



BELIZE

**EDUCATION ACT
CHAPTER 36**

REVISED EDITION 2020

**SHOWING THE SUBSIDIARY LAWS AS AT
31ST DECEMBER, 2020**

This is a revised edition of the Subsidiary Laws, prepared by the Law Revision Commissioner under the authority of the Law Revision Act, Chapter 3 of the Substantive Laws of Belize, Revised Edition 2020.

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CHAPTER 36

EDUCATION ACT (COMMENCEMENT) ORDER

ARRANGEMENT OF PARAGRAPHS

1. Citation.
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CHAPTER 36

EDUCATION ACT (COMMENCEMENT) ORDER

S.I. 65 of 1991.

(section 1)

[1st June, 1991]

1. This Order may be cited as the

Citation.

**EDUCATION ACT (COMMENCEMENT)
ORDER.**

2. In exercise of the powers conferred upon me by section 1(2) of the Education Act, and all other powers thereunto me enabling, I, SAID W. MUSA, Minister responsible for education do hereby appoint the 3rd day of June, 1991 as the day on which the said Act shall come into force.

Commencement.

MADE this 30th day of May, 1991.

(SAID W. MUSA)
*Minister of Foreign Affairs,
Economic Development and Education*

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CHAPTER 36

EDUCATION RULES

(section 42)

[1st August, 2000]

S.I. 92 of 2000.
Act 6 of 1991.
S.I. 87 of 2012.
S.I. 13 of 2016.
S.I. 91 of 2020.
S.I. 123 of 2020.

PART I

Preliminary

1. These Rules may be cited as the

Citation.

EDUCATION RULES.

2. (1) In these Rules, unless the context otherwise requires—

Interpretation.

“academic qualification” in connection with the requirements for licence as a teacher, refers to the educational background of the person in the subject area(s) or curriculum content to be taught, and “professional qualification” refers to studies in relevant areas of the field of education to equip him with the required pedagogical competencies;

“Act” refers to the Education Act;

CAP. 36.

“administrative leave” means the authorised absence of a teacher from duty without loss of pay or benefits, in order to facilitate the investigation of allegations of misconduct against the teacher;

S.I. 87 of 2012.

“agent” means a person or body selected by the party concerned to represent him;

- S.I. 87 of 2012. “appropriate authority” means the respective denominational Central Governing Board or Commission of denominational primary and secondary schools;
- S.I. 87 of 2012. “ATLIB” means the Association of Tertiary Level Institutions of Belize;
- “an attendance” means the attendance of a pupil at school for a session of school;
- “average monthly attendance” means the average of the attendance for all sessions during the month;
- “Belize Junior Achievement Test” or “BJAT” refers to a national examination administered by the Ministry of Education to students at the end of six years of primary education to determine achievement in relation to specific areas of the primary school curriculum;
- “Belize Primary School Examination” or “BPSE” refers to a national examination administered by the Ministry of Education to students at the end of primary education to determine achievement in relation to the primary school curriculum;
- “booklist” refers to the list of textbooks and other learning materials to be used by a specific grade or class and which students are required to have personal copies of;
- S.I. 87 of 2012. “central agencies” means the central arms, units, services or offices of the Ministry responsible for strategic management and development at the national level;
- “Chief Education Officer” means the Public Officer appointed as such under section 4(1) of the Act;
- “child of compulsory school age” means any person who is between five years and fourteen years of age;

“community school” means a school or institution not owned by a specific person, organisation or group of organisations and which is managed by a board composed mainly of representatives of parent(s), school staff and local community organisations;

“Council” means the National Council for Education established under section 7 of the Act;

“CSEC” refers to the Caribbean Secondary Education Certificate offered by the Caribbean Examinations Council (CXC) recognising a level of proficiency in various subjects historically benchmarked with secondary level education;

“CXC” refers to the Caribbean Examinations Council system of examinations designed to test students attainment in specific subjects or subject areas at the secondary and sixth form levels of schooling;

“denomination” refers to religious denomination;

“District Education Council” means a District Education Council appointed by the Minister under section 3(3) of the Act; S.I. 87 of 2012.

“education region” means a region of the country under the jurisdiction of a single Regional Education Council as determined by the Chief Education Officer;

“exceptional populations” means children who are educationally underserved, socio-economically disadvantaged, or have special needs; S.I. 87 of 2012.

“formal education” means mainstream education or the normal process and established progression of education from early childhood to tertiary level for the general population of the specified age range;

“government-aided school” means a school in receipt of a grant-in-aid from the Government in accordance with the provisions of the Act;

“licence” as it refers to a school, means a document issued by the Chief Education Officer authorising the operation of the school;

“licence” as it refers to a teacher, means a document issued by the Chief Education Officer, that authorises a person to be employed as a teacher;

“Manager, Managing Authority or Board of Governors or Trustees” means a person or committee appointed in accordance with section 14 of the Act;

“material” in relation to educational material refers to any form of material, including printed, audio, video, electronic or multimedia;

“Minister” means the Minister responsible for education and “Ministry” shall be construed accordingly;

“non-coeducational”, in relation to a school or college, means a school, college or other educational institution in which all students are of same gender;

“Ordinary or ‘O’ Level” in relation to an examinations system such as the CXC refers to a level of proficiency in a subject area historically benchmarked with secondary education and “Advanced, or ‘A’ Levels” refers to a level of proficiency historically benchmarked with sixth form education;

“parent(s)”, in relation to any child, includes a guardian(s) or any person who has actual custody of the child;

“partners”, in education refer to churches, communities, community organisations and other non-governmental organisations who participate in the delivery of educational

services through the establishment and management of schools or through other forms of involvement in and support of education;

“post-secondary institution” or “tertiary institution” refers to educational institutions whose normal matriculation requirements include completion of secondary schools or institutions;

“pre-school” means an educational institution or programme for children between the ages of three years and five years;

“prescribed” means determined by Rules made under the Act;

“primary school” means a school recognised by the Ministry of Education as providing instruction and training suited to the ages, abilities and aptitudes of children between the ages of five years and fourteen years;

“principal” means, in relation to any school, the teacher in charge of the school;

“Private school” means a school which is neither a Ministry of Education nor a government-aided school;

“professional staff” refers to personnel directly responsible for the academic and personal development of students, including counsellors, advisors, chaplains and sports coaches;

“proprietor” means—

- (a) in relation to a school, the person or body of persons responsible for the management of the school; and
- (b) in relation to an application for a licence to operate a school, the person or body of persons proposing to be responsible for the management of such schools;

“pupil” refers to a child duly enrolled in a pre-school centre or primary school;

“recognised” in relation to a school means a school offering mainstream education and which in accordance with these Rules must apply for and obtain a licence to operate;

“Regional Council” means a Regional Education Council;

“registered student” means in relation to any school, a student recorded as such in the register kept in accordance with Rules made under the Act, but does not include any child who has been withdrawn from the school;

“school” or “educational institution” means an institution that provides pre-school, primary, secondary or tertiary education or other educational programmes;

“school attendance officer” means a person appointed under section 35 of the Act;

“school day” means the opening of school for a day to include prescribed hours of instruction;

“school year” means a period prescribed or approved as such under the Act or regulations made thereunder;

“secondary school” means a school recognised by the Ministry of Education as providing education and training suited to the ages, abilities and aptitudes of students between the ages of twelve years and eighteen years;

“student” refers to a child duly enrolled in a secondary school or institution; where the term is not used with specific reference to a secondary school or institution, it shall be applied generically across the levels;

“teacher” means a person appointed by the manager or Managing Authority of a school for the purpose of instructing students;

“term” means a period during the school year as prescribed or approved under the Act or Rules or regulations made thereunder;

“TVET” means a system of technical and vocational education and training which offers pre-vocational and vocational programmes for the development of technical, vocational and entrepreneurial skills at secondary and post-secondary levels;

S.I. 87 of 2012.

“walking distance” means, in relation to a child who has not attained the age of eight years, two miles; and in the case of a child eight years and above, three miles, measured by the nearest available route.

(2) A word or a phrase used but not defined herein shall have the corresponding meaning attached to it in the Act if it is defined therein.

PART II

Ministry of Education

3. The Ministry of Education shall in consultation with partners in education develop and update on a regular basis a Handbook of Policies and Procedures for School Services describing, among other things—

Handbook of Policies and Procedures for School Services.

- (a) the organisation of the formal and non-formal systems of education, showing the levels of education and types of educational institutions;

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- (b) the organisational structure of the Ministry of Education and system of school management;
- (c) Rules of Procedure for Boards of Management and Management Committee;
- (d) a calendar of the principal national education activities;
- (e) the Act and amendments to the Act;
- (f) these Rules, any amendments thereto and the procedures for additions or deletions to these Rules;
- CAP. 42. (g) the School Teachers' Pensions Act and other related regulations;
- (h) Ministry of Education and other government circulars and notifications of regulations relating to policies and procedures for the conduct of schooling in Belize;
- (i) the national goals of education and the national curriculum for early childhood, primary and secondary education, including any related policies, e.g., language policy;
- (j) the system of examinations and other measures for the assessment and evaluation of student achievement;
- (k) professional requirements for licensing and retention of licence as a teacher;
- (l) the classification scheme for teachers, related salary scales and allowances;

- (m) the staffing schedule for Ministry of Education and government-aided schools;
- (n) policies related to duty and conditions of service as these are developed;
- (o) the system and policies for the training and professional advancement of teachers; and
- (p) policies for the construction and maintenance of school buildings, guidelines and regulations for school safety and emergency plans.

4.-(1) Pursuant to section 6 of the Act, the Annual Report of the Chief Education Officer shall include a review of—

Annual Report.
S.I. 87 of 2012.

- (a) management and delivery of educational services at all levels of education including statistics on the number and location of schools, student enrolment and attendance data and staffing;
- (b) developments related to access to schools including availability of school places and school transportation routes;
- (c) developments relating to the delivery of education including curriculum innovation, teacher training, textbooks and other matters affecting educational quality;
- (d) student performance on national and regional examinations, school assessment, indicators of school improvement and other performance indicators of the delivery of quality education;
- (e) developments and progress in areas specific to exceptional populations, and to exceptional

needs in the area of literacy and English language learning;

- (f) ongoing projects and new projects implemented; and
- (g) developments in, and challenges influencing, the management of the education system including assessments of where greater efficiency and effectiveness can be gained.

S.I. 87 of 2012.

(2) *Repealed.*

General
functions of the
Chief Education
Officer.
S.I. 87 of 2012.

5. The Chief Education Officer, under the direction of the Minister, may in discharging the functions of the Ministry pursuant to section 3 of the Act and in consultation and collaboration with partners in education, manage the education system including—

- (a) formulating recommendations of goals, strategies and long-term plans for improving access, quality, and cost-effective delivery of schooling at all levels of the education system;
- (b) organising the effective delivery of educational services at all levels of the system including the allocation of resources within the Ministry's approved budget, provision and maintenance of adequate facilities, school attendance, school management and student safety;
- (c) determining standards for and monitoring the quality of, education for all students at all levels of the education system;
- (d) ensuring the conduct of triennial inspections of schools and the forwarding of appropriate inspection reports to schools, managing

authorities and other appropriate bodies for information and action;

- (e) overseeing plans and activities for educational quality assurance, including curriculum reform, teacher development and student assessment;
- (f) managing the operations of the Education Department including the preparation of annual plans and budgets, supervision of technical staff, student assistance services at all levels, such as the award of scholarships, bursaries and other financial assistance to students;
- (g) preparing the annual report on the state of education and training and other special reports as are requested by the Minister;
- (h) overseeing the development of proposals and projects for funding from external agencies;
- (i) maintaining communication with the various partners and stakeholders in education; and
- (j) supporting the operations of the Education Council, TVET Council, and the committees of each in the execution of their responsibilities.

6. *Repealed.*

S.I. 87 of 2012.

7. A District Education Council shall—

- (a) on the request of the Chief Education Officer, review all applications by proprietors of schools and institutions in the district for—

Functions of District Education Council.
S.I. 87 of 2012.

- (i) a licence to operate a school;
- (ii) renewal of such licences;
- (iii) application for change in ownership;
or
- (iv) application for change in location of a school and other related factors,

and submit its recommendations to the Chief Education Officer;
- (b) on the request of the Chief Education Officer, make recommendations about the suspension or cancellation of a licence of a school and institution in the district;
- (c) review and make recommendations to the Chief Education Officer for the approval of rules and changes thereto for all government and government-aided schools and institutions in the district;
- (d) review and make recommendations to the Chief Education Officer on fees charged by all schools and institutions in the district;
- (e) review appeals submitted by parents or guardians with respect to decisions and actions by Managing Authorities resulting from decisions and actions of schools or institutions by which parents or guardians are aggrieved and shall submit their findings on such cases with recommendations for action to the Chief Education Officer;
- (f) review annual reports submitted by District Education Managers, other reports of

relevance including reports on national and international examinations and make recommendations for action to the Chief Education Officer and assist in the formulation of plans for the development of education and training in the district to address local needs and in keeping with national policies and priorities;

- (g) provide assistance and information, as requested by the Tribunal, with respect to appeals made by teachers and instructors in accordance with the Act, these Rules and other regulations; and
- (h) consider matters relating to all levels of education in the district and make representation to the Education Council, the TVET Council and to the Minister on any such matters as it considers expedient.

7A. Each District Education Council shall consist of twelve members from the district as follows—

- (a) the District Education Manager who shall be an *ex-officio* member;
- (b) the Principal of a pre-school selected by the Principals of the pre-schools in the district;
- (c) the Principal of a primary school selected by the Principals of the primary schools in the district;
- (d) the Principal of a secondary school selected by the Principals of the secondary schools in the district at a meeting convened for the purpose by the District Education Manager;

Composition of
District
Education
Council.
S.I. 87 of 2012.

- (e) two representatives of Managing Authorities of the primary schools selected by the Managing Authorities of the primary schools in the district;
- (f) a representative of the Managing Authorities of secondary schools selected by the Managing Authorities of secondary schools in the district;
- (g) a local representative of ATLIB, selected by ATLIB;
- (h) a representative of the district branch of the teachers' union having the widest membership, selected by that union;
- (i) two representatives of the community-at-large of the district, recommended by the District Education Manager after consultation with the Chief Education Officer; and
- (j) a representative of the Managing Authority of the TVET institution in the district.

