



Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

INCLUSIVE EDUCATION POLICY





Republic of Trinidad and Tobago
Ministry of Education

1. Policy Title: Inclusive Education Policy

2. Policy Statement:

The Ministry of Education of Trinidad and Tobago is committed to a seamless education system of which inclusive education is a major component. It shall provide support and services to all learners by taking appropriate steps to make education available, accessible acceptable and adaptable.

3. Rationale / Background:

The Government of Trinidad and Tobago, in its Vision 2020 Action Plan (2007-2010) has responded with urgency to the global challenge of enhancing the quality of educational provision through the upgrading of its education system. Vision 2020 speaks inter-alia to developing innovative citizens. The Trinidad and Tobago Ministry of Education, in its Target 2015 Education For All (EFA) Action Plan, has acknowledged that such improvement must focus on increasing the learning potential of its citizenry on a more “universal and equitable basis”. Against the background of Vision 2020 and EFA Action Plan it is clear that educational opportunities must be provided for all the challenged, regular and gifted students.

As a member country of the United Nations and signatory to the Universal Declaration of Human Rights, the Trinidad and Tobago Government affirms its commitment to the fundamental principle of equal opportunity by acknowledging the right of all children to receive education without discrimination on any grounds. In its National Policy on Persons with Disabilities (2000), the Government of Trinidad and Tobago, clearly identifies the provision of an adequate and appropriate support services for children with disabilities, as a priority. The Ministry of Education, adhering to its numerous international commitments, further endorses its intent to ensure that such provision is made within a seamless and inclusive education system from the early childhood to the tertiary level. (See Appendix A). The Education Act No. 7 of 1966 and the Equal Opportunity Act No. 69 of 2000 provide the philosophical and legislative basis for the provision of inclusive education services for students with diverse learning needs.

From an international perspective, the Convention on the Rights of the Child (UN, 1989) makes specific reference to the rights of children with disabilities and the obligations of member states to provide for their care, education and training. The Jomtien Declaration on Education For All (1990) provided a global platform for the expansion of educational accessibility and paved the way forward for the establishment of one system of education for all students, regardless of their abilities or differences.

The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993, Rule 6 not only affirms the equal rights of all children, youth and adults with disabilities to education, but also states that education should be provided in an integrated school and setting and in general school setting. Further the principle of inclusive education was adopted at the Salamanca World Conference in 1994 and the urgency of reaching marginalized groups was reinforced at the Dakar World Education Forum in April, 2000. Trinidad and Tobago was among the countries that participated in these conferences and signed their accord in their respective agreements.

The specific goal set in Dakar, Senegal, to ensure “that by 2015, all children have access to and complete free and compulsory primary education of good quality”, cannot be reached without specific focus on those children who may be excluded from or marginalized within education systems because of apparent difficulties. These may include:

- i. those who are enrolled in schools but are excluded, alienated or marginalized from available learning opportunities and experiences.
- ii. those who are not enrolled in schools but who could participate in the education system if schools were more open, responsive and flexible with regard to their administrative policies, enrolment procedures and approach to curriculum delivery.
- iii. the relatively small group of children with more severe impairments who may require additional support to access the curriculum and resources to adequately meet their special learning needs.

To effectively address the needs of these learners, the education system in Trinidad and Tobago must be inclusive, actively seeking out children who are not enrolled and responsive to the varying circumstances and needs of all learners. (See Appendix B).

4. Scope:

This policy applies to:

- 4.1 All learners
- 4.2 All educational organizations (government, government assisted, private schools, special education institutions, non-governmental organizations and denominational boards) offering early childhood, primary and secondary education.
- 4.3 Parents, guardians and other care-givers.
- 4.4 All school administrators, school supervisors, teaching and non-teaching personnel.
- 4.5 All Divisions, Units and Departments within the Ministry of Education.

5. Definition of Terms:

As used in this policy, the following terms are defined as follows:

- 5.1 **Assessment** refers to the process of testing and measuring the learner's skills and abilities. These may include diagnostic and curriculum-based assessments, aptitude tests, achievement tests and screening tests. It involves a systematic process of gathering information from a variety of sources, in order to make appropriate educational decisions for students. It is a collaborative and progressive process designed to identify the learner's strengths and needs, and results in the identification and implementation of specifically selected educational strategies.
- 5.2 **Giftedness** refers to a student who shows or is assessed as having the potential for exceptional levels of performance in one or more areas of expression/achievement. These abilities may be very general, affecting a broad spectrum of the individual's life and functioning, (e.g. leadership skills, creative thinking and expression). Other aspects of the learner's ability may be demonstrated as explicit talents, evident in specific areas of performance (e.g. the creative arts, scientific thinking, and linguistics). Giftedness is therefore a general term that refers to a spectrum of exceptional ability.
- 5.3 **Individualized Education Plan/Programme** refers to a written plan/document developed for a student identified as having special educational needs, which outlines the educational programme, modifications and adaptations that are required to meet the specified needs, as well as the specific and specialized services that are to be delivered to the student to facilitate learning.
- 5.4 **Curriculum** is what is learned and what is taught (content); how it is delivered (teaching-learning methods); how it is assessed (examinations for example) and resources used (e.g., books used to deliver and support teaching and learning)
- 5.5 **Inclusive education** is a developmental process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities
- 5.6 **Marginalized Persons with Disabilities** refer to persons with disabilities who lack access to rehabilitative services and opportunities that would enable them to participate fully in socioeconomic activities, have no means of livelihood or whose incomes fall below the poverty threshold.
- 5.7 **Non-formal education** is any unstructured educational activity which takes place outside the established formal education system. It is designed to complement or extend as well as provide an alternative to the formal education.
- 5.8 **Special Educational Need** refers to a diverse range of characteristics which make it necessary to provide the learner in any context, with experiences, resources and support different from those which are needed by most students to achieve the expected educational goals.

5.9 **Special Education** is that type of education specifically designed for learners with special needs who cannot profit maximally from regular education such that they require trained personnel, modifications in the curricula, teaching methods, instructional materials and adaptations in facilities and equipment. This term may refer to one or more of the following:

- i. the provision of special means of access to the curriculum through special equipment, facilities or resources, modification of the physical environment or specialized teaching techniques;
- ii. provision of a special or modified curriculum;
- iii. particular attention to the social structure and emotional climate in which education takes place.

6. Relevant Legislation / Authority:

6.1 At the National Level

- 6.1.1 Education Act, Numbers (7). (39) and (40) of 1966.
- 6.1.2 National Policy on Persons with Disabilities (2005), Ministry of Social Development, Trinidad and Tobago.
- 6.1.3 Equal Opportunity Act No. 69 of 2000, Trinidad and Tobago.

6.2 At the International Level

- 6.2.1 UN Convention on the Rights of Persons with Disabilities (2006)
- 6.2.2 International Covenant on Economic, Social and Cultural Rights (1996)
- 6.2.3 International Convention on the Protection of the Rights of all Migrant Workers and Members of their families (1990)
- 6.2.4 UN Convention on the Rights of the Child (1989)
- 6.2.5 UN Convention on the Elimination of All forms of Discrimination Against Women (1979)
- 6.2.6 International Convention on the Elimination of all Forms of Racial Discrimination (1965)
- 6.2.7 UNESCO convention against Discrimination in Education (1960)
- 6.2.8 Other International Human Rights Agreements (these agreements are not legally binding but are considered to have moral force and practical guidance), like the UN Standard Rules on the Equalization of

Opportunities for Persons with Disabilities (1993); and the UNESCO Salamanca Statement and Framework for Action (1994).

7. Related Policy/Documents:

- 8.1 Ministry of Education Draft Special Education Policy, 2004.
- 8.2 Miske Witt Study on Inclusive Education 2008

8. Policy:

8.1. In this Policy, Inclusive Education is

- based on the Ministry of Education’s philosophical direction that every child has an inherent right to education, that every child has the ability to learn and that schools should provide for all students, programmes which are adapted to varying abilities.
- about changing attitudes, behavior, teaching methodologies, curricula and the environment to meet the needs of all learners.
- about placing emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement (e.g. dropouts, students with learning or other disabilities, gifted and talented students, students affected or infected with HIV).
- about acknowledging and respecting the differences in learners whether due to age, gender, ethnicity, language, levels of ability, culture, religion and chronic health concerns.
- about broadening their formal schooling and acknowledging that learning also occurs in the home and community and within formal and informal modes and structures.
- about enabling education structures, systems and methodologies to meet the needs of diverse learners.

8.2 General Provisions

- 8.2.1 All children regardless of their physical intellectual, social, emotional or other conditions are entitled to schooling and an opportunity to be supported by the State. This includes

- i. children with a diverse range of learning difficulties and/or challenges.
- ii. children identified as gifted learners.
- iii. homeless or “street” children.
- iv. children from remote and impoverished populations.
- v. children from linguistic, ethnic or cultural minorities.
- vi. children who may be hospitalized, institutionalized and other such conditions.
- vii. children of immigrant visitors and workers.
- viii. children who may be home schooled.

8.2.2. All schools must recognize and respond to the diverse learning needs of their students, accommodating both different styles and rates of learning, and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the range of student needs encountered in every school. (See Appendix C)

8.2.3. Education districts and individual schools shall be guided by the Ministry of Education’s Policy on Inclusive Education and shall develop a mission statement which supports the identification of concrete goals and objectives and reflects their commitment to an inclusive philosophy.

8.3 Underlying Principles of the Policy. In order to build on inclusive practice in education, the following principles must be observed:

8.3.1. **Equal Opportunity.** Inclusive education is based on equality of opportunity. All learners irrespective of ethnic origin, gender, disability or additional educational needs shall have equal opportunities to develop their skills and abilities to the best of their potential. Inclusive Education provision is not confined merely to the delivery of services within the parameters of a school building, but rather, it requires that the very process of education, the system, structures and social contexts within which learning occurs, themselves must be inclusive.

8.3.2. **Valuing Diversity.** All children can learn and should be equally valued. Diversity is not viewed as a problem to be overcome, but a rich source of enrichment and support to the learning of all. Inclusion is most likely to be achieved when this diversity is recognized and positively regarded.

8.3.3. **Equitable Access.** At the heart of educational inclusion is the removal of physical, social and environmental barriers to living and learning in the community. Schools are an integral part of that community and as such, should be accessible to all irrespective of individual differences or challenges in accordance with the law.

- 8.3.4. **Recognition of the Human Rights:** The right to education involves four key actors: (i) the government and its institutions as a provider of public education and duty bearer; (ii) the child as the holder of the right to education, whose duty is to comply with compulsory requirements; (iii) the parents as manager of this child's education, whose duty it is to seek and hold the best interests of the child as a guiding principle, and (iv) the teachers, as both rights-holders and duty-bearers.
- 8.3.5. **Maximum Participation:** Inclusion is concerned with fostering mutually sustaining relationships between schools and communities. All children and their parents are entitled to be treated with respect and should be actively encouraged to make their views known and have them taken into account in planning and decision-making.
- 8.3.6. **Individual Needs:** Inclusion is concerned with the learning and participation of all children and young people vulnerable to exclusionary pressures, not only those with impairments or those categorized as having 'special educational needs'. Inclusion involves reviewing the cultures, and practices of schools, taking into account the diversity of children and young people and the potential richness of interaction that occurs within their locality.
- 8.3.7. **School Reform:** Inclusive education is inextricably linked to the process of school transformation and building the capacity of schools to provide school environments that are empowered to maximize the development of each child's inherent capabilities.
- 8.3.8. **Continuous Professional Development:** All staff who work in and with the Ministry of Education in the education of children, youth and adults with special needs will have access to appropriate, coherent and continuous professional development initiatives. At the core of this training will be exposure to and adoption of effective teaching and learning strategies augmented by a range of "needs" specific training.
- 8.3.9. **Collaborative Partnerships.** Inclusion is not only an educational concern, therefore provision for children, youth and adults with varying needs will be developed further, through partnerships across other divisions and units within the education sector, as well as with external ministries and organizations. Partnerships will be formed with community and non-governmental organizations as well as denominational boards to assist in the establishment of private special schools.
- 8.3.10. **Equitable Resourcing.** An efficient and transparent mechanism must be developed to ensure that the available resources are targeted effectively and equitably for the benefit of all learners especially those with additional needs. Optimum use will be made of resources to support mainstream schools in achieving more effective and inclusive educational environments. Resources are limited and this needs to be recognized and embraced as a catalyst to spur creativity and cooperation.

8.3.11. **Positive Discrimination.** The principle of positive discrimination recognizes that some learners, because of the obstacles and barriers with which they are confronted should receive more support than that which is normally available to others. This may constitute more resources, more time and more specific consideration.

8.3.12. **Quality Assurance.** The Ministry of Education, through its school administrators, supervisors, and teachers have significant roles to play in the development of system and procedures to monitor and evaluate the support and services that are provided for all learners.

8.4 Provision for students with moderate to severe special educational needs.

8.4.1. All children with special educational needs inclusive of those with sensory and physical impairments, severe emotional and neurological disorders, children who are mentally challenged or experience specific learning difficulties, should have the option of receiving education at a school within their community where feasible or at a public or private special school.

8.4.2. **Special Schools.** Special Schools (public or private) shall have a twofold function:

(a) to serve as an avenue for early identification and the provision of initial educational intervention that would equip students with the compensatory skills in preparation for transition to the regular school system. Procedures should be in place to facilitate an ease of movement from one school to the next, when required.

(b) to provide basic education for students who are moderately or severely challenged due to a particular disability, or students identified with multiple disabilities whose educational needs cannot be met within the regular school environment.

8.4.3. Special schools should provide quality education for all students with special educational needs through continuous assessment, the use of appropriate instructional materials and resources and technology. The development and implementation of Individual Education Programmes, (IEP's) adequately trained and qualified teaching staff and the provision of adequate support services are also essential to quality education. These Special Education Institutions must serve as Model Resource Centres that offer essential guidance and support to regular schools in their efforts to provide for students with special needs.

8.4.3. Systems to ensure the quality of service provisions at special education institutions, both public and private, should be put in place. A team comprising officers of School Supervision, Student Support Services Division (SSSD) and the Division of Curriculum Development should be responsible for effective monitoring and supervision of special schools.

- 8.5 Provision for Continuous Professional Development.** All school administrators and teachers shall receive adequate levels of training, professional development and on-going support to ensure the success of all learners in an inclusive setting in regular and special schools
- 8.6 Provision for Information and Research.** Improvements in the teaching and learning process can be facilitated by the dissemination of relevant information and research findings, and the identification and review of good practice in the field of inclusive education among regular practitioners. Classrooms teachers shall participate actively in action-research and engage in reflective education practices to better facilitate optimal learning of all students. Pilot studies and experimental research initiatives shall be launched to assist in decision-making and guide future action.
- 8.7 Provision for Curriculum and Assessment.** The most critical factor in achieving the goals of inclusive education is the adoption of a more inclusive approach to curriculum design and development.
- 8.7.1. To facilitate maximum participation of learners in appropriately designed learning environments, schools are expected to offer programmes and services that
- i. cater for the entire range and abilities of learners;
 - ii. are responsive to learners specific interests and individual needs;
 - iii. utilize multiple resource aids and technologies along with varied and dynamic approaches to curriculum delivery;
 - iv. provide programmes for those identified as gifted, or as having specific talents and/or skills;
 - v. maintain flexibility with regards to learner participation and performance outcomes.
- 8.7.2 Curricula shall be adapted to accommodate for students' identified needs. Schools must therefore provide curricular opportunities that are relevant to students' diverse abilities and interests.
- 8.7.3 Students with special educational needs shall receive additional instructional support in the context of the regular curriculum, as opposed to a different curriculum. The guiding principle shall be to provide all students with the same education, providing additional assistance, and support to children requiring it.
- 8.7.4 In order to track the progress of each child, assessment procedures shall be reviewed. Formative evaluation shall be incorporated into the regular educational process in order to keep learners and teachers informed of the learning mastery attained as well as to identify difficulties and assist

learners to overcome them. The assessment of students should be directly linked to the design and delivery of the curriculum.

- 8.7.5 Appropriate and affordable technology shall be used when necessary to augment the ability of students in accessing the school curriculum and to aid communication, mobility and learning. Technological aids can be offered more economically and distributed in a more effective efficient way, if they are provided and managed from a central pool in each locality, by those who have expertise in matching resources to individual needs.
- 8.7.6 For students with special educational needs a continuum of support shall be established, ranging from provision of minimal help in regular classrooms to develop additional learning support programmes within the school and extending, where necessary, to the provision of assistance from specialist teachers and external support staff.
- 8.7.7 **Special Concessions.** The Ministry of Education will offer Special Concessions to eligible students who are registered for national and international examinations at the primary and secondary levels. A special concession aims to minimize the impact of a disability on the performance of the student during assessment. It must place the student with special educational needs on a level playing field with the non-disabled student without providing any unfair advantage. It is to be noted that the same academic requirements and standards are to be applied to all students whether or not they have special educational needs. The objective of special concessions is to accommodate the student's functional differences which exist because of the disability/special educational needs. However, these concessions are subject to limitations of what can be provided and the particular environment in which the student is writing the exam.

8.8 Provision for Funding for Inclusive Education.

- 8.8.1 Public School Funding. Budgetary allocations to public schools include a per capita allowance for each learner and all schools are currently required to prepare strategic plans which demonstrate the application of their financial resources to the realization of effective educational outcomes for all learners, based on the principle of equal opportunities. As such, this policy must consider the educational needs of all learners. The school's inclusive education plan is an essential component of its overall strategic plan and will include:
- i. overall plans for inclusive approaches to curriculum and school organization;
 - ii. the recognition of and provision for marginalized groups within the school population that are at risk for exclusion or limited participation;

- iii. the development of explicit plans and intervention programmes for the inclusion of identified at-risk groups within every aspect of the curriculum and life of the school; and effective measures for accountability and programme evaluation.

8.8.2 Funding for students in Private Special Education Institutions. The Ministry of Education will continue to provide specific funding to private special schools, appropriately registered and approved by the relevant authorities, to support students identified as having special educational needs and who are enrolled in special educational programmes at these institutions. These private institutions will be monitored by officers of the Student Support Services Division to ensure that the special needs of students are adequately catered for and that programme delivery meet the standards required of all special schools.

8.9 Provision for School Management:

8.9.1 School administrators have a responsibility for promoting positive attitudes throughout the school community and in arranging for effective collaboration and operation between class teachers and support staff. Appropriate arrangements for support and the specific roles to be performed by various partners in the educational process shall be negotiated through dialogue and consultation.

8.9.2 School administrators shall develop flexible management procedures, to

- i. redeploy instructional resources;
- ii. diversify learning options;
- iii. mobilize peer-assistance and support;
- iv. offer specific and targeted support to learners experiencing difficulties; and
- v. develop positive communication linkages with parents and with the wider community.

8.9.3 Every school shall be a community collectively accountable for the success or failure of every learner.

8.10 Provision for Internal and External Support Services. An effective support system is essential if schools are to give every learner the opportunity to become a successful learner. “Support” includes everything that enables learners to learn. The most important forms of support are available to every school: learners supporting learners; teachers supporting teacher; parents becoming partners in the education of their children and communities supporting their local schools. Other

formal types of support include teachers working collaboratively with specialists (e.g. special education consultants, educational psychologists, speech and occupational therapists etc.), access to resource centers, and consultation with professionals from other sectors. These forms of support must be coordinated at the school district level.

- 8.11 Provision for Parent Partnership.** The education of children is a shared responsibility of parents and professionals. Both parents and teachers may need support and encouragement in learning to work together as equal partners. A cooperative, supportive partnership between school administrators, support staff, teachers and parents shall be developed in which parents are regarded as active partners in decision-making process. Parents shall be encouraged to participate in educational activities as well as in the supervision and support of their children's learning
- 8.12 Provision for Physical Access and Learning Environment.** Where the existing physical environment poses barriers to learning and participation, simple but adequate accommodations may be made to ensure access; this may involve the construction of ramps, the installation of support rails, the widening of doorways, modification to the internal classroom arrangements. Particular attention to the improvement of the physical environment of all schools, such as the design of the building, the availability of water, electricity and toilet/sewerage facilities, and other basic amenities, will maximize participation and ensure that students benefit optimally from the range of learning opportunities available to them.
- 8.13 Provision for Non-Formal Education.** Alternative/ Special service delivery systems to complement formal education shall include but not be limited to, community-based, home-based, hospital-based, and other non-school-based programmes and services for learners with special needs. Radio, television, video, print and other media will support distance education programmes and approaches which shall be utilized to provide educational intervention services for those unable to avail themselves of institution-based programs and services.
- 8.14 Provision for Access to Public Transport Facilities.** The Student Support Services Division, in coordination with the Schools Supervision Division shall develop a programme to assist marginalized persons with disabilities to increase access in the use of public transport services. Such assistance may be in the form of subsidized transportation fare. Provisions shall also be made for increasing physical access to such facilities via collaboration with the relevant authorities and social services. This may involve upgrading and modification of vehicles, transportation hubs and facilities, the implementation of policies regarding reserved seating/parking for persons with disabilities, and the development of other such measures in response to identified needs. As duty-bearers of the implementation of the inclusive education policy, the Ministry of Education, via its various Divisions, Units and Departments, shall serve as advocates for students and parents with regard to the provision of such services.

9. Roles / Responsibilities:

- 9.1 The Student Support Services Division (SSSD), in collaboration with the Ministry of Social Development and the Ministry of Finance is responsible for:
- 9.1.1 proposing the allocation of funding for the development of nation-wide services and initiatives (e.g., professional development, training/workshops, private special schools, the upgrade and modification of public facilities, etc.) on the basis of needs/priorities for inclusive education and for those identified through assessment procedures and serviced via the development of individualized educational programmes;
 - 9.1.2 developing a system of organization and administration for inclusive education that would facilitate the achievement of common educational goals by all students with or without disabilities.
 - 9.1.3 providing strategic oversight/supervision and management of inclusive education services nationwide.
 - 9.1.4 providing the necessary technical assistance, support and services for the implementation of this policy.
 - 9.1.5 undertaking continuing research either independently, or in coordination with the Division of Educational Research and Evaluation or in association with accredited organizations to identify and design a comprehensive education programme of delivery for inclusive education. That will improve the acquisition of knowledge and skills by all learners and will empower them to enjoy a better quality of life.
 - 9.1.6 providing assistance to District Supervisors in the implementation of programmes for students with special educational needs.
- 9.2 The Division of Curriculum Development in collaboration with the School Supervision Division, and the officers of Student Support Services Division, is responsible for:
- 9.2.1. establishing general objectives and content common for every student, giving autonomy to schools to enrich and adapt this core curriculum to the individual characteristics of the learner;
 - 9.2.2 providing an extensive and flexible curriculum, balanced in terms of competencies and content, diversifiable and adaptable to the range of individual differences;

- 9.3 The Division of School Supervision through its District Offices is responsible for:
- 9.3.1 promoting this policy in the context of the district, with particular regard to the professional development needs of principals and teachers;
 - 9.3.2 overseeing that students are placed in inclusive schools in accordance with a well-documented placement process which involves consideration of relevant and documented educational data on the student from the current classroom teacher, specialist support staff, the principal of the current school, parents and external agencies;
 - 9.3.3 monitoring the implementation of the provisions, based on the principle of quality inclusive education for all, a quarterly report on such provisions, which shall be submitted to the Office of the Permanent Secretary, through the Office of the Educational Planning Division.
- 9.4 The Human Resources Management Division is mandated to collaborate with pertinent Ministry of Education Offices in the coordination of continuing initiatives for capacity building, professional development and training of school personnel (administrators, teaching and non-teaching and support staff) in the field of inclusive education.
- 9.5 The Distance Education Unit, in coordination with the Student Support Services Division and the Division of Curriculum Development shall develop alternative delivery systems intended for the total human development of those who cannot attend formal education institutions.
- 9.6 The Principals of all schools will be responsible for:
- 9.6.1 promoting this policy in the context of their school;
 - 9.6.2 negotiating with the District Supervisor and the Student Support Services Division support, resources and advisory services that are required to cater appropriately for all students within their school;
 - 9.6.3 notifying District Office if it is believed that the school is unable to provide an appropriate curriculum or to cater for the needs of a student already enrolled or a student requesting enrolment;
 - 9.6.4 overseeing that parents/care-givers of students with special educational needs, and stakeholders in the wider school community are consulted where the establishment of alternative programmes and/or modifications to existing provision are planned, for the implementation of inclusive education..

- 9.7 Teachers will be responsible for:
- 9.7.1 demonstrating their obligation to do what is best for students as they engage in teaching-learning processes that are designed to meet the needs of the learner;
 - 9.7.2 adopting teaching strategies which support the inclusion of a range of students in their classrooms;
 - 9.7.3 reviewing their own level of competence and effectiveness and to seek necessary improvements as part of a continuing process of professional development
 - 9.7.4 promoting the goals and requirements of this policy;
- 9.8 Parents of students will be responsible for:
- 9.8.1 communicating with school administrators/teachers with regards to their children's specific, identified needs/difficulties;
 - 9.8.2 visiting any schools being proposed as suitable for their child before placement is confirmed;
 - 9.8.3 seeking information on the resources and curriculum provisions that are available to support their child in a particular school, and
 - 9.8.4 participation in the personal and educational development of their children by:
 - i. involving the child in activities outside of school that contribute to his/her overall development;
 - ii. participating in school-related decision-making (e.g., collaborating with teachers, administrators and other professionals, to set realistic goals for students);
 - iii. participating in all school-related activities, that contribute the whole school development, (e.g. parent support groups, school communities, school improvement programmes and parent – teachers associations;
 - iv. promoting inclusion at the school and community; and
 - v. serving as their child's primary advocate, providing effective identification and communication/translation of needs between the student and school staff.

10. Implementation

- 10.1 The Student Support Services Division shall be responsible for the administration and implementation of these provisions in coordination with pertinent Divisions, Units, or Departments within the Ministry of Education. An implementation plan for the realization of identified goals and objectives if necessary, will be presented within required timelines.
- 10.2 The Manager of the Student Support Services Division is hereby authorized to organize personnel under his/her Office to intensify the supervision and development efforts for inclusive education at the early childhood, primary and secondary education levels, and to promulgate the necessary procedures and guidelines, in consultation with the relevant Offices and personnel for the implementation of this policy, within 60 days of its approval.
- 11. Monitoring and Evaluation.** The Educational Planning Division, in coordination with the Schools Supervision Division shall monitor the implementation of this policy. Monitoring mechanisms shall be formulated to provide regular and up-to-date information on the progress of its implementation
- 12. Effective Date.** This policy shall commence in School Year 2009-2010 and its implementation shall be limited in the first instance to the Pilot Project of sixteen (16) model inclusive schools (eight (8) ECCE Centres and eight (8) Primary Schools) as identified in the Seamless Education Project of the Ministry of Education. (See Appendix D)
- 13. Review Date.** This policy will be reviewed at the end of every school year or at any earlier time as deemed necessary by the Minister or the Permanent Secretary.

Approved by: _____ Date: _____

_____ Date: _____