounts to this resource, which is compiled separately for primary and secondary levels. These resources will support remediation, interventions and accelerated learning as the learning activities can be selected according to student's needs. These learning activities are developmental and responses to assessment items are provided and can therefore be assigned for independent learning.

- Teachers are encouraged via specific and **ongoing training spear-headed by the TEPPD** to practice e-testing methods such as:
 - Digital projects - similar to integrated projects but prepared and submitted using ICTs e.g. Brochure in Microsoft word, video presentation, digital storyboard
 - Electronic MCQ (*Multiple Choice Questions*)
 - Electronic structured / free response items

National/Regional Assessments

- The Assessment framework and format of SEA 2023 will follow that of SEA 2022.
- The electronic administration of the NCSE examination will be considered for 2023, but the Continuous Assessment component remains for all levels (Forms 1-3) unless otherwise advised by the Ministry of Education.
- The regional examinations implementation will be guided by the Caribbean Examination Council.

4.0 Supporting Education

4.1 Teacher System

Additional teacher support will be provided to temporarily fill teaching vacancies at schools and to provide supervisory support as needed to students.

4.2 ICT Staff

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

4.3 Student Services

- The MOE continues to provide transport and meals via the Public Transport Service Corporation (PTSC) and National School Dietary Services Limited (NSDSL) respectively, to students who require these services. Principals will be required to submit the names of students who require meals and transport so that necessary arrangements

can be made. School principals to use criteria as recommended by the NSDSL when identifying students for breakfast and lunch.

- The distribution of Government-procured laptops and mifi devices will continue to ensure that all students, including the most vulnerable, as well as teachers, are in possession of the basic tools for blended learning.

The MOE continues to address the following:

- Accessibility to devices by all students and staff.
- Internet accessibility at all schools.
- Digital transformation of MOE services.
- Teacher Training to increase the quality of online instruction.
- Educating parents on their role in supporting their children to effectively manage the blended system of learning.
- Mental Health issues of staff, students and parents.
- Keeping the public updated on initiatives of the MOE.
- Filling of teacher vacancies.

4.4 Input of the School Community in Reopening Efforts

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

4.5 School Based Management Team

The School Based Management Team (SBMT) must review systems, policies and procedures in view of a changing teaching/learning environment (such as the Crisis Management Plan, Maintenance Plan, Prefect System, Communication Plan, club activities).

Schools are expected to formulate Reopening Plans for Term 3, of Academic year 2021/2022, as they have been doing for each phase of reopening. **A new School Development Plan (SDP), inclusive of a Discipline plan must be developed for the period September 2022 to July 2025.**

The SDP, inclusive of the Individual School Reopening Plan and Discipline Plan, must take into consideration the constraints/restrictions arising as a result of the COVID-19 pandemic. Decisions must be data driven and research based. Deans/SBMT and members of the SSSD are expected to work closely together to manage and address any issues and challenges that students may encounter. Effective engagement of stakeholders is encouraged so that appropriate strategies are developed and implemented with the desired outcomes. The role of the NPTA is increasingly important as parents are playing a larger role in the education of their children.

4.6 Monitoring of Student Attendance

The physical reopening of all schools marks the mandatory return of all students to the physical classroom. All teachers, staff and students and will be expected to report to their respective schools for teaching and learning.

Deans, Heads of Departments/ Senior Teachers (HOD/ST) and Administration must ensure that attendance data is taken by form teachers, class teachers and subject teachers for each scheduled class. Form teachers will ensure that attendance is taken for the morning session as well as the afternoon session using the electronic system.

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

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

4.7 Clinical Supervision

Clinical Supervision remains a developmental process to support teachers in the delivery of the curriculum and will be conducted by HODs and school administration. The CPDD has developed a number of clinical supervision instruments (see Appendix V) that can be used by HODs to guide the process. Clinical Supervision has been expanded to include online teaching and learning using instruments developed by the CPDD (see Appendix VI). The CPDD will liaise with HODs, VPs, Senior Teachers to support them in maintaining fidelity to the prescribed standardized approach and provide the appropriate support by the relevant subject officer to enable same. Curriculum Officers will thus also be involved in monitoring the Clinical Supervision process, either through District Leadership Team (DLT) visits or independently once necessary arrangements are made with the teacher and school administration. They will ensure that the system is working effectively and provide support where necessary to Principals/HODs and teachers. The teacher will be informed prior to visiting a teacher's class. In keeping with the concept of School Based Management (SBM), Curriculum Officers and School Supervisors will continue to collaborate with each other to address any concerns.

The classroom observation component of the Clinical Supervision process can involve a Head of Department/Vice-Principal/Senior Teacher. Administrators together with Heads of Department/Senior Teacher/Vice Principal (HOD/ST/VP) will have the opportunity of monitoring these classes. **It must be emphasized that the clinical supervision process is not**

meant to be punitive but developmental and used to give the teacher the necessary support and guidance in curriculum delivery.

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

4.8 District Leadership Team (DLT)

The schedule of weekly DLT² meetings must continue based on the usual agenda which includes monitoring and implementation of the District Plan.

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

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

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

² The DLT comprises representation from SSMD, CPDD, SSSD, HSSU

4.9 School Supervisors

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

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

4.10 School Administrators

School Administrators can choose to have staff meetings, department meetings, SBMT meetings, etc. either virtually or physically.

Responsibilities of School Administrators include:

- Keeping parents and other key stakeholders abreast of any changes to school operations including:
 - safety protocols and procedures in operation and enlist their support in reinforcing same with their children.
 - structure of timetable
 - arrangements for break and lunch
 - policy for personal hygiene
 - the drop off and pick up policies of the school.
- Ensuring that staff and student attendance is recorded.
- Ensuring that the schools' database/ records be developed to include:

- All information contained in the Students' Cumulative Record Cards
 - Valid parents' address, email address (if available), other contact information and ID card number
- National School Dietary Services Limited (NSDSL) listing
- Students accessing the Ministry of Education sponsored Public Transport Service Corporation (PTSC) transport service
- Students receiving social welfare
- Any other information as may be deemed necessary.

All information should be verified on a termly basis and will be eventually uploaded on the SMS platform, which is currently being piloted.

- Ensuring the training of teachers in the use technology, online teaching and assessment. In addition to training provided by the Teacher Education Performance and Professional Development Division, Administrators/HODs can organize sessions based on identified needs.
- Ensuring that, with respect to physical infrastructure:
 - Communication with the Ministry of Works and Transport and the Regional Corporation is maintained for assistance and support.
 - Critical infrastructural works are submitted in a timely manner via the online School Infrastructural Management System (SIMS).
 - Visits by officers of the Education Facilities Planning and Procurement Division (EFPPD) for school compound assessment are facilitated.
 - Water tanks are cleaned and filled as scheduled.
 - The water pump is serviced as scheduled and remains functional.
 - 50% water storage capacity is maintained at all times.
 - A system to minimize wastage of water is implemented e.g. timely repair of leaks; ensuring that taps are not left on.
 - Entry and exit points are equipped with hand-washing/sanitization stations.
 - Where possible, hand sanitizer dispensers are set up at various locations throughout the School.

- Markers for maintenance of personal space are strategically placed in offices, cafeterias, entrance to washrooms, hall, etc. (see checklist for administrators).
- Rooms/areas are identified as quarantine/screening rooms as per guidelines issued by the MOH.
- Signage indicating the following are clearly visible at the entrance and other key areas of the school:
 - Persons with flu-like symptoms will not be allowed entry to the compound.
 - The respiratory etiquette to be followed when coughing and sneezing.
 - Other preventative and protective measures.
 - Out of bound areas.
- Ensuring that with reference to classroom and staff spaces:
 - There is proper ventilation. Where possible, the use of air-conditioning should be minimized and windows and doors left open. Where the building is not designed to allow for the flow of natural air, the air conditioning units must be in good working order.
- Ensuring that with reference to washroom facilities:
 - An adequate supply of running water and liquid soap is readily available at all times.
 - Paper towels or hand dryers where possible, are made available in washrooms.
 - Washrooms are cleaned frequently.
 - Door handles and taps are frequently sanitized with the recommended alkaline solution or alcohol.

4.11 Guidelines for Parents

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

- Students are expected to attend school every day. The school's policy for treating with student absenteeism must be known and adhered to.
- Create a schedule with your child and make a commitment to stick with it. Structure and routine can greatly help your child from falling behind with assignments. A family calendar or other visuals could be useful for keeping track of deadlines and assignments.
- Try to find a space where you live that is free of distractions, noise, and clutter for doing homework. This could be a quiet, well-lit place in your dining room or living room or a corner of your home that could fit a small table, if available.
- Try to attend school activities and meetings. Schools may offer more of these virtually. These meetings can be a way to express any concerns you may have about the school's plans.
- Watch for and anticipate behaviour changes in your child (e.g., excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating), which may be signs of your child struggling with stress and anxiety.
- Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.
- You can be a role model for your child by practicing self-care: take breaks, get sufficient sleep, exercise, eat well, and stay socially connected.



Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION

Education District Health Services Unit

SCHOOL COVID-19 EMERGENCY RESPONSE PROCEDURES

Symptomatic individual and/or Primary contact

1. Patient

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



2. Quarantine Area

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



3. Cleaning/ Disinfecting/ Sanitising

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



4. Contact Tracing

- EDHSU to develop contact tracing list and collaborate with CMOH with respect to contact tracing procedure
- Index and / contact cases will be screened prior to re-entry





Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

Education District Health Services Unit

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

1 Information Sharing a. Individual (Staff/student/CMOH) must inform Principal b. Principal immediately alerts EDHSU, SS and Crisis Management Team • Full Name • Title (Staff, Student, otherwise) • Contact Details • Date and Time individual diagnosed/suspected • Status (Positive/primary contact/ In quarantine) • Date last at school • Areas/Rooms involved • If COVID protocols followed at school • Other pertinent information c. SS informs DSS, EDHSU informs EHO d. EHO liaises with CEO who informs relevant personnel at Head Office	2 Crisis Team Activated a. If individual present, escort to Quarantine room b. Seek advice from EDHSU on case management c. Call ambulance/await parent to take to Health facility	3 Education House Officer (EHO) Informed a. EDHSU submits case details and recommendations to House Officer and the CMOH b. CMOH advises on closure/early dismissal/sanitation procedure c. EDHSU shares with the EHO ONLY , any information received from d. the CMOH EHO liaises with CEO who informs relevant personnel e. at Head Office CEO consults with the Executive committee on early dismissal/school closure and sanitation procedure to be f. implemented CEO informs EHO and DSS of decisions arrived at for dissemination to principal	4 Further action of Principal a. Principal MUST await directive from the CEO for early dismissal/school closure or transition to online/virtual mode b. Principal will follow advice from CEO/DSS and liaise with EDHSU as per sanitation procedure c. Principal must receive from sanitation agency, a Certificate of Completion d. Principal to brief staff on incident and how it is to be managed e. Parents to be informed of period of temporary adjustments to timetable f. Principal to provide timely updates to SS	5 Sanitising of School Compound a. School cleaned according to set protocols where applicable b. CEO liaises with PS for deep cleaning/sanitation if such recommended c. Agency employed to conduct sanitation must provide Certificate of Completion to Principal	6 Further Action of EDHSU a. Liaises with principal to oversee management of COVID situation b. Assists with rapid results of testing and informs principal, SS and EHO c. Provides information for contact tracing to the CMOH d. Confirms appropriate sanitation procedure was satisfactorily completed at school e. Confirms persons on quarantine have been officially informed and not on compound f. Confirms persons are fit for resumption/re-entry at end of quarantine period g. EDHSU submits comprehensive report to EHO EHO liaises with CEO who informs relevant personnel at Head Office
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Checklist for School Administrators

Facilities:

- Adequate and clean toilets
- Soap available for handwashing at all taps
- Schedule for monitoring and replenishing of soap and hand sanitizer
- Sufficient ventilation in classrooms
- Availability of cleaning and sanitizing supplies for disinfecting surfaces and for disinfection of small items
- Availability of suitable area for quarantine / sick bay
- Monitoring of cleaning and sanitising schedule

Communication and Basic Operations:

- All staff perform assigned role in monitoring student interactions
- All staff perform revised roles as per school committees and designations
- Systems are in place to ensure adherence to the visitors' policy (visitors wash hands before being escorted to the office; no entry on compound without mask, etc.)
- Parents are made aware of the visitor's policy and requirements for students
- Form / class teachers reiterate with students the hand washing policy, cough and sneeze etiquette

- Personal space floor markers are clearly visible in the cafeteria, administration office, outside washrooms and handwashing stations/ sinks
- Schedule developed for cleaning classrooms and sanitization of furniture
- Age appropriate signage promoting COVID-19 protocols, prominently displayed
- School Policy for persons with flu-like symptoms shared with stakeholders
- Updated contacts for all students
- Revised list for NSDSL and PTSC
- Schedule for monitoring of water stores developed and implemented

Checklist for parents/ caregivers and community members

- Monitor children's health and keep away from school if they are ill
- Ensure children are equipped with a clean mask, tissues, hand soap and sanitizers
- Reinforce the importance of maintaining COVID-19 safety protocols to children
- Teach and model good hygiene practices
 - Wash hands with soap and water frequently. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
 - Ensure that safe drinking water is available, and toilets or latrines are clean
 - Remind children to cough and sneeze into a tissue or elbow and avoid touching face, eyes, mouth and nose
- Ensure safe disposal of used tissue and garbage in general
- Encourage children to ask questions when unsure

- Monitor children’s reactions to stress, be patient and understanding
- Co-ordinate with the school to receive information to offer assistance in support of school safety efforts (through parent-teacher committees, etc.)
- Provide school with updated contact information and provide alternative emergency contact numbers
- Respond in a timely manner when contacted by the school
- Attend all parent sessions organized by the school
- Make arrangements for supervision of children
- Notify the school if anyone in the household at which the child resides has tested positive for coronavirus

Checklist for students

- Ask questions, educate self and get information from reliable sources
- Wash hands frequently, always with soap and water for at least 20 seconds
- Practice COVID-19 protocols whilst away from home
- Always have a supply of masks, tissue and sanitizer when leaving home
- Avoid touching, face, eyes and nose
- Do not share books, stationery, cups, eating utensils, food or drinks with others
- Be a leader at the school, at the home and in the wider community by modelling health and safety protocols.
- Do not stigmatize your peers or tease anyone about being sick
- Tell your parents, another family member, or a caregiver if you feel sick.
- Be cautious when using public transport. Use hand sanitiser upon exiting public transport

Appendix III

Visitors Screening Questions for Entry Protocols

1. Have you or anyone in your household experienced any of the following symptoms in the last fourteen (14) days?

Symptoms _____ Y/N

Fever or chills

Cough

Shortness of breath (difficulty breathing)

Fatigue

Muscle or body aches

Headache

New loss of taste or smell

Sore throat

Congestion or runny nose

Nausea or vomiting

Diarrhoea

2. Have you been in contact with anyone who is COVID-19 positive in the last fourteen (14) days? Y/N
3. Have you recently been on self-isolation or quarantine order? Y/N
4. If you answered YES to question three (3), do you possess an official document stating you are released from quarantine? Y/N
This must be presented to the Entry Personnel before access to the school is granted.

Guidelines for Learning Loss

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

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

Factors Associated with Loss of Learning

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

Remediation and Intervention

Intervention and remediation (also commonly referred to as re-teaching) have the same fundamental goal: supporting struggling students with focused learning opportunities to achieve academic success. But still, the differences between these two types of instruction are critical to determining what sort of environment, time, and approach might be required to best serve students.

When to Employ Each Approach

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

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

Acceleration Learning Model

A crucial aspect of the acceleration model is putting key prior knowledge into place so that students have something to connect with new information. Rather than focusing on everything students do not know about the concept, the acceleration model revisits basic skills which can be applied right away with the new content. To prepare for a new concept or lesson, students in an acceleration program receive: (1) instruction in prior knowledge and (2) remediation of

prerequisite skills that, if missing, may create barriers to the learning process. This enriching experience includes the following steps:

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

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

Step 3: Scaffold and Practice Essential Prerequisite Skills

Step 4: Introduce New Vocabulary and Review Prior Vocabulary

Step 5: Introduction to the New Concept

Step 6: Conduct Formative Assessment Frequently

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

Considerations when Designing an Acceleration Program

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

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

continuous communication between the acceleration and class teacher to ensure that instructional moves are aligned with class instruction and the essential prerequisite skills identified.

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

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

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

Addressing Learning Loss

Diagnose to determine deficiencies or gaps in planned learning outcomes

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

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

- General guidelines for diagnosis: primary and secondary levels
- School-based diagnosis: checklists (all subjects, all levels) and strategies – primary level
- School-based diagnosis: checklists (all subjects, Forms 1-4) and strategies – secondary level

- Exemplars of curriculum adaptation – Primary and Secondary Levels.

Detailed information on the specifics have been provided in the form of a supplementary to this document.

List of Clinical Supervision Instruments

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

Appendix VI

County Medical Officers of Health

Tit le	First Name	Last Name	County/ Position	Telephone	Fax	Mobile	Address 1	Address 2	Email
Dr.	Harry	Smith	St. George West	624-3439 625-4151	624-9169	729- 8220	#3 Jerningham Place	BELMONT	cmoh.sgw@nwrha.co.tt harry.smith@health.gov.tt
Dr.	Osafo	Fraser	St. George East	667-5273 667-3693 667-6688	667-5273	6204360	Queen Mary Avenue	ARIMA	cmoheast@gmail.com cmoheast@hotmail.com osafo.fraser@health.gov.tt <i>Assumed wef 1/5/2019</i>
Dr.	Natasha	Sookhoo	Victoria	222-5005 Ext. 3003	222-5014	377- 4329	160 Pointe-a-Pierre Road, Vistabella	RIO CLARO	cmohnama.erha@gmail.com nssookhoo@hotmail.com
Dr.	Clem	Ragobar	Nariva/ Mayaro	653-0515 652-2716	653-0515	7414996	Narine Ramrattan Building, Naparima Mayaro Rd	SAN FERNANDO	Clem.ragobar@erha.co.tt
Dr.	Tiffany	Hoyte	Tobago	639-3751	635-1567	7086163	C/o Scarborough Health Centre	TOBAGO	thoyte@hotmail.com
Dr.	Allana	Quamina -Best	St. Andrew/ St. David	668-2053-55	668-3532	7545632	Cor. Blake Avenue & Eastern Main Road	GUAICO	allana.quaminabest@gmail.com
Dr.	Jeanine	St. Bernard	Caroni	226-4400 Ext. 4402	636-3960	7727170	Southern Main Road	COUVA	jeanine.stbernard@health.gov.tt jeanine.stbernard@gmail.com
Dr.	Roger	Ramjohn	St. George Central	285-8992	675-5253	3520565	Corner Hassanali Street and El Socorro Main Road,	SAN JUAN	roger.ramjohn@health.gov.tt

Title	First Name	Last Name	County/ Position	Telephone	Fax	Mobile	Address 1	Address 2	Email
Dr.	Kalicharan	Ramnarine	St. Patrick	649-2056	649-1827	732-8527	Allies Street, Health Administration Building	SIPARIA	kali0773@gmail.com kalicharan.ramnarine@health.gov.tt