Officers of the District Education Council.
S.I. 87 of 2012.

7B.-(1) There shall be a Chairman, Vice-Chairman and Secretary of the District Education Council.

(2) The Chairman and the Vice-Chairman shall be elected by members of the District Education Council from its membership at the first meeting of the Council.

(3) The District Education Manager shall act as Secretary to the District Education Council, *ex-officio*, with the right to vote.

Term of office for the District Education Council.
S.I. 87 of 2012.

7C.-(1) The term of office of the members of the District Education Council, other than *ex-officio* members, shall be for three years from the date of appointment but members shall be eligible for reappointment,

provided that a member shall not serve for more than two consecutive terms.

(2) A normal term of office shall begin on January 1.

(3) The Chairman may at any time resign his office by giving the Minister written notification of his resignation.

(4) A member of the District Education Council may resign his office by giving at least two weeks' written notice to the Minister, through the Chairman, of his resignation, but the Minister may waive the required period of notice.

(5) The Minister, on the recommendation of the District Education Council through the Chairman, may terminate the appointment of a member who—

- (a) is disruptive to the work of the District Education Council;
- (b) is incapable of carrying out the work of the District Education Council;
- (c) violates required confidentiality of District Education Council matters;
- (d) is absent from three consecutive meetings of the District Education Council without sufficient cause in the opinion of the District Education Council;
- (e) no longer shows interest in the affairs of the District Education Council; and
- (f) acts contrary to the interests of the District Education Council.

(6) A person shall cease to be a member of the District Education Council if he no longer holds the post based on which he was nominated to the District Education Council.

(7) Any vacancy on the District Education Council shall be filled by a replacement from the same category of persons as the former member and such a replacement shall be for the rest of the unexpired term of the person replaced.

Meetings of the District Education Council.
S.I. 87 of 2012.

7D.-(1) The District Education Council shall hold at least four meetings in every school year, one meeting being in July or August and one in each term of the school year.

(2) The Secretary to the District Education Council shall give notice of every meeting and shall circulate the agenda of the meeting and minutes of the previous meeting not less than seven days prior to the date of such meeting,

provided that this shall not apply to special meetings.

(3) The Chairman shall preside over all meetings of the District Education Council which he attends and in his absence the Vice-Chairman shall preside. When both the Chairman and the Vice-Chairman are absent or unable to preside the members present shall choose a person from among the membership other than the Secretary, to act as Chairman.

(4) Seven members of the District Education Council shall constitute a quorum at any meeting.

(5) No business shall be conducted at any meeting of the District Education Council unless a quorum is present.

(6) Decisions of the District Education Council at meetings shall be taken by a simple majority of members present and voting.

(7) No act or proceeding of the District Education Council or of any committee of the Council shall be invalidated on

account of any vacancy among the members of the District Education Council or such committee.

7E.-(1) The Chairman may, at any time, summon a special meeting of the District Education Council and must call such a meeting within fourteen days if he receives—

Special meetings of the District Education Council.
S.I. 87 of 2012.

- (a) a request for that purpose addressed to him in writing and signed by five members of the District Education Council; or
- (b) a directive to that effect addressed to him in writing by the Chief Education Officer.

(2) A request for a special meeting shall state the specific purpose for which the meeting is required to be summoned and that meeting shall consider only the specific purpose for which it was summoned.

7F.-(1) The Secretary to the District Education Council shall keep minutes of each meeting which minutes shall be put to the membership for confirmation at the next regular meeting of the District Education Council.

Minutes of the District Education Council.
S.I. 87 of 2012.

(2) A copy of the confirmed minutes of each meeting shall be forwarded to the Chief Education Officer within two weeks of the meeting at which the minutes were confirmed.

(3) The District Education Council shall maintain records of its proceedings.

7G.-(1) The District Education Council shall appoint the following standing committees to execute the specific responsibilities assigned under these Rules—

Standing or *ad hoc* Committees of the District Education Council.
S.I. 87 of 2012.

- (a) a Pre-school and Primary School Services Committee to oversee matters related to the establishment, management and operations of

schools, and the licensing and employment of teachers in pre-school and primary schools;

- (b) a Secondary School Services Committee to oversee matters related to the establishment, management and operations of schools, and the licensing and employment of teachers in secondary schools;
- (c) an Exceptional Populations and Student Welfare Committee to consider matters relating to the wellbeing of students, including admission and attendance of students, problems of non-participation, student assistance programmes, and the school-community relationship; and
- (d) a Standards and Quality Committee to monitor the performance and quality of schools, curriculum and textbooks, teacher development, student performance in examinations, the adequacy of school facilities, and to review and make recommendations based on school inspection reports.

(2) The District Education Council may appoint such *ad hoc* committees to execute specific responsibilities as the need may arise from time to time.

(3) Each standing or *ad hoc* committee shall include members appointed by the District Education Council from among its members, but the District Education Council may also appoint persons to standing or *ad hoc* committees who are not members of the District Education Council but who have specific expertise pertaining to the portfolio of the committee.

(4) A committee appointed under this rule sharing a mandate with another committee shall work together in the best interests of and toward the objectives shared by the committee.

(5) The Chairman of any standing or *ad hoc* committee formed by the District Education Council shall be a member of the District Education Council and shall be appointed by the District Education Council.

(6) The District Education Council shall decide on the terms of office, powers and functions of every standing or *ad hoc* committee it appoints.

(7) Decisions of standing or *ad hoc* committees shall be taken by a simple majority of members present and voting.

8.-(1) The Ministry of Education shall establish and maintain a District Education Centre in each district.

District
Education
Centre.
S.I. 87 of 2012.

(2) The District Education Centre shall act as the secretariat for the District Education Council.

(3) District Education Centres shall house the administrative offices of the Ministry for the district and shall serve as the centre for managing, monitoring, supervising, promoting and implementing educational development in the district and shall be organised so as to facilitate the efficient and coordinated supervision of schools and the promotion of delivery of quality educational services in the district.

8A.-(1) Every District Education Centre shall be headed by a District Education Manager and be supported by other administrative, technical and support staff as may be determined from time to time by the Chief Education Officer.

Functions of
District
Education
Centre.
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(2) The District Education Manager shall have overall responsibility for the development, implementation and monitoring of an education development plan for the district in

collaboration with the District Education Council and with the support of central agencies.

(3) The District Education Centre shall, under the supervision and monitoring of the District Education Manager, provide services and perform functions which include—

- (a) identifying district education sector needs and developing a coordinated, prioritised district level sector plan and implementation strategy in accordance with broader national education sector goals and include—
 - (i) in collaboration with central agencies, accessing and analysing district education sector data to inform the development of the district education sector plan;
 - (ii) ensuring the co-ordination of district plans and schedules with central agencies of the Ministry in order to optimise the use of district and central resources;
 - (iii) ensuring that the district education sector plan is based on achievable, prioritised goals that are aligned with budgetary priorities and constraints of the Ministry;
- (b) planning and conducting regular school supervision to guide, support, and monitor school improvement and development guided by agreed standards for school quality and student achievement;

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- (c) undertake the following activities–
- (i) regular school supervision to support and monitor school improvement and development by providing guidance and support for the development and conduct of school self-assessment, and the development and implementation of school improvement plans;
 - (ii) monitoring and providing support and feedback to managements, schools and teachers by identifying areas of weakness in quality of teaching including curriculum delivery, classroom practices and assessment;
 - (iii) monitoring and providing support and feedback to managements and administrators on the effectiveness of school leadership by identifying areas of weakness in the quality of management and administration of the school, the school organisation, infrastructure, and effective use of resources;
 - (iv) identifying professional development needs of school leaders and teachers;
- (d) serving as a teacher resource center; and
- (e) conducting administration of routine services including–
- (i) gathering of information from schools to inform planning and resourcing needs;

- (ii) managing a local textbook supply at the District Education Center;
- (iii) liaising with the Commission regarding licensing of teachers;
- (iv) liaising with the Chief Education Officer regarding the licensing of schools;
- (v) assisting with the implementation and monitoring of financial assistance or grants to students;
- (vi) assisting with the administration of local and international examinations at the district level;
- (vii) working with appropriate agencies as it relates to national emergencies, national disasters, or emergencies of any other type in respect of co-ordinating a response and informing about the need to use schools and to close schools as the situation may demand;
- (viii) assisting with the organisation and implementation of continuous professional development workshops for teachers;
- (ix) providing representation of the Ministry on school boards and reporting on the proceedings and decisions of the boards to the Chief Education Officer;

- (x) maintaining oversight of effective communication between associations of principals and partners in education with respect to various educational programmes.

PART III

National Council for Education

9.-(1) In carrying out its function of advising the Minister on matters related to education, the Council shall periodically assess—

Matters for the National Council for Education.

- (a) availability of, and access to, the different levels of education including continuing education and special education;
- (b) factors limiting participation in education, including economic and cultural factors;
- (c) the goals of education and the relationships between schooling and the needs of the individual and between education and the development of Belize as a nation;
- (d) quality of schooling at the different levels, including issues of curriculum, textbooks and teacher performance;
- (e) the effectiveness of the management of the education system and of schools; and
- (f) the responsibilities and contribution of parent(s) and the community to education.

(2) *Repealed.*

S.I. 87 of 2012.

PART IIIA

*Standing Committees of the
Councils for Education and Training*

Standing
Committees of
the Councils for
Education and
Training.
S.I. 87 of 2012.

9A.-(1) The Council and the TVET Council shall establish the following standing committees or such other standing committees as may be appropriate to carry out the work of the Council—

- (a) a Committee for Adult and Continuing Education and Training to consider and advise on the goals and strategies for improving the standard and level of literacy and continuing education and training needs in the adult population;
- (b) a Committee for School Services to consider and advise on matters relating to availability and access to early childhood education, special education, primary education, secondary education and technical vocational education and regarding matters relating to the establishment and management of such schools and institutions deemed necessary for the delivery of the required programmes;
- (c) a Committee for Exceptional Populations and Student Welfare to focus on matters relating to the development, implementation, availability, and access to appropriate educational programming for exceptional populations; and to consider and advise on issues relating to protection of students, parental responsibilities, problems of nonparticipation, health and wellbeing of students, textbook loan schemes, support programmes to promote student success and

retention in schools and other student support schemes;

- (d) a Committee for Higher Education to consider and advise on matters relating to the availability and access to higher, professional, and technical education, and on matters relating to the establishment of tertiary level institutions; and
- (e) a Committee for Relevance and Quality to consider and advise on matters relating to relevance and quality of early childhood education, primary education, secondary education and technical vocational education and training, including—
 - (i) the national goals of education and the curricula;
 - (ii) standards;
 - (iii) standards of achievement and school performance targets;
 - (iv) quality and availability of textbooks and other educational and training materials;
 - (v) national and international examinations; and
 - (vi) adequacy of facilities and equipment.

(2) A standing committee shall include members from the Council and the TVET Council, as the case may be, to form a joint committee, and may also include persons who are not members of either council but who have specific expertise in the portfolio of the committee.

(3) A standing committee formed by the Council shall have a Co-Chairperson appointed by the Council and the TVET Council, respectively, from among the members of each Council.

(4) The Councils shall jointly decide on the terms of office, powers and functions of every standing committee appointed.

(5) A decision of a standing committee shall be taken by a simple majority of members present and voting.

PART IIIB

Belize Teaching Service Commission

Selection of representatives of parents to Commission. S.I. 87 of 2012.

9B.-(1) Pursuant to section 15(3), (4) and (5) of the Act, and prior to the date of the special meeting convened pursuant to section 15(6) of the Act, the appropriate authority shall nominate one person, from each education region, to be a parent representative on the Commission.

(2) The appropriate authority shall ensure that denominational primary and denominational secondary schools are given the opportunity to nominate qualified persons from denominational primary and denominational secondary schools from which nominations pursuant to subrule (1) may be made.

(3) Where a nomination is made under subrule (2), the denominational primary school or denominational secondary school, as the case may be, shall submit to the appropriate authority proof of election to office of the nominated person, in accordance with section 15(2)(b)(viii) and (5) of the Act.

(4) The appropriate authority shall immediately after the nominations are made, inform the Ministry of the persons nominated under subrule (1) and shall provide proof of election

to office of those persons so nominated, in accordance with section 15(2)(b)(viii) and (5) of the Act.

(5) Where the Ministry convenes a special meeting in accordance with section 15(6) of the Act, for the purpose of selection of representatives of parents under section 15(2)(b)(viii) of the Act, the nominees shall elect from amongst themselves the person from each education region to represent parents on the Commission.

PART IV

Management of Schools

SUBPART A

Ownership and Licensing of Schools

10.-(1) The formal process of education shall be organised into four levels as follows—

The system of schooling.

- (a) Early Childhood Education: providing educational experiences for early childhood socio-emotional, psychomotor and cognitive development for children between the ages of three years and five years;
- (b) Primary Education: providing instruction for children generally between the ages of five years and fourteen years of age focused on the attainment of functional literacy and numeracy and the acquisition of such other basic knowledge, competencies, attitudes and values required for personal growth and to function effectively in society;

- (c) Secondary Education: providing instruction for students generally between the ages of twelve years and eighteen years of age focused on the acquisition of knowledge, competencies and attitudes at a pre-employment level, involving instruction in various subject areas at the level of CXC CSEC or at similar levels of other examining bodies; and
- (d) Tertiary Level Education: providing in-depth academic pursuit or professional studies in specialised fields and which require completion of secondary education for matriculation.

(2) The Minister, in consultation with the Council and with partners in education, may modify the whole or a part of the education system nationally or in a specific region of the country.

(3) Schools shall be and are hereby categorised based on the level and/or type of education offered. Current categories of schools in the formal system of education are–

- (a) Pre-school Centres: are schools providing one to two years of early childhood education;
- (b) Primary Schools: are schools providing basic education normally organised as eight years of schooling;
- (c) Secondary Schools: are schools providing general secondary education normally organised as four years of schooling and whose matriculation requirements include the completion of primary education;

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- (d) Vocational Training Institutions: are institutions providing basic terminal vocational training in specific trades or employment areas to post-primary students;
- (e) Sixth Forms: are tertiary level institutions providing two years of study whose instruction in the various subject areas is geared specifically to preparing students to sit advanced proficiency or “A” level examinations;
- (f) Junior Colleges: are tertiary level schools providing two years of studies leading to the award of the Associate Degree. The curriculum may include preparing students to sit advanced proficiency or “A” level examinations as part of a wider range of studies;
- (g) Technical and Professional Institutions: are tertiary level institutions providing two to three years of technical or professional studies whose programme of studies prepares students to engage in a profession at the technician level; and
- (h) Universities: are tertiary level institutions providing general and/or technical or professional studies whose programme of studies leads to the award of a Bachelor Degree or higher and whose matriculation requirements include the completion of secondary education or higher.

(4) Schools shall be and are hereby also categorised according to status with respect to grant-in-aid from the Government. The following are categories of schools based on this criterion—

- (a) Private Schools: are schools which do not receive grant-in-aid from the Government, regardless of type of proprietorship;
- (b) Grant-aided Schools: are government-aided schools which receive full grant-in-aid from the Government in accordance with the formula and conditions for grant-in-aid applicable at the time for the particular type of school;
- (c) Specially-assisted Schools: are government-aided schools which do not have full grant-aided status but which receive grant-in-aid from the Government through the Ministry of Education under a special agreement with the Minister.

(5) Schools shall be and are hereby also categorised based on proprietorship. The following are categories of schools based on this criterion—

- (a) Denominational Schools: are schools which are owned by a religious denomination or group of denominations;
- (b) Community Schools: are schools which are not owned by any specific individual, group of individuals or organisations and which are managed by a Board composed of representatives of stakeholders and broad community interests;

- (c) Privately-owned Schools: are schools which are owned by individuals or organisations other than officially registered religious denominations; and
- (d) Ministry of Education Schools: are schools which are owned and fully funded by the Ministry of Education and whose staff are employees of the Ministry of Education.

(6) Home schooling of children of compulsory school age may be allowed where the parents satisfy the Chief Education Officer that there is good reason to so do and that the parents possess the competence and the capacity or will make the necessary provision for the proper education of the child.

(7) A detailed description of the education system and the categories of schools shall be maintained in the Handbook of Policies and Procedures for School Services. New categories of schools shall be added as these become recognised.

11.-(1) Any person or body of persons wishing to operate a pre-school centre, primary school or secondary level educational institution shall apply for a licence to the Chief Education Officer at least sixteen months prior to the proposed opening of the school.

Licence to
operate a school.

(2) The application referred to in subrule (1) shall be made on the form prescribed for this purpose. A copy of the form shall be included in the Handbook of Policies and Procedures for School Services.

(3) Within three months after these Rules come into force the Managing Authorities of all such schools and educational institutions already in operation shall apply for a licence to operate such schools,

provided that—

- (a) where such a school or institution is already approved or recognised by the Ministry, the Chief Education Officer shall automatically grant a licence; or
- (b) where such a school or institution is not yet approved or recognised by the Ministry, the Chief Education Officer shall issue a temporary licence while processing the application for a licence to operate the school.

(4) Subject to subrule (3), the Chief Education Officer shall require any school found to be operating without a valid licence to cease operations within a month or as soon as possible thereafter as he deems expedient.

Conditions of
licence.

12.-(1) The application for a licence to operate a school or other educational institution constitutes an agreement by the proprietor of the school to comply with the provisions of the Act, with the provisions of Rules made thereunder, and with directives from the Ministry of Education,

provided that where a proprietor is unable to temporarily comply with one or more provision of such Rules or directives, he may apply to the Chief Education Officer for a delay in compliance. The Chief Education Officer may grant such a delay where he is satisfied that the situation justifies such delay and that efforts are underway to ensure compliance in the shortest time possible.

(2) A licence to operate a school or institution shall be valid unless revoked by the Chief Education Officer.

(3) Any change in the particulars submitted on the application for a licence to operate a school or other educational institution, including ownership, location of the school and level and type of school shall require the prior written approval of the Chief Education Officer.

(4) A licence to operate a school does not constitute an agreement for grant-in-aid to the school by the Ministry of Education.

13.-(1) Upon receipt of an application under rule 11 for a licence to operate a school or other educational institution, the Chief Education Officer shall refer the application to the appropriate Regional Education Council for its recommendations with specific reference to the suitability of plans and for the verification of particulars contained in the application including—

Requirements for a licence.

- (a) provisions made for management and staffing of the school or other educational institution;
- (b) provisions made for the physical facilities and grounds of the school or institution;
- (c) the appropriateness of the location and environment of the school or institution's site;
- (d) the mission, goals, admission policies, programme of studies, academic requirements and other matters relating to its plan for the education of its students;
- (e) capability of the proprietor to finance and to sustain operation of the school or institution; and
- (f) the moral and legal suitability of the proprietor and Managing Authority to own and manage such a school or institution.

(2) The Chief Education Officer may, in writing, direct the applicant to furnish, within such period as may be specified in the directive, such additional information or documents as may be required to enable him to process the application. If the applicant fails to comply with such request within the time

specified in the directive the Chief Education Officer may refuse the application and inform the applicant accordingly.

Approval or withholding of licence.

14.-(1) Where the Chief Education Officer is satisfied that the particulars of and plans for the school or institution meet the requirements for the operation of such a school or institution, he shall issue a licence to operate the school or institution and shall add the school or institution to the Register of Schools.

(2) Where the Chief Education Officer is not satisfied that the particulars of and plans for the school or institution meet the requirements for the operation of a school or institution, he shall notify the applicant, in writing, of the specific deficiencies, inviting the applicant to rectify the deficiencies within a specified period.

(3) If, upon receipt of notification in accordance with subrule (2), the applicant rectifies the deficiencies and otherwise complies with the requirements to the satisfaction of the Chief Education Officer, the Chief Education Officer shall, with the concurrence of the Council, issue a licence to the proprietor to operate the school or institution and shall add the school or institution, to the Register of Schools.

(4) Where the applicant is unable to rectify the deficiency or to otherwise comply with the requirements to the satisfaction of the Chief Education Officer, the Chief Education Officer shall refuse to issue a licence to operate the school or institution and shall inform the proprietor accordingly.

Change in ownership, etc.

15.-(1) The proprietor of a school or other educational institution wishing to transfer ownership, to relocate, to make changes in the level or type of institution or to modify any particular information on the basis of which the application for a licence to operate the school or institution was approved shall apply to the Chief Education Officer on the form prescribed for this purpose for approval of the proposed change. A copy of the form shall be included in the Handbook of Policies and Procedures for School Services.

(2) Upon receipt of an application made under subrule (1), the Chief Education Officer shall make a determination whether to approve or disallow the change requested and shall inform the proprietor in writing of the decision and of the grounds for the decision, if he refuses to allow the change.

(3) Where the proprietor of a school or institution intends to discontinue operation of the school or institution, he shall apply for a termination of licence on the form prescribed for this purpose no less than six months in advance of the date of closure and the Chief Education Officer shall grant such a request. A copy of the prescribed form shall be included in the Handbook of Policies and Procedures for School Services.

(4) If the Chief Education Officer finds that the proprietor is acting irresponsibly in closing a school or institution he may on future applications refuse to grant a licence to said proprietor to operate a school or institution.

16. Where a person making an application for a licence to operate a school or other educational institution, a renewal of such a licence, a change in ownership or other matters relating to such a licence to operate a school of institution makes any statement therein which is false in a material particular, then if the falsehood is discovered before the issue of the licence, his application shall be disallowed and if it is discovered after the issue, the licence so granted shall be revoked,

Penalty for false declaration.

provided that the Chief Education Officer shall give the applicant an opportunity to explain why the application contained a statement which was false in a material particular.

17.-(1) The Chief Education Officer may suspend or cancel a licence on any of the following grounds—

Suspension, cancellation or termination of licence to operate a school or an institution.

- (a) the proprietor of the school or institution fails to operate the school or other educational institution in accordance with the Act or with these Rules; or

- (b) the proprietor is convicted of any criminal offence which is, in the opinion of the Chief Education Officer, likely to interfere with the operation of the school or institution; or
- (c) the proprietor fails to comply with a directive from the Ministry of Education to rectify deficiencies in the standards and provisions made for the operation of the school or institution, which in the opinion of the Chief Education Officer, poses harm to students or staff or seriously impairs the achievement of standards for the level of education; or
- (d) the school or institution has ceased to function.

(2) Where the Chief Education Officer intends to suspend or to cancel a licence under subrule (1), he shall so inform the proprietor and require the school to cease operating on or before the date the suspension or cancellation becomes effective; provided that in any case where the Chief Education Officer intends to suspend or cancel such a licence, he shall give the proprietor an opportunity to show cause why such licence should not be suspended or cancelled.

Appeal of refusal
of a licence, etc.

18.-(1) Any person who is aggrieved by the refusal of the Chief Education Officer to issue a licence to operate a school, or by the suspension or cancellation of a licence granted under these Rules may, within thirty days of receipt of notification of such refusal, suspension or cancellation, make an appeal to the Arbitration Panel through the Council on the form prescribed for such a purpose. A copy of the prescribed form shall be included in the Handbook of Policies and Procedures for School Services.

(2) The Council shall, within seven days of the filing of an appeal, refer the matter to the Arbitration Panel, for its determination on the matter. Such determination shall be made within thirty days of receipt of said appeal.

(3) A fee to be determined by the Council shall be payable by the appellant prior to consideration of the case.

19. Any person who—

Offences and penalties.

- (a) operates a school or other educational institution when there is not in force a licence granted to him by the Chief Education Officer to operate such a school;
- (b) uses or displays the word “registered” or “licensed” along with the name, title or description of any institution or school purporting to be a school or an educational institution when there is not in force a licence granted to him by the Chief Education Officer to operate such a school or an educational institution;
- (c) having been granted a licence to operate a school, uses its premises otherwise than in accordance with the terms and conditions of such a licence;
- (d) fraudulently procures or attempts to procure a licence to operate a school;
- (e) forges or falsifies any records, register or other book required to be maintained under these Rules or the Act; or
- (f) obstructs, prevents or otherwise hinders the entry into any school or other educational institution by the Chief Education Officer or any person duly authorised by him in writing to carry out any examination, inspection, scrutiny or check therein, or otherwise hinders any such officer in the performance of his duties under these Rules,

commits an offence and is liable on summary conviction to a fine of between five hundred dollars (\$500.00) and one thousand dollars (\$1,000) or to imprisonment for a period not exceeding six months.

SUBPART B

Facilities and Health Conditions

Site of school.

20. The site and location of any school or other educational institution which is proposed to be established shall—

- (a) be reasonably safe from natural, industrial and public hazards;
- (b) be reasonably accessible as appropriate to the type of schools or institutions; and
- (c) be in an environment conducive to the operation of the school or sufficiently removed from businesses and other operations which may be considered unacceptable to schooling and/or training.

Construction of school buildings and teachers' houses.

21-(1) No building for a school or an educational institution or teacher's house shall be erected and no addition or major alterations to any such existing building shall be made without proper building plans which are prepared by persons certified or with the proven experience to prepare such plans and which are approved by the municipal authorities where so required.

(2) Building plans shall take into account building standards and requirements against natural hazards, safety, the general comfort of the students and classroom design suitable for teaching and other educational activities.

(3) Construction shall be supervised by a person qualified to do so to ensure that plans and specifications are being adhered to.

(4) Whenever a building is completed, the Managing Authority shall submit a statement to the Chief Education Officer, accompanied where possible by a certificate from the individual or company responsible for the construction, testifying that the building was constructed according to the plans and specifications; is considered safe for occupancy as a school or an educational institution, and accepting liability for any harm arising from faulty planning and/ or construction for a period to be specified in such certificate and approved by the Chief Education Officer.

(5) Subject to subrule (4), classes shall not be conducted in any such building unless and until the Chief Education Officer has received such a statement from the Managing Authority.

22.-(1) Where a school or other educational institution is to be established in an existing building the Managing Authority shall submit to the Chief Education Officer a statement testifying that the building is safe and appropriate for occupancy as a school or an educational institution, and accepting liability for any harm arising from use of the building.

Schools in existing buildings.

(2) The District Education Officer may approve the temporary use of an existing building for purposes of conducting classes. Such use shall not extend beyond one school year.

23. The following and any other requirements which the Chief Education Officer may from time to time direct in writing, shall be complied with—

Requirements for all school buildings and grounds.

- (a) in every school or other educational institution there shall be a minimum floor space of fifteen square feet per student on roll;

- (b) the grounds adjoining a school or institution building shall be properly landscaped and shall be sufficient in area, safe and otherwise suitable for purposes of recreation for the number of pupils or students on roll;
- (c) there shall be an adequate and safe supply of drinking water with suitable arrangements for its use by the teachers, pupils or students;
- (d) toilet facilities shall be adequate and sanitary with separate facilities for boys and girls in institutions that are co-educational. Similar provisions shall also be made for staff;
- (e) school furniture and facilities, including desks, chairs and tables for pupils or students, shall be of a design and standard adequate for use by children of the age group and shall be sufficient in number for the pupils or students on roll;
- (f) schools are encouraged to provide barrier free classrooms and ramp access where possible for the handicapped.

Maintenance of school buildings, etc.

24. School or institution buildings, classrooms, furniture, laboratories, workshops, toilets and other facilities, and teacher's house shall be maintained on a regular basis and kept in an adequate state of repairs.

School Safety.

25.-(1) Areas posing a danger shall be out of bounds to children, unless properly supervised.

(2) Appliances and equipment shall be properly installed and maintained so as not to pose danger to students.

(3) All exits shall be clearly designated and shall be accessible at all times.

(4) The building and grounds shall be free of all hazards such as those arising from poorly maintained buildings, dangerous stairs, unfenced outdoor play areas, broken bottles and discarded articles.

(5) All dangerous or poisonous products shall be stored out of the reach of students unless and until used by students as part of their educational activities and shall be used in such a manner to ensure the safety of the children.

(6) Each school shall have on its premises fire extinguishers in working condition or other suitable alternative fire fighting equipment. Such fire extinguishers or other fire fighting equipment shall be readily accessible and be of an appropriate type.

(7) If pets are kept, adequate precautions shall be taken to ensure the safety of the children.

(8) First-aid supplies shall be available at all times.

(9) Furniture and equipment (including play equipment) shall be designed and used with consideration for the safety of students and staff.

(10) Outdoor play areas shall be so arranged that the children can be adequately supervised.

(11) Classrooms, labs and workshops shall be adequately lighted and ventilated and adequate safety devices provided.

(12) Schools shall take adequate safety precautions against natural and public hazards and shall practise an evacuation procedure once during the first week of every school term.

(13) The District Education Officer shall periodically cause an inspection for safety violations on school children transportation routes and shall inform the contractor in writing

of such violations for the contractor to take the necessary measures to rectify the situation.

Use of school buildings for other purposes.

26. Use of school buildings for any purpose other than schooling and other official school functions shall require the permission in writing of the Managing Authority of the school. Uses which are inimical to the goals of education and the spirit of the Act and these Rules are prohibited.

Health requirements for attendance.

27.-(1) No child suffering from a disease or complaint deemed by medical authorities likely to be injurious to the health of other children in the school or institution shall be allowed to attend school. The Principal shall immediately report every such case to the health authorities.

(2) No child shall return after a lengthy absence due to illness from a disease or complaint deemed by medical authorities likely to be injurious to the health of other children in the school unless the parent or guardian submits a certificate from a doctor or his clinic that the child is fit to return.

(3) Schools and institutions at all levels shall check that immunisation of students is up-to-date upon entry to school and, where needed, arrange with the proper authorities for those who are not immunised to receive the necessary immunisation.

(4) Parent(s) are required to ensure that their children in any school or institution maintain good hygiene.

(5) Where a school or institution determines or suspects that a child is suffering from a chronic health condition such as malnutrition, the Principal shall consult with the parent(s) or guardian(s) and report the case to the District Health Officer or Social Welfare Officer for further action.

Food services.

28.-(1) Only vendors with the required certification from the health authorities shall be allowed to sell food on the school grounds.

(2) The Principal shall ensure that any food prepared by the school or at the request of the school feeding programmes shall be prepared and served in accordance with standards specified by the health authorities.

29.-(1) The Managing Authority or Principal of any school or institution shall comply with any notice of the health authority of the District in which such school or institution is situated; requiring him for a specified time, with a view to prevent the spread of disease, either to close the school or institution, or to exclude any pupil or student from attendance.

Public health.

(2) Teachers are required to take proper medical precautions, including undergoing the necessary medical examinations, if and as required by the medical authorities, if a person in the house in which the teacher resides is suffering from a disease or complaint likely to be injurious to the health of other teachers or the children in the school or institution.

(3) Teachers are required, at any time during employment, to undergo such medical examinations to certify good health, if and when requested by the Managing Authority where there is reason to believe that he is suffering from a disease or complaint likely to be injurious to the health of other teachers or the children in the school or institution.

30.-(1) The District Medical Officer and/or any person(s) duly appointed by him, shall have the right to enter and inspect, for health related concerns, the premises of any school or institution during school hours with or without notice.

Inspection by
Health
Officer(s).

(2) The Chief Education Officer, in conjunction with the Ministry of Health, shall arrange for periodic medical and dental examinations to be carried out in all schools and/or institutions.

SUBPART C

Managing Authorities and Boards

Proprietor
appointment of
Managing
Authority,
S.I. 87 of 2012.

31.-(1) A proprietor responsible for a pre-school or primary school may—

- (a) act as the Managing Authority; or
- (b) appoint a single manager, a board or committee, or an independent agency, organisation or corporate body to be the Managing Authority for that school.

(2) Where a board, committee or an independent agency, organisation or corporate body is appointed as the Managing Authority of a pre-school or primary school, the proprietor shall appoint, at his own expense, a general manager and such local managers who are suitably qualified to oversee the management of that school at the national and district levels respectively, under the direction and supervision of the Managing Authority and the general manager shall be the primary liaison between a Managing Authority and the Ministry, the Commission, and any other relevant body.

(3) Every proprietor having responsibility for one or more secondary, post-secondary, tertiary school or TVET institution shall appoint a board of management, board of governors or board of trustees, as may be appropriate and the board so appointed shall be the Managing Authority for each such school or institution and the chairman of the board shall be the primary liaison between a Managing Authority and the Ministry, the Commission, and any other relevant body.

(4) Notwithstanding subrule (3), where a school or institution comprises both a secondary school and junior college, the proprietor of the school or institution may determine, after providing sufficient justification for the case to

the satisfaction of the Chief Education Officer, whether there shall be a joint board or separate boards of management for the different levels.

(5) A person who is actively employed or engaged as a teacher, principal or other staff member of a primary school shall not be appointed as a general manager or local manager of that school.

(6) A member of a board which has been appointed as Managing Authority of a secondary school, tertiary institution or an ITVET, except the principal, dean, or ITVET manager as the case may be, and staff representative, shall not be actively engaged or employed by the school or institution in any capacity.

(7) Where a proprietor owns more than one school or institution, the proprietor shall maintain an adequate management system so that each school or institution can be given the attention required under these Rules.

32.-(1) Pursuant to section 40 of the Act, a Managing Authority in consultation with the school administration, teachers and staff, parents, and students as the case may be, is responsible for the formulation of policies and internal regulations in the following areas—

Duties etc., of
Managing
Authorities.
S.I. 87 of 2012.

- (a) curriculum and instruction including—
 - (i) curricular and co-curricular organisation and structure;
 - (ii) teaching and learning practices including assessment; and

- (iii) grading, promotion, graduation, certification, and awards,

provided that any such policy is in accordance with policies and directives of the Ministry and in accordance with the Act and these Rules;

- (b) learning environment and support for students including—
 - (i) the conduct, discipline, rights, and responsibilities of students in accordance with the Act and these Rules;
 - (ii) access, admission and inclusion of students; and
 - (iii) procedures and protocols for ensuring the health, safety and security of staff and students including children with disabilities;
- (c) school ethos and community relations for the purpose of—
 - (i) ensuring the engagement of parental and community involvement for the achievement and welfare of all students and the school;
 - (ii) fostering a sense of individual and collective responsibility for the achievement and welfare of all students and the school;
 - (iii) promoting high expectations for student success among teachers,

students, parents, and the community;
and

(iv) ensuring equity, fairness, and consistency and promoting mutual respect in all matters pertaining to the relationships among all members of the school community;

(d) personnel including—

(i) the conduct and professional obligations of the administrative, teaching, support and ancillary staff of the school,

provided that any such policy, regulation or Code of Conduct is approved by the Minister in accordance with section 29(13) of the Act; and

(ii) the compliance of the administration, teachers, and ancillary staff with the provisions of the Act and these Rules;

(e) physical plant use and maintenance, including—

(i) making provisions for the repair and maintenance of all property belonging to the school;

(ii) the maintenance of inventories of school property; and

(iii) provisions for the proper use of school facilities;

- (f) use, management and accounting of financial resources of the school, including the systems and procedures for accounting to be followed; and
- (g) quality assurance, including school self evaluation and improvement planning, implementation and monitoring.

(2) A Managing Authority shall, in keeping with the development and implementation of relevant policies under subrule (1), ensure for every school or institution under its management that—

- (a) proper physical conditions exist for the conduct of schooling through the regular maintenance of buildings and upkeep of the grounds of the school or institution;
- (b) the provision and maintenance of furniture, equipment and materials are sufficient for the number of students there enrolled;
- (c) the provision of conditions conducive to the health and safety of students and teachers is ensured; and
- (d) the provision of the necessary support for a quality learning environment for all children is maintained.

(3) A Managing Authority shall be responsible for the proper maintenance of all records pertaining to staff, students, and inventories of school property in accordance with the Act and these Rules and shall maintain a management information system for storing and retrieving information, including information on students, staffing, finances and physical facilities and shall submit to the Ministry such information as

required by the Act or these Rules or as may be required from time to time by the Ministry.

(4) A Managing Authority, through its appointed representative and primary liaison, is the main channel of communication between the Managing Authority and schools, institutions and teachers under its management and the Ministry, the Commission, the District Education Councils and other relevant bodies and in this respect shall—

- (a) ensure that all circulars and directives from the Ministry or District Education Council reach all schools or institutions under its management in a timely manner;
- (b) ensure that all circulars and directives from the Commission are given to the teachers concerned;
- (c) prepare and submit to the requesting entity documents, reports, returns, and other information as may be required by the District Education Councils, the Commission, any other managing Authority and the Ministry; and
- (d) submit to the Commission copies of the following documents, within five working days of processing—
 - (i) copies of all applications for release granted to teachers from its management;
 - (ii) reports of all instances of unauthorised leave by teachers;

- (iii) copies of all applications for leave of less than ten days granted to teachers under its management;
- (iv) copies of documentation relevant to disciplinary actions in relation to minor offences.

(5) A Managing Authority shall be responsible for the financial management of the school or institution and shall ensure that proper accounts are maintained.

(6) A Managing Authority shall conduct ongoing school supervision, in collaboration with the respective District Education Councils and District Education Centres, in all schools and institutions for which it is responsible and shall submit triennial reports on each school or institution to the Chief Education Officer, the Council and TVET Council, as applicable, by the end of September of the school year immediately following the triennium to which it is applicable.

Liability of
Managing
Authority.
S.I. 87 of 2012.

33.-(1) A Managing Authority shall be held responsible for any violation of the Act and these Rules by any school or institution which comes under its authority, or which is acting on its behalf on the authorisation of the Managing Authority.

(2) A contravention of the provisions of these Rules by any servant or agent of a Managing Authority shall be deemed to be a contravention by that Managing Authority, unless the Managing Authority establishes that such contravention was committed without its knowledge or that it exercised all due diligence to prevent the contravention and in such case, the servant or agent shall be liable for the contravention.

33A.-(1) A Managing Authority commits a breach where, among other things, it—

- (a) employs a teacher not in possession of a valid licence to teach;
- (b) retains on staff an appointed teacher who has not met the requirements for maintaining a Full Licence to teach;
- (c) retains on staff a teacher with a Provisional Licence who does not obtain the qualifications for a Full Licence in the time prescribed;
- (d) takes disciplinary action against a teacher for a major offence without first obtaining the approval of the Commission;
- (e) transfers or dismisses an appointed teacher without the approval of the Commission;
- (f) approves leave of more than ten (10) days for a teacher, without the approval of the Commission;
- (g) repeatedly fails to comply with the specified time frames for submission of applications by teachers;
- (h) fails to provide satisfactory evidence for supervision and support to teachers on probation;
- (i) fails to formulate and oversee the implementation of policies and internal regulations for the proper and efficient management of schools or institutions under its management; or

Breach by Managing Authority in relation to employment and conditions of service of teachers.
S.I. 87 of 2012.

- (j) fails to meet the conditions for grant-in-aid as specified in section 46 of the Act.

(2) Where a Managing Authority commits a breach under subrule (1), section 45 or 46 of the Act, as the case may be, shall apply.

Appointment of
Managing
Authorities.

34.-(1) In the case of government-aided pre-school centres and primary schools, the Managing Authority shall be appointed by the proprietor.

(2) In the case of Ministry of Education pre-school centres and primary schools, the Managing Authority shall be appointed by the Chief Education Officer.

(3) In the case of Ministry of Education and government-aided secondary schools or institutions, the Board of Management shall be its Managing Authority.

School
Committees and
Boards of
Management.

35.-(1) Each Ministry of Education or government-aided secondary school or institution shall have a Board of Management.

(2) Where a government-aided secondary school or institution is or was established by specific legislation, the Rules of Procedure for its Board of Management shall be as prescribed therein, provided that all matters specified in the Rules of Procedure of Boards of Management determined by the Ministry of Education shall apply where there is no conflict with the legislation establishing such an institution.

(3) Where an institution has more than one level of school, e.g., a secondary school and a sixth form or junior college, the Managing Authority of the school, in consultation with the Chief Education Officer, shall determine whether there shall be a joint Board or separate Boards of Management for the different schools.

(4) The proprietor of government-aided pre-school centres or primary schools in an education region shall establish a Regional Board of Management to oversee the management of such schools in the region.

(5) The Ministry of Education shall establish Regional Boards of Management to oversee the management of Ministry of Education pre-school centres and primary schools.

(6) Each Ministry of Education or government-aided pre-school or primary school shall have a School Committee to assist the Principal and Managing Authority in the operations of the school.

(7) The Rules of Procedure for Regional Boards of Management, Boards of Management for individual schools and School Committees including the roles and responsibilities, composition and the term of office of members shall be set out in the Handbook of Policies and Procedures for School Services.

SUBPART D

Professional Staff

36.-(1) Every school shall have a Principal who shall be responsible for the implementation of management decisions and policies and for working with the Managing Authority to ensure that students at the school receive the best education possible.

Principals and
Vice-Principals.
S.I. 87 of 2012.

(2) A Principal shall be ultimately responsible for the day-to-day administration of the school, for developing, in consultation with teachers and staff, parents and students as appropriate, school rules and policies and recommending such to the School Board or Committee or Board of Management, for providing educational leadership and leading development and improvement of the school, for liaising with parents and the

community. In carrying out this responsibility the Principal shall be assisted by the Vice-Principal.

(3) Notwithstanding subrule (2), a Principal shall have specified duties as an *ex-officio* member of the School Board or School Committee or Board of Management as applicable.

(4) A school may have one or more Vice-Principals who are responsible for assisting the Principal in the day-to-day administration of the school or institution, for developing, in consultation with teachers and staff, parents and students as appropriate, school rules and policies and recommending such to the School Board or Committee or Board of Management, for providing educational leadership and leading development and improvement of the school, for liaising with parents and the community and in deputising for the Principal as may be required.

(5) Principals and Vice-Principals shall be assigned in accordance with Schedule I.

Schedule I.

Duties of
Principals and
Vice-Principals.
S.I. 87 of 2012.

37.-(1) A Principal and Vice-Principal shall have such responsibilities related to the administration of the school as specified in their respective job descriptions and shall include—

- (a) overseeing admission, placement, promotion and graduation of students;
- (b) enforcing school rules and maintaining a safe and proper school environment and culture conducive to schooling;
- (c) assigning, directing and assessing staff;
- (d) organising the registration of students in examination and other processes;
- (e) maintaining school records as prescribed by the Act and these Rules and such other records

generated from the application of these Rules and such other procedures and regulations prescribed by the Ministry;

- (f)* monitoring the state of facilities and the availability of materials, equipment and furniture;
- (g)* preparing and adjusting, as necessary, the school's annual budget, and supervising financial and other business transactions as required; and
- (h)* preparing such reports as may be required by the Managing Authority and the Ministry.

(2) A Principal and Vice-Principal are required to provide educational leadership to the school especially in the areas of pedagogy, curriculum and assessment and in so doing, the Principal and Vice-Principal shall—

- (a)* ensure establishment of quality assurance mechanisms;
- (b)* lead and co-ordinate school improvement through school self-evaluation, identification of areas for improvement and developing and implementing school improvement plans on a continuing basis;
- (c)* direct the organisation and implementation of the school curriculum, annual teaching plans, instructional schedules, annual activity plans, and book lists;
- (d)* undertake the clinical supervision of teachers and provide appropriate support for teachers in areas that include child-centred teaching strategies, relevant, ongoing assessment of

and for learning and effective classroom management practices;

- (e) liaise with the Managing Authority, the Ministry and other agencies on matters relating to the introduction of new academic policies and practices relating to student assessment, textbooks and other materials or teaching practices in the school;
- (f) identify staff development needs and co-ordinate staff development;
- (g) seek the participation of students in inter-school events at local, district and national levels and facilitate intra-school activities and clubs which contribute to the overall development of the students; and
- (h) teach as may be required.

(3) A Principal and Vice-Principal shall be the primary liaison between the school and parents specifically and between the school and the community generally; in this regard, the Principal and Vice-Principal shall—

- (a) ensure that policies and rules of the school are communicated to parents;
- (b) invite the parent or guardian to meet the Principal, Vice-Principal and staff at least once in every term or semester to receive reports on school activities for the term or semester; and
- (c) involve parents and members of the general community in school activities, including the development of school rules and policies and school self-evaluation and school

improvement planning and implementation as appropriate.

(4) A Principal shall also have responsibilities in relation to the overall management of the school; in this regard, Principals–

- (a) shall perform duties relating to membership on School Boards or School Committees, as appropriate;
- (b) under direction of the Managing Authority, shall guide the formulation of school policies and rules;
- (c) under direction of the Managing Authority, shall guide the development of strategies and plans to meet operational and development needs of the school or institution;
- (d) shall spearhead implementation of school development plans; and
- (e) under direction of the Managing Authority, shall participate in recruitment, selection and disciplining of staff.

(5) A Principal shall not be required to report for duty earlier than fifteen minutes before the commencement of classes unless exceptional circumstances exist requiring the Principal to report for duty earlier than the prescribed fifteen minutes.

38.-(1) A secondary school or ITVET institution may have departments of studies led by a head of department.

Head of
departments.
S.I. 87 of 2012.

(2) A department of study shall consist of–

- (a) one or more related disciplines; and

- (b) no fewer than five teachers each of whose teaching load in the department is not less than one third of the teacher's total teaching hours.
- (3) A head of department shall have responsibilities relating to the administration of the school or institution including—
- (a) assisting with overseeing admission, placement and graduation of students;
 - (b) supporting the enforcement of school rules and maintenance of a safe and proper school environment and culture conducive to learning;
 - (c) advising and assisting in the deployment and assessment of staff pertaining to the department;
 - (d) assisting in the registration of students in examinations and other processes;
 - (e) maintaining such records as are pertinent to the department and school;
 - (f) monitoring the state of facilities and the availability of materials, equipment and furniture for the department;
 - (g) managing equipment, and the re-ordering, storing and using of materials, and supplies for the department;
 - (h) accounting for spending within the department's budget;
 - (i) assisting in preparing and adjusting, as requested, the department's annual budget; and

- (j) preparing such reports as may be required by the Principal.

(4) A head of department shall be required to provide educational leadership to the school or institution especially in the areas of pedagogy, curriculum and assessment; in this regard, a head of department shall—

- (a) plan, implement and review the department's curriculum within the framework of new academic policies and practices relating to student's assessment, textbooks and other materials;
- (b) liaise with the Principal and Vice-Principals and teachers on matters relating to the introduction of new academic policies and practices relating to student assessment, textbooks and other materials or teaching practices in the school or institution;
- (c) assist in the clinical supervision of teachers and provide appropriate support for teachers in areas that include child-centred teaching strategies, relevant, ongoing assessment of and for learning and effective classroom management practices;
- (d) assist in identifying staff development needs and co-ordinate staff development activities;
- (e) assist the Principal and Vice-Principals in organising the participation of students in inter and intra-school events and activities which contribute to the overall development of the students; and
- (f) teach as may be required.

Staffing
Schedule.
Schedule I.
S.I. 87 of 2012.

39.-(1) Every Government and government-aided school shall be staffed in accordance with the staffing schedule set out in Schedule I.

(2) The Chief Education Officer shall authorise employment of temporary staff to replace permanent staff on extended sick leave, maternity leave, long leave or extended study leave approved by the Ministry of Education.

(3) Managing Authorities may recruit additional or replacement staff on a voluntary basis or at their own expense, provided that—

- (a) the Ministry of Education shall not be responsible for any benefits or allowances accruing to such staff;
- (b) the Managing Authority shall inform the Chief Education Officer of the recruitment and deployment of such staff; and
- (c) such persons shall meet the requirements for employment of staff in accordance with provisions under these Rules.

Duties of
teachers.
S.I. 87 of 2012.

40.-(1) A teacher shall, under the supervision of the Principal, Vice-Principal, or Head of Department as applicable, to develop annual and weekly teaching plans with reference to the national and school curriculum and the status and needs of his students in relation to the specified learning outcomes in the national curriculum.

(2) A teacher shall prepare for and to conduct classroom and other intra-mural educational activities and to participate in extra-mural educational activities in accordance with his teaching plans and with the school policies and plan for the education of students.

(3) A teacher shall support the enforcement of school rules and maintenance of a healthy and secure school environment and culture conducive to learning.

(4) A teacher shall regularly assess student progress, maintain records of such assessment and regularly report on student attainment to parents, Principal and community stakeholders.

(5) A teacher shall supervise and monitor the wellbeing of students in his care at all times and to identify and refer students requiring special attention to the administration.

(6) A teacher shall maintain a record of student attendance and other pertinent school records.

(7) A teacher shall participate in official school activities as determined by the Principal and Managing Authority such as admission, placement and graduation of students.

(8) A teacher shall participate in home-school and community liaison efforts, including PTA meetings, for the development of the school and improvement of communication and working relationships with parents and the community.

(9) A teacher shall participate in educational and professional development activities as determined by the Principal, Managing Authority and Ministry.

(10) A teacher shall participate in official civic ceremonies and activities, such as activities commemorating Belize's Independence.

(11) A teacher shall not be required to report for duty earlier than ten minutes before the commencement of classes unless exceptional circumstances exist requiring the teacher to report for duty earlier than the prescribed ten minutes.

Duties of
ancillary staff.

41. Duties of ancillary staff shall be promulgated in the Handbook of Policies and Procedures for School Services.

SUBPART E

School Records

Keeping of
records.

42.-(1) The Principal of a pre-school centre, primary school or secondary school shall be responsible for ensuring that all required records are maintained and that records are accurate and are kept current and up-to-date.

(2) All records shall be kept in a safe and secure location but where they can be readily accessed when needed. All records shall be made in ink, shall be clean and legible, and kept in the format stipulated by the Ministry of Education.

(3) The records, however obtained, are and shall be the property of the school. All records shall always be handled only by those authorised to do so and shall, as far as practicable, remain at the school.

(4) The Principal or a person duly authorised by him to do so shall produce the records for scrutiny by authorised personnel of the Ministry and the District Council whenever required to do so.

- (5) (a) A teacher and/or an authorised agent of the teacher shall, upon request to the Managing Authority, have access to records personally relating to him. The Managing Authority may require the teacher or agent to inspect the record in his presence or the presence of a person designated by the Managing Authority.
- (b) A teacher shall, upon request to the Managing Authority, be provided with copies of official correspondence relating to the teacher. If

requested by the Managing Authority, the teacher shall be required to pay for the copies produced.

(6) Log books, admissions registers and pupil cumulative record sheets no longer in use shall be carefully preserved as a permanent record of the school. Other records not specified above need not be retained for more than five years after their completion.

43. Each school or institution shall maintain an admissions register recording information on all students admitted to the school or institution in any given year, including biographical data, information relating to previous education and, where appropriate, intended programme of studies.

Admissions Register.

44.-(1) Each school or institution shall maintain one or more Class Attendance Register(s) with the record of attendance of all students enrolled at the school, grouped by class and disaggregated by gender.

Attendance Register.

(2) Roll call for each class is to be conducted for each session recording the presence or absence of each student and whether the student was late for the session; and noting the total number of boys and the total number of girls in the class present for each session for each class.

(3) The Principal shall maintain a School Attendance Register in which he shall record at the end of each day by reference to the Class Attendance Register(s), the total number of boys and the total number of girls attending for each session for each class.

45.-(1) Attendance shall not be reckoned for any pupil or student until his name has been duly registered in the admission and attendance registers.

Conditions for Reckoning Attendance.

(2) For security and record purposes, a teacher shall keep a separate record of children who must leave school before the close of session.

Student
Permanent
Record.

46.-(1) Each school or institution shall maintain a Permanent Record for each individual student enrolled at the school. The Permanent Record shall include—

- (a) biographical data, i.e., name, date of birth, sex, parents, address, medical or health information considered important for emergency purposes;
- (b) admission data, i.e., date of admission, previous school(s) attended;
- (c) in the case of pre-school centres and primary schools, an assessment record showing the status of the child in relation to the level of development of such knowledge, skills and attitudes as stipulated in the National Curriculum;
- (d) in secondary schools or institutions and where else appropriate, a cumulative record of all courses taken and grades for each course and any other pertinent data such as grade averages and class rank;
- (e) other relevant data on student achievement including scores on various national and international examinations; and
- (f) anecdotal comments on noteworthy strengths and weaknesses in the student's character and abilities.

The Log Book
and Visitor's
Book.

47.-(1) The Principal of each school or institution shall maintain a Log Book in which he shall record important incidents

occurring at the school or elsewhere and impacting on the conduct of schooling or any special circumstance or event considered by the Principal as deserving of record. Entries in the Log Book shall be made on the day on which the incidents occur, including—

- (a) significant departure from the instructional schedule or from activities in the ordinary work of the school;
- (b) interruptions of a class or of the school by unscheduled events such as severe weather, epidemics or other reasons explaining the reason for the deviation;
- (c) any deviation from the Education Rules and other regulations with the reasons for the deviation;
- (d) the receipt of all circulars from the Ministry of Education;
- (e) changes in the staff of the school; and
- (f) visits by officers of the Ministry of Education and other persons for purposes related to the operation of the school.

(2) The Principal of each school or institution shall maintain a Visitor's Book which he shall request visitors to sign and make observations related to the visit.

48.-(1) The Principal of a school shall maintain an inventory of non-expendable items which are the property of the school including books, teaching apparatus, furniture, garden and other tools. The inventory, providing a description of each article and date of acquisition, shall be kept in an Inventory and Stock Book.

Inventory and
Stock Book.

(2) The Principal shall oversee the proper care of all articles entered in the Inventory and Stock Book. If any article becomes irreparably damaged or otherwise unfit for use, or is lost or mislaid, the fact must be promptly recorded against the corresponding entry. Any loss or damage other than due to reasonable wear and tear shall either be explained by the Principal to the satisfaction of the Managing Authority or be made good by the Principal at his own expense or that of the person responsible.

(3) On the termination of his appointment, dismissal, transfer or leave, the Principal shall certify in the presence of two witnesses the correctness of the inventory and stock with such reservations as may be necessary. His immediate successor on taking up his appointment shall also certify as aforesaid in the presence of two witnesses, reporting immediately to the Managing Authority any discrepancy between the stock as certified by his predecessor and the articles actually found by him in the school.

Monthly
Returns.

49.-(1) The Principal of a Ministry of Education or government-aided school shall complete and submit the Monthly Returns Form within two weeks after the end of the month for which it was due.

(2) A sample of the Monthly School Returns Form shall be included in the Handbook of Policies and Procedures for School Services.

(3) The Managing Authority shall review the information on each Monthly Return and determine what, if any, management action is required.

(4) The Managing Authority shall submit the form to the District Education Officer for review and inclusion in the Ministry of Education information system by no later than one month after the end of the month for which it was due.

50.-(1) By no later than two months after the beginning of each school year Managing Authorities of Ministry of Education and government-aided schools shall submit completed School Data Forms to the Ministry of Education.

School Data Form.

(2) Copies of School Data Forms shall be included in the Handbook of Policies and Procedures for School Services.

SUBPART F

Inspection of Schools

51.-(1) (a) The Ministry of Education shall through the respective Regional Education Councils cause an inspection to be made of each pre-school centre, primary school and secondary school or institution once every three years or at such other shorter intervals as is considered expedient.

Triennial School Inspection.

(b) In the course of such inspections, information will be gathered from all relevant stakeholders including teachers, principals, students and parents.

(2) The inspection shall take into consideration and the report made therefrom shall comment on and make recommendations on each of the following points—

- (a) quality of teaching;
- (b) student achievement with respect to prescribed curriculum and performance on national and international examinations;
- (c) availability of books and other educational materials;

- (d) availability of teaching resources;
- (e) discipline, punctuality and general behaviour of pupils or students;
- (f) general operation and administration of the school;
- (g) gender and other biases;
- (h) protection of the rights of the child;
- (i) condition of school premises, facilities, furniture and equipment;
- (j) health conditions;
- (k) home-school organisations and provisions for the social development of the pupils or students;
- (l) school discipline and culture conducive to education; and
- (m) availability and conditions of school records.

(3) The framework, procedures and mechanisms for triennial school inspection shall be promulgated in the Handbook of Policies and Procedures for School Services.

(4) The inspection report shall be sent to the appropriate Managing Authority who shall—

- (a) transmit copies of the report to the Principal of the school and other relevant stakeholders; and
- (b) initiate actions as required by the report and maintain concomitant oversight.

52.-(1) The Chief Education Officer may at any time direct any proprietor to furnish him with any information or documents which he may consider necessary for the verification of the correctness of any particulars that have been supplied to him in respect of the school and to produce any records, registers or books relating to that school under inspection.

Authority to call for additional information.

(2) The Chief Education Officer may hold such inquiries as he considers necessary for the purpose of discharging his functions under these Rules.

53.-(1) For the purpose of determining whether the provisions of these Rules are being complied with by a school, or for the purpose of making an inspection or a report in connection with an application for licence to operate a school, or an investigation of a charge or complaint about any school, it shall be lawful for the Chief Education Officer, District Education Centre personnel, persons authorised by the Chief Education Officer or persons authorised by the District Council, after informing the Managing Authority—

Power of entry, inspection of premises and records.

- (a) to enter any school premises at any reasonable hour in order to inspect the premises with a view to ascertaining all matters relevant to such purposes;
- (b) to require any person in charge of the school to produce the records, registers and books required to be maintained under these Rules; and
- (c) to examine such records, registers and books and to make copies from such records, registers and books.

(2) Where such visit is for the purpose of a regular triennial inspection, the District Council shall as far as practicable inform the Managing Authority and Principal of the school to be inspected of the inspection and the anticipated date it is to

commence at least one month in advance. Intermediate inspection can take place with less or no notification.

SUBPART G

Employment of Professional Staff

S.I. 87 of 2012.

54. *Repealed.*

Classification and pay.
S.I. 87 of 2012.

55. Teachers of Government and Government-aided schools shall be paid in accordance with salaries for public officers on pay scales designated according to a classification scheme for teachers based on that teacher's academic and professional qualifications.

Licensing of teachers and register of licensed teachers.
S.I. 87 of 2012.

56.-(1) Every person employed on the teaching staff of a pre-school, primary school, secondary, or Technical and Vocational school or institution shall possess a valid licence issued by the Chief Education Officer.

(2) A licence to teach shall constitute an agreement by the holder to abide by the Act and all Rules and Regulations made thereunder.

(3) A licence under subsection (1) shall allow the holder of that licence to teach at one or more specified levels provided that the teacher possesses the appropriate academic and professional requirements.

Schedule II.

(4) Subject to the conditions for licensing under the Act and these Rules, a person who applies and possesses the necessary qualifications, specified in Schedule II, for a Full Licence at the specified level and where appropriate, in the specified area, shall be issued a Full Licence.

(5) A Full Licence shall remain valid for a period not exceeding five years unless the licence is suspended or revoked by the Chief Education Officer in instances where the teacher

fails to meet the requirements to maintain the licence or for such other causes or under such circumstances stipulated in the Act and these Rules.

(6) For the purpose of these Rules, the Commission shall cause to be maintained a database of teachers which shall include records of teachers in which pertinent information about all licensed teachers shall be recorded including their biographical data, type of licence, level at which licensed to teach, and any other information regarding the past and current status of the teacher.

57.-(1) A person shall, in order to obtain any category of teaching licence—

Requirements for
licence to teach.
S.I. 87 of 2012.

- (a) have a good command of the English language for effective communication in the classroom;
- (b) demonstrate personal and behavioural qualities to be a positive role model to students consistent with—
 - (i) respect for the status of Belize as a nation, a commitment to civic obligations, a commitment to the preservation and development of Belize and an appreciation of the diversity of the people and cultures of Belize;
 - (ii) respect for the rights and property of others, the practice of fair treatment of others, respect for the law and respect for the basic values of society;
 - (iii) a sense of right and wrong, the practice of moral conduct, a commitment to truth and honesty, and respect for spiritual values; and

Schedule II.

- (c) meet the requirements for academic and professional qualification necessary to obtain a licence to teach as prescribed in Schedule II.

(2) In order to obtain a Full Licence, a person shall, in addition to the above requirements—

- (a) have the necessary level of academic qualification in the subject area to ensure subject-matter competence for effective teaching at the specified level;
- (b) have the necessary professional qualifications in the field of education to—
 - (i) effectively design a course and teaching plan;
 - (ii) effectively teach and conduct classroom and other educational activities to develop students in terms of their knowledge, skills and attitudes specified by the curriculum of the school, or the national curriculum prescribed by the Ministry and other qualities consonant with the educational goals of the school and educational standards and targets set by the Ministry;
 - (iii) develop and apply instruments to assess and evaluate student achievement;
 - (iv) effectively manage the classroom and maintain responsible supervision of students under his care;

- (v) provide necessary physical care and emotional guidance of students under his care; and
- (vi) where appropriate, effectively provide instructional leadership and school leadership and management.

(3) The framework for the issuing of teaching licences at the pre-primary, primary and secondary levels is set out in Schedule II.

Schedule II.

57A.-(1) A teacher shall maintain a Full Licence to teach, provide evidence of successful completion of a minimum of one hundred and twenty hours of continuing professional development during the period of five years immediately following granting of the Full Licence through relevant studies in content and pedagogical areas or through other activities leading to enhanced competence in teaching,

Maintenance of a Full Licence to teach.
S.I. 87 of 2012.

provided that such studies or other activities are approved by the Ministry.

(2) An appointed teacher who fails to meet the requirements to maintain a Full Licence to teach shall be struck from the Register of Licensed Teachers and the Register of Appointed Teachers and shall not be eligible for renewal of a Full Licence, continued employment or reappointment until he fulfils the requirements, at his own expense, and reapplies for a Full Licence in accordance with the Act and the Rules.

58.-(1) The Chief Education Officer may, where a person does not possess all of the required academic or professional qualifications for a Full Licence to teach at the specified level, grant one of the following—

Provisional Licences and special licences.
S.I. 87 of 2012.

- (a) Provisional Licence: which is a licence issued for a period not exceeding five years to a person who lacks some of the qualifications

for a Full Licence to allow the filling of vacancies where the supply of trained teachers is insufficient to meet the demand and it shall be a condition of a Provisional Licence that the holder will acquire the necessary qualifications within the period of the licence;

- (b) Special Licence: which is a licence issued for an initial period of two years and is subject to renewal in accordance with subrule (5) to a person who possesses particular skills or experience specially required by a school or institution, to teach in such specialised skill or knowledge areas as may be required by the school or institution, or be manager of a TVET institution, under circumstances where the supply of persons with the specialised skill or knowledge along with pedagogical training are in short supply;
- (c) Permit to Teach: is an authorisation for a period not exceeding two years to allow a person to teach or provide voluntary services in any school in Belize where a person or teacher is—
 - (i) enrolled in a recognised teacher education programme in Belize or abroad and intends to undertake a period of internship in any school in Belize;
 - (ii) on an exchange programme between a foreign school and any school in Belize through an agreement or arrangement between the foreign school and the Managing Authority or with the Government, or Ministry; or

(iii) doing voluntary work in any school in Belize through an agreement or arrangement between a foreign school or organisation and the Managing Authority or the Ministry or Government; and

(d) Special Permit: which is an authorisation issued either as a one-off permit for a period not exceeding three years, or as a renewable permit for a period not exceeding one year, and is subject to renewal in accordance with subrule (6), to a person who is the holder of a Provisional Licence and is—

S.I. 13 of 2016.

(i) in accordance with that licence, enrolled in a programme of study to acquire the necessary qualifications for a Full Licence, which programme, although incomplete, is one in relation to which the Chief Education Officer is satisfied of that person's performance;

(ii) unable to acquire the necessary qualifications within the period of the Provisional Licence, in circumstances that the Chief Education Officer is satisfied are reasonably justified; or

(iii) within such period of time from the age of retirement, as has been determined by the Chief Education Officer.

(2) A person granted a Provisional or Special Licence or Special Permit to teach shall not be eligible for appointment during the period that he holds such a licence.

S.I. 13 of 2016.

S.I. 13 of 2016.

(3) In accordance with section 29(7) of the Act, a teacher, who—

- (a) holds a Provisional Licence, shall be eligible for temporary employment on a year-to-year contract basis for a maximum period of five (5) years; and
- (b) holds a Special Permit, shall be eligible for temporary employment on a year-to-year contract basis for a maximum period of three (3) years, as may be applicable, having regard to the duration of the permit held.

(4) A Special Licence as defined in subrule (1)(b) shall be issued only under circumstances warranting the employment of the person. Such a person may be required, however, to undertake specific short-term professional development as may be necessary for improving instruction at and the development of the school or institution.

(5) A Special Licence shall be granted for an initial period of two years and may be renewed where the circumstances warrant the continued employment of the person for subsequent periods of two years in each case and a teacher in possession of a Special Licence shall not be eligible for temporary employment on probation as a prerequisite for appointment.

S.I. 13 of 2016.

(6) A Special Permit may be renewed if—

- (a) the initial permit was issued as a renewable permit; and
- (b) the aggregate period of the permit after renewal thereof does not exceed three years.

Extension of
Special Permits.
S.I. 123 of 2020.

58A. The Chief Education Officer may grant an extension of six months to a person who is the holder of a Special Permit who

was unable to complete their programme of study due to the spread or threat of an infectious disease.

59.-(1) A person desirous of obtaining a licence to teach shall apply in writing to the Chief Education Officer on the Form EDR 1 as set out in Schedule III, accompanied by certified copies of required documents, testimonials and the specified processing fee at least three months prior to the expected date of employment through the appropriate District Education Centre.

Application for a
licence to teach.
S.I. 87 of 2012.
Schedule III

(2) The District Education Manager upon receipt of an application, shall cause the particulars contained in the application to be verified and may require the applicant to provide additional information or documents that are necessary in order to enable the District Education Manager to forward the application to the Commission. If the applicant fails to comply with this request within a reasonable time (normally a period not exceeding thirty days) the District Education Manager may refuse the application and inform the applicant accordingly.

(3) The Commission shall verify the particulars of the application and make its recommendation to the Chief Education Officer. If the Chief Education Officer is satisfied that the applicant meets the requirements for the licence applied for, he shall issue the licence specifying the type of licence, and the level of schooling and subject area, where applicable.

(4) Notwithstanding any of the above, the Chief Education Officer may refuse the application and inform the applicant accordingly.

(5) The Chief Education Officer shall, subject to rule, where a person is employed as a teacher and does not meet the conditions for a licence to teach so inform the Managing Authority in writing and require that the Managing Authority remove the person within a specified period of time.

Appeal against Chief Education Officer's refusal to grant licence. S.I. 87 of 2012. Schedule III

60. A person aggrieved by the refusal of the Chief Education Officer to grant him a licence may, within thirty days of receipt of the decision, appeal to the Arbitration Panel for a review of the decision. Such an appeal shall be made on Form EDR 2 as set out in Schedule III to these Rules.

Removal from Register of Licensed Teachers.

61. The Chief Education Officer shall remove or temporarily remove, as the case may be, from the register of licensed teachers the name of any teacher whose licence has been revoked or suspended.

Revocation or suspension of a licence to teach. S.I. 87 of 2012.

62.-(1) The Chief Education Officer may—

- (a) revoke a licence of a teacher where the teacher—
 - (i) has been convicted of a criminal offence of a nature indicating unsuitability for the teaching profession;
 - (ii) is dismissed for major offences involving any conduct which may be physically, morally, or otherwise harmful to students or other members of staff, or any conduct under rule 92A(3); or
 - (iii) has been convicted of an offence under rule 65(c); and
- (b) suspend a licence of a teacher where the teacher—
 - (i) has been dismissed in accordance with the Act and these Rules for serious and major offences;

- (ii) has failed to meet the requirements to maintain the licence;
- (iii) has failed to abide by the Act and Rules and Regulations made under the Act.

(2) The Commission shall, at the request of the Chief Education Officer, strike off or temporarily remove, as the case may be, from the Register of Licensed Teachers the name of any teacher whose licence has been revoked or suspended by the Chief Education Officer.

63.-(1) A person aggrieved by the decision of the Chief Education Officer to revoke or suspend his licence may within thirty days of receipt of the decision, appeal to the Teaching Service Appeals Tribunal. Such an appeal shall be made on Form EDR 3 prescribed in Schedule III to these Rules.

Appeal against Chief Education Officer's decision to revoke or suspend licence. Schedule III. S.I. 87 of 2012.

(2) The Appeals Tribunal shall meet within twenty-one days of receipt of the appeal to make its final decision on the matter based on the merits of the case.

(3) The decision of the Teaching Service Appeals Tribunal shall be communicated to the appellant, the Commission and the Chief Education Officer.

64.-(1) The employment of all members of staff of any school shall be in accordance with these Rules and any other laws made governing the employment of such staff.

Employment requirements. S.I. 87 of 2012.

(2) A person employed as a teacher at a pre-school, primary, secondary-level, or TVET school or institution shall possess a valid licence to teach in Belize in that category.

(3) A person employed as a Principal or Vice-Principal at a pre-school, primary, or secondary school or institution shall possess a Full Licence and certification from a teachers college or institution of higher learning, showing successful completion

of an approved programme of studies in educational leadership and that programme of studies shall be a programme approved by the Chief Education Officer on the advice of the Belize Board of Teacher Education and published periodically by the Ministry.

(4) Where a person employed as a Principal or Vice-Principal at a pre-school, primary or secondary school or institution—

- (a) possesses only a Full Licence without more, that Principal or Vice-Principal shall be eligible for employment on a year-to-year basis only up to a maximum period of five years until that Principal or Vice-Principal, as the case may be, complies with the requirements under subrule (3);
- (b) possesses a Provisional Licence, that Principal or Vice-Principal shall be eligible for employment on a year-to-year basis only up to a maximum period of seven years until that Principal or Vice-Principal, as the case may be, complies with the requirements under subrule (3).

(5) Where a person is employed as a Manager or Principal of a TVET institution and possesses a Special Licence to teach in Belize that Manager or Principal shall possess certification in management or administration or relevant experience in a managerial or administrative position of at least five years.

Offences and Penalties.

65.-(1) Any person who—

- (a) teaches in a pre-school centre, primary school or secondary-level school or institution who is

not in possession of a valid licence to teach in Belize;

- (b) uses or displays the words “registered teacher” or “licensed teacher” in reference to himself as a teacher in a pre-school centre, primary school or secondary-level school or institution when he is not in possession of a valid licence to teach in Belize;
- (c) having been granted a licence to teach, uses it otherwise than in accordance with the terms and conditions of such a licence; or
- (d) fraudulently procures or attempts to procure a licence to teach,

commits an offence and is liable on summary conviction to a fine not exceeding one thousand dollars (\$1,000.00) or to imprisonment for a period not exceeding four months, or to both.

(2) Any person who knowingly or through failure to take proper measures to verify particulars employs a person to teach in a pre-school centre, primary school or secondary-level school or institution who does not possess a valid licence to teach in Belize—

- (a) commits an offence and is liable on summary conviction to a fine not exceeding two thousand dollars (\$2,000.00); and
- (b) may have his name removed from the Register of Managing Authorities.

66.-(1) The Managing Authority of a Government and government-aided pre-school, primary, secondary, post-secondary, technical or vocational school or institution shall

Filling of
vacancies.
S.I. 87 of 2012.

recruit and select teachers and other members of staff in accordance with the following procedures—

- (a) advertising the vacancy and inviting applications for the post;
- (b) receiving the applications and verifying the particulars of the applicants, especially the possession of a valid licence to teach at the level;
- (c) selecting from among the applicants a shortlist of persons to be interviewed based on the merits of the applications;
- (d) conducting interviews with the short-listed applicants and assessing the applicants for suitability for the post on the basis of qualifications and merit;
- (e) ranking the applicants interviewed in order of eligibility giving preference to applicants in possession of a Full Licence or Special Licences where applicable;
- (f) submitting to the Commission all necessary and pertinent information on the person selected for employment as professional staff and shall include—
 - (i) licence to teach, in all cases;
 - (ii) professional, academic and other qualifications and employment history (where applicable), in all cases;
 - (iii) medical certificate, in all cases;
 - (iv) police record, in all cases;

- (v) release letter or letter of resignation, in the
- (vi) draft notice of probation, in the case of a teacher entering the profession with a Full Licence;
- (vii) draft notice of temporary employment, in the case of a teacher in possession of licence to teach other than a Full Licence;
- (viii) a copy of the draft contract, in all cases; and
- (ix) a summary of information on all applicants interviewed in a form and manner approved by the Commission.

(2) In the case of a vacancy for the post of Principal or Vice-Principal of a government or government-aided school, the Managing Authority shall advertise the post publicly.

(3) A person shall not be employed as Principal or Vice-Principal simply by virtue of his post as Vice-Principal but such person may, if no less qualified for the post than other applicants, be given first consideration.

(4) In filling a teaching vacancy on the staff of a government or government-aided school, every attempt shall be made to fill the vacancy with a teacher in possession of a Full Licence to teach in Belize and where a suitably qualified teacher in possession of a Full Licence is not available, a retired teacher with a Full Licence may be employed subject to the approval of the Commission.

(5) A Managing Authority which seeks, with the approval of the Commission, to employ an appointed teacher who has requested a release from his current Managing Authority, shall

not require the teacher to serve a probationary period for purposes of appointment under its management.

(6) A teacher in possession of a Full Licence whose employment has been terminated by a Managing Authority, with the approval of the Commission, but which termination has not resulted in the suspension or revocation of his licence to teach and who seeks employment under a different Managing Authority may be offered temporary employment on probation in accordance with section 29(2) and (3) of the Act, and shall be eligible for appointment subject to satisfactory performance appraisals by the Managing Authority offering him employment.

(7) A vacancy for a Principal, Vice-Principal or teacher of a government or government-aided pre-school or primary school may be filled with the approval of the Commission by transfer of a person currently employed as a Principal, Vice-Principal or teacher, respectively, on the established staff of the relevant management subject to the provisions for the transfer of teachers as stipulated in section 31(1) of the Act and any other relevant provisions prescribed in these Rules.

(8) In filling a vacancy, the Managing Authority shall not directly or indirectly discriminate among applicants on the basis of gender, race, religion, ethnicity, socio-economic status or political affiliation.

(9) Every vacancy filled pursuant to this rule is subject to the prerequisites to licensing and employment of professional staff in accordance with provisions of the Act and these Rules and in relation to the employment of a Principal or Vice-Principal the contract of employment shall provide for a probationary period of up to two years.

(10) Following verification and approval of an applicant's eligibility for employment as a teacher by the Commission, the Managing Authority may offer temporary employment to the applicant for—

- (a) a probationary period of up to two years from the date of employment, if the person is in possession of a Full Licence to teach,

provided that such applicant shall be eligible for appointment upon successful completion of the probationary period;

- (b) one year from the date of employment if the person is in possession of a Provisional Licence to teach, provided that such applicant may be eligible for continued temporary employment on a year-to-year basis up to a maximum of five years, subject to satisfactory performance as determined by performance appraisals, to afford him the opportunity of meeting the requirements for a Full Licence, in accordance with section 29(7) of the Act;

- (c) an appropriate period to a person with a valid licence to teach to fill a temporary vacancy which vacancy may arise during the course of a school year; or

- (d) a period of up to two years in the first instance to a person in possession of a Special Licence where the circumstances warrant the temporary employment of such person and any further temporary employment beyond the initial two years may be offered to such person for additional periods of not more than two years in each instance where the circumstance so warrant.

Filling of
temporary
vacancies.
S.I. 87 of 2012.

66A. A temporary vacancy created by a teacher who—

- (a) proceeds on study leave;
- (b) proceeds on maternity leave;
- (c) is granted extended sick leave;
- (d) is seconded; or
- (e) is posted as an Itinerant Resource Officer,

shall be filled in accordance with rule 66 and shall be subject to an employment contract in accordance with rule 70(5).

Acting
appointments.
S.I. 87 of 2012.

67.-(1) The Managing Authority, with the approval of the Commission, may appoint a person to act in the post of Principal or Vice-Principal provided that—

- (a) only persons qualified in accordance with the provisions of the Act and these Rules shall be appointed to act in such posts;
- (b) any acting appointments against a vacant post shall not exceed one year; and
- (c) any acting appointments against a non-vacant post shall be for a maximum period of one year but which period may be extended on an annual basis.

(2) If the appointment of a person who is acting in a vacant post is confirmed by the Managing Authority, with the approval of the Commission, that person shall receive the full salary of that post from the date on which he assumed duties in the post, or the date on which the post became vacant, whichever is later.

67A.-(1) An appointed teacher under any Managing Authority may be recruited for secondment to an office, post, agency, organisation or institution outside their school or institution.

Secondment.
S.I. 87 of 2012.

(2) Secondment of teachers shall be for specific purposes which shall be defined in the Policy on Secondment of Teachers as determined by the Ministry and such purposes shall include, but not be limited to the following purposes—

- (a) personal and professional development of the seconded and two-way skill transfer between the receiving organisation and the school or institution; and
- (b) to fill short-term shortfalls in specific skill areas in the recipient organisation.

(3) Secondment shall be for a period not exceeding two years, unless extended in accordance with subrules (12) and (13).

S.I. 91 of 2020.

(4) The requesting organisation shall prepare a letter of request for the teacher and a draft Secondment Agreement between the requesting organisation and the teacher for consideration by the Managing Authority and the Commission and the draft Secondment Agreement shall be in accordance with the Policy on Secondment of Teachers, the Act and these Rules and shall, among other things, specify—

- (a) the job description of the post for which the secondment of the teacher is sought; and
- (b) information on conditions of service including the—
 - (i) period of posting;
 - (ii) immediate supervisor;

(iii) salary and any allowance approved.

(5) The conditions of service of a teacher on secondment shall be governed by the rules and regulations of the requesting organisation.

(6) All payments of salary and any allowances with respect to a teacher on secondment is the responsibility of the requesting organisation.

(7) A teacher for whom disciplinary action for a major offence is pending shall not be eligible for secondment.

(8) A teacher desirous of being seconded shall apply to the Commission through his Managing Authority, in the form set out as Form EDR 5 in Schedule III, not less than three months before date of intended secondment, and shall submit supporting documentation including draft agreement as required under subrule (4).

Schedule III.

(9) The Managing Authority shall review the application and draft agreement and supporting documentation and shall indicate its support or otherwise for the secondment, with justification, including a statement of any pending disciplinary action for major offences where applicable.

(10) The Managing Authority shall submit the application, along with supporting documentation including the draft agreement, a letter indicating its support or otherwise, with justification, and a statement of any pending disciplinary action for major offences to the Commission.

(11) The Commission shall review the information received under subrule (10) and shall approve or not based on the Act, these Rules, the Policy on Secondment of Teachers and the exigencies of the teaching service.

(12) The Commission may, under special circumstances, consider and approve or not an application for an extension beyond the period of the secondment,

provided that the application for an extension shall be made at least three months prior to end of the period of secondment along with proper justification for the extension from the requesting organisation and a letter from the Managing Authority indicating support or otherwise and in considering such applications for extension of a secondment, the Commission shall be guided by the Act, these Rules, the Policy on Secondment of Teachers and the exigencies of teaching service.

(13) The Commission may grant extensions for secondment for any period not exceeding four years, so that the total period of secondment shall not exceed a total of six years.

S.I. 91 of 2020.

(14) At the conclusion of a period of secondment, the teacher may either—

- (a) return to his substantive post with the Managing Authority from where he was seconded; or
- (b) request appointment to the post held while on secondment, and if successful, concurrently resign his post as a teacher or request a release from his Managing Authority.

(15) Where a teacher resigns from his post under subrule (14) (b) above, the vacancy created by his resignation shall be filled in accordance with rule 66.

(16) The service of a teacher while on secondment shall not count for superannuation purposes unless the receiving organisation makes payment of the percentage of the teacher's yearly salary to the Government of Belize, such payment being the teacher's contribution to the pension fund.

(17) A teacher who has completed a period of secondment shall be placed on the point on the salary scale of his substantive post, which he would have reached if he had not been seconded.

(18) Any period of employment of a teacher while on secondment shall not accrue towards long leave and that teacher, on return to his teaching post, will resume the accrual of long leave.

(19) Long leave earned by a teacher, prior to being seconded, should preferably be taken prior to secondment but may be taken on return to the teacher's substantive teaching post.

(20) Where a secondment agreement was made prior to the coming into force of these Rules, the terms and conditions shall be as specified in the agreement,

provided that all matters specified in the Act, these Rules and the Policy on Secondment of Teachers as determined by the Ministry shall apply where there is no conflict with such existing agreements.

Itinerant
Resource
Officer.
S.I. 87 of 2012.

67B.-(1) An appointed teacher in a government or grant-aided school or institution may be recruited for posting as an Itinerant Resource Officer to fill a position within the Ministry or any other organisation or institution determined by the Ministry.

(2) Posting as Itinerant Resource Officer shall be for specific purposes which shall be defined in the Policy on Itinerant Resource Officers as determined by the Ministry and such purposes shall include, but not be limited to the following purposes—

- (a) personal and professional development of the teacher and two-way skill transfer between the recipient organisation and the school or institution; and

- (b) to fill short-term deficiencies in specific skill areas in the requesting organisation.

(3) The Policy on Itinerant Resource Officers as determined by the Ministry shall be in accordance with the laws of Belize.

(4) An appointed teacher's recruitment as an Itinerant Resource Officer shall be for a period not exceeding two years, unless extended in accordance with subrules (13), (14) and (15). S.I. 91 of 2020.

(5) A draft Itinerant Resource Officer Agreement and letter of request for the teacher shall be prepared by the Ministry for consideration by the Managing Authority and the Commission and that draft agreement shall be in accordance with the Act, these Rules and the Policy on Itinerant Resource Officers and shall, among other things, specify—

- (a) the job description of the post for which the Itinerant Resource Officer is sought; and
- (b) information on conditions of service including—
- (i) period of posting;
- (ii) immediate supervisor; and
- (iii) any approved allowances.

(6) The conditions of service of a teacher on posting shall be governed by the Policy on Itinerant Resource Officers, the Public Service Regulations where applicable and any other pertinent rules and regulations.

(7) All payments of salary and any allowances with respect to an Itinerant Resource Officer shall be made through the Managing Authority of the teacher who shall be granted a replacement teacher for the period of the posting to fill the

vacancy, in accordance with these Rules, left by the teacher posted as an Itinerant Resource Officer.

(8) A teacher for whom disciplinary action for a major offence is pending shall not be eligible for posting as an Itinerant Resource Officer.

(9) A teacher applying to be posted as an Itinerant Resource Officer shall apply to the Commission through his Managing Authority in the form set out as Form EDR 5 in Schedule III, not less than three months before the date of intended posting, and shall submit supporting documentation including draft agreement as required under subrule (5).

Schedule III.

(10) The Managing Authority shall review the application and draft agreement and supporting documentation and shall indicate its support or otherwise for the posting as Itinerant Resource Officer, with justification, including a statement of any pending disciplinary action for major offences where applicable.

(11) The Managing Authority shall submit the application, along with supporting documentation including the draft agreement, a letter indicating its support or otherwise, with justification, and a statement of any pending disciplinary action for major offences to the Commission.

(12) The Commission shall review the information received under subrule (5) and shall approve or not the posting of the teacher as Itinerant Resource Officer based on the Act, these Rules, the Policy on Itinerant Resource Officers and the exigencies of the teaching service.

(13) An Itinerant Resource Officer may apply to the Commission for an extension, provided that such application is—

- (a) accompanied by letters from the Managing Authority and the Ministry, respectively, indicating their support or otherwise;

- (b) made at least three months prior to the end of the period of posting; and
- (c) accompanied by justification.

(14) In considering an application made under subrule (6), the Commission shall be guided by the Act, these Rules, the Policy on Itinerant Resource Officers and the exigencies of the service.

(15) The Commission may grant extensions for a posting for any period not exceeding four years so that the total period of posting shall not exceed a total of six years.

S.I. 91 of 2020.

(16) Where the tenure of a posting of an Itinerant Resource Officer has expired, the teacher shall either—

- (a) return to his substantive teaching post; or
- (b) where he is performing in a vacant post in the Public Service, request appointment to such post and, if his request is successful, the teacher shall concurrently resign his post as teacher or request a release from his Managing Authority.

(17) Where a teacher resigns his post or is released under subrule (16) (b), the vacancy created by his resignation or release shall be filled in accordance with rule 66.

(18) The period of employment during which a teacher serves as an Itinerant Resource Officer shall not accrue towards long leave and the teacher shall, on returning to his teaching post, resume the accrual of long leave.

(19) Long leave earned by a teacher prior to posting as an Itinerant Resource Officer shall not be taken during the posting but should preferably be taken prior to posting in the Ministry,

organisation or institution determined by the Ministry, or on the teacher's return to his substantive teaching post.

(20) An appointed teacher who is posted as an Itinerant Resource Officer—

- (a) shall earn annual salary increments in accordance with the performance appraisal system; and
- (b) may in addition to his salary be paid a monthly responsibility allowance in accordance with the Itinerant Resource Policy of the Ministry.

(21) The service of a teacher while posted as an Itinerant Resource Officer shall count for superannuation purposes.

(22) An Itinerant Resource Officer agreement and the terms and conditions established prior to the coming into force of the Act and these Rules, shall continue as agreed but matters addressed in the Act, these Rules and the Policy on Itinerant Resource Officers shall apply where it does not conflict with such agreement, and terms and conditions.

Release.
S.I. 87 of 2012.

67C.-(1) An appointed teacher may request from the Commission, release from employment to facilitate a transfer of employment to a different Managing Authority or to the University of Belize.

(2) Applications for release, along with a letter from the Managing Authority indicating whether there is any disciplinary action for major offences pending against the teacher or any other matter of relevance to a teacher, must be submitted at least one month before the proposed date for change in employment to the Commission for its approval.

(3) No release will be granted to a teacher against whom disciplinary action for a major offence is pending.

(4) A teacher whose application for release is approved shall be given a release letter stating the teacher's particulars including name and date of birth, date of release, increment date, social security number, last salary received, salary scale and date of appointment and a copy of the release letter (sample of which is set out at Form EDR 4 in Schedule III) shall be sent to the new Managing Authority or employer and copied to the Commission.

Schedule III.

68. If the appointment of a person who is acting in a vacant post is confirmed, he shall receive the full salary of that post from the date on which he assumed duties in the post, or the date on which the post became vacant, whichever is the later.

Promotion after acting.

69.-(1) A Managing Authority with the approval of the Commission may fill a position for principal, vice-principal or teacher by the transfer of a qualified teacher from one school to another within the same Managing Authority,

Transfer of teachers.
S.I. 87 of 2012.

provided that—

- (a) transfers are used when mutually beneficial to the receiving school or institution and the teacher, such as to improve the staff of the receiving school or institution or as a way to maintain on the established staff of the Managing Authority a teacher who would otherwise be lost to the system;
- (b) the option to transfer is not used as a disciplinary measure or recourse for unsatisfactory performance; and
- (c) in accordance with section 69(1)(b) of the Act, every attempt is made to staff schools with teachers who reside in the local community where the school is located.

(2) Every transfer shall be arranged so that the teacher takes up duty at the new school on the first day of the school year or term.

(3) A teacher shall not be transferred more than once every three years except where the teacher requests a transfer or agrees to a transfer outside of the three-year time period and the approval of the Commission is sought in each case.

(4) A teacher on probation pending appointment shall not be transferred.

(5) A teacher who is actively engaged in community services at a school or community level shall not be transferred except at the teacher's request or upon sufficient justification by the Managing Authority that such a transfer is necessary.

(6) An application for transfer shall not be approved in respect of a teacher against whom disciplinary action for major offences is pending.

(7) A teacher or the Managing Authority may request a transfer using the transfer form as set out in Form EDR 6 in Schedule III.

Schedule III.

(8) Applications to transfer teachers within their management, including those initiated by teachers, shall be submitted to the Commission by Managing Authorities along with a statement of any pending disciplinary action for major offences not less than four months prior to date of transfer.

(9) If the Commission approves the transfer of a teacher, unless the teacher agrees in writing to a shorter period of notice, the teacher shall be given no less than two months notice of the transfer, and shall be given a copy of the approved transfer form.

(10) Where a transfer is approved a copy of the transfer form shall be given to the teacher to whom the transfer applies.

(11) The Ministry shall pay a transfer grant to the teacher in accordance with policy established from time to time but shall not pay a transfer grant where the transfer is initiated by the teacher.

(12) A teacher aggrieved by a decision to transfer may appeal to the Tribunal in accordance with section 20(1)(a) of the Act.

70.-(1) Following approval by the Commission pursuant to rule 66, a Managing Authority may offer employment to a person so selected to teach or to be Principal or Vice-Principal in a pre-school, primary, secondary, or technical and vocational school or institution.

Contracts of
employment.
S.I. 87 of 2012.

(2) Subject to subrule (1), in offering an employment contract to a teacher, principal, or vice-principal, a Managing Authority shall offer one of the following contracts, as applicable—

- (a) in respect of a teacher in possession of a Provisional Licence a temporary employment contract for one year from the date of employment, provided that such teacher may be eligible for continued temporary employment on a year-to-year basis up to a maximum of five years to afford him the opportunity of meeting the requirements for a Full Licence, in accordance with section 29(7) of the Act, subject to satisfactory performance as determined by performance appraisals;
- (b) in respect of a teacher in possession of a Full Licence, an employment contract for a probationary period of a year but which may be extended for an additional year;
- (c) in respect of a teacher in possession of a Full Licence who has successfully served the

probationary period as required under the Act, an employment contract for the remainder of the period post-probationary service, but which may not exceed the period for which the licence is valid;

- (d) in respect of a teacher in possession of a Special Licence a temporary employment contract for a maximum period of two years in the first instance which temporary employment contract may be renewed for subsequent maximum periods of two years in each instance where the circumstances so warrant;
- (e) in respect of first time Principals or Vice-Principals in possession of a Full Licence and certification in education leadership in accordance with rule 64(3) a contract of employment for a probationary period of up to two years and upon successful completion of the probationary period, as supported by performance appraisals, an employment contract for a period of three years subject to the maintenance of their Full Licence;
- (f) in respect of Principals or Vice-Principals in possession of a Full Licence or Provisional Licence, without more, a contract of employment on a year-to-year basis in accordance with rule 64(3);
- (g) in respect of a manager or Principal of a TVET institution in possession of a Special Licence, a contract of employment for a maximum period of two years.

(3) A contract offered pursuant to this rule shall be in accordance with the Code of Conduct for teachers approved pursuant to section 29(13) of the Act and shall be signed at the commencement of the contract period and witnessed by a third party.

(4) An employment contract between a Managing Authority and a teacher shall be in the Form EDR 7 set out in Schedule III and in addition to the content on the Form, shall specify the following, as applicable—

Schedule III.

- (a) the terms and conditions of the probationary period of employment, where applicable, which shall be in accordance with the Act and these Rules;
- (b) the date on which the probationary period of employment of the teacher becomes effective;
- (c) that the confirmation of appointment of the teacher is subject to the approval of the Commission and such appointment shall be subject to the successful completion of the probationary period;
- (d) the salary scale and entry point at which the teacher is to be paid, approved by the Ministry, in accordance with Government salary scales for teachers; and
- (e) any duties, approved school rules and other requirements as appropriate in accordance with the Act and these Rules.

(5) Where the employment of a teacher is for the purpose of temporarily replacing a teacher on study leave, maternity leave, extended sick leave, secondment, posting as an Itinerant Resource Officer, the terms and conditions and fixed period of the temporary employment shall be explicitly stated in the

temporary employment contract and shall be in accordance with the Act and these Rules.

(6) A copy of every temporary employment contract executed under this rule, along with copies of required documents, including an employment letter, the licence to teach, academic and professional qualifications, police record, medical certificate, references, birth certificate or other valid evidence of age and nationality and where warranted marriage certificate, and evidence of citizenship status or work permit shall be forwarded to the Commission.

(7) Notwithstanding the above, a contract of employment shall not contain terms as conditions precedent to the contract other than terms which are requirements under the Act and these Rules.

Appointment.
S.I. 87 of 2012.

71.-(1) Appointment of a teacher is subject to the completion of a probationary period in accordance with section 29 of the Act and other applicable provisions of these Rules.

(2) A Managing Authority may—

- (a) after a minimum probationary period of one year from the date of employment, choose to extend the probationary period into the second year or with the approval of the Commission, may appoint or terminate the services of the teacher;
- (b) where a Managing Authority is desirous of appointing a teacher, extending the probationary period of a teacher into the second year, or terminating the service of a teacher who is on probation, the Managing Authority shall submit to the Commission—
 - (i) every appraisal report, including the most recent appraisal report which

must be made during the school term immediately preceding submission of a recommendation for appointment, extension of the probationary period or termination; and

- (ii) evidence of the support provided to the teacher through the probationary period in accordance with rule 72(1);
- (c) the form and manner for submission of the appraisal reports are as set out in Schedule IV; Schedule IV.
- (d) the Commission shall review and approve or not approve the submission made by the Managing Authority under paragraph (b).
- (e) in reviewing the submission under subrule (d), where the Commission finds a deficiency in the material or procedural requirements of the submission of the documentation required under rules 72 and 87, it shall request the Managing Authority to make good that deficiency within a reasonable time.
- (f) where a Managing Authority fails to comply with a request of the Commission under subrule (e), the Commission may—

 - (i) decide on the matter without prejudice to the teacher;
 - (ii) recommend to the Chief Education Officer that appropriate action be taken against that Managing Authority in accordance with section 17(4) of the Act and section 46 of the Act, as applicable.

(3) A teacher may, where the Commission upholds a decision of the Managing Authority to terminate the services of that teacher—

- (a) apply for employment under a different Managing Authority; or
- (b) appeal to the Appeals Tribunal.

(4) Where the Commission upholds the recommendation of a Managing Authority for the appointment of a teacher, the effective date of appointment shall be retroactive to the date of employment commencing the probationary period and the probationary period served shall be recognised as a period of pensionable service.

(5) Where a Managing Authority extends the probationary period of a teacher, into the second year the Managing Authority shall inform the teacher in writing not later than the end of the first year of probation.

Probationary
period.
S.I. 87 of 2012.

72.-(1) During the period of probation, a teacher shall be—

- (a) provided with formative supervision including any necessary assistance to enable him to develop and maintain proper professional standards; and
- (b) appraised at least two times in the first twelve-month period and the first shall be conducted no earlier than the third month but no later than the fifth month and the second no earlier than the seventh month but no later than the ninth month and any such performance appraisals shall be discussed with the teacher.

(2) In the case of teachers, formative supervision and performance appraisals shall be conducted by the Principal or an appropriate person appointed by the Principal for that purpose.

(3) In the case of Principal and Vice-Principal teachers, formative supervision and performance appraisal shall be conducted by an appropriate person appointed by the Managing Authority for that purpose.

(4) The person conducting the appraisal shall share formal appraisal reports with the teacher appraised for review by the teacher and shall provide the teacher with an opportunity to participate in the appraisal process and comment on the reports immediately after completion of each report. The appraisal reports shall be submitted to the Commission immediately after completion and review by the teacher. The appraisal reports submitted to the Commission must be signed and dated by the teacher under appraisal, the appraiser and the Managing Authority.

(5) Should the probationary period extend into the second year, formative supervision shall continue and two additional performance appraisals shall be conducted in the second twelve-month period and the conduct of the additional formal appraisals is subject to the same conditions as those of the first probationary year.

(6) The form and manner of submission of the formal appraisal reports are as set out in Schedule IV.

Schedule IV.

(7) At the end of the probationary period the temporary employment of a teacher may be terminated for failure to achieve a satisfactory level of performance as determined through appraisals and other measures.

(8) The Managing Authority shall, at least two months before the end of the probationary period, ensure that the final appraisal of a teacher who is temporarily employed is conducted

and shall on the basis of the appraisal reports, make a recommendation on the appointment of the teacher and shall submit its recommendation not more than ten working days after the completion of the appraisal to the Commission for its approval.

(9) The Commission shall inform the teacher, through the Managing Authority, of its approval or otherwise of his appointment within twenty-one days of receiving the submission from the Managing Authority.

Resignation and
termination of
service.
S.I. 87 of 2012.

73.-(1) A teacher who intends to resign shall give the Managing Authority not less than one month's notice of that teacher's intention to resign.

(2) A teacher who fails to give the required notice of resignation under subrule (1) shall forfeit one month's salary *in lieu* of notice.

(3) Notwithstanding subrule (1), where resignation is to take effect in a month in which the end of a school term or semester occurs resignation shall take effect at the end of the term or semester and the teacher shall complete all responsibilities including the submission of grades, grade books and any other required reports.

(4) Subject to this rule, a teacher who resigns after serving for one hundred and twenty consecutive school days under the same Managing Authority during that school year shall be entitled to receive one month's salary beyond the effective date of resignation *in lieu* of vacation.

(5) Subject to this rule, a teacher who resigns and has served for one hundred and eighty consecutive school days under the same Managing Authority during one school year shall be entitled to the payment of salary for the months July and August of that school year.

(6) A Managing Authority may terminate the services of a teacher, subject to the approval of the Commission, if at any time during the teacher's period of service—

- (a) the teacher's performance is unsatisfactory based on a minimum of two performance appraisals conducted during one school year; or
- (b) the teacher is guilty of a major offence under rule 92A(3).

(7) Where a Managing Authority terminates the services of a teacher, subject to the approval of the Commission, the teacher's licence shall be revoked if at any time during the teacher's service—

- (a) the teacher is found guilty of one or more of the major offences listed in rule 92A(3)(b)(iii) to (xxiv); or
- (b) the teacher fails to meet the requirements to maintain a Full Licence in accordance with section 28(4) of the Act.

(8) In the case of a teacher not in possession of a Full Licence who is temporarily employed on a year to year basis and who fails to acquire the qualifications for a Full Licence during the five year period allowed, that teacher shall have his services terminated and section 29(9) of the Act shall apply.

(9) A Managing Authority shall, except where termination is for misconduct, give a teacher one calendar month's notice of the termination of his services, or pay the teacher one month's salary *in lieu* of notice.

(10) Subject to this rule and except where termination is for misconduct, where termination of service is to take effect in a month in which the end of a school term or semester occurs,

termination of service shall take effect at the end of the term or semester.

(11) Subject to this rule and except where termination is for misconduct, a teacher whose service is terminated after serving for one hundred and twenty consecutive school days under the same Managing Authority during that school year shall be entitled to receive one month's salary beyond the effective date of termination of service *in lieu* of vacation.

(12) Subject to this rule, except where termination is for misconduct, a teacher who has served for one hundred and eighty consecutive school days under the same Managing Authority during one school year shall be entitled to the payment of salary for the months July and August of that school year.

(13) A teacher whose services are terminated under this rule shall be given written notification by the Managing Authority of the termination of his services and a copy of the letter of termination shall be submitted to the Commission.

Retirement, etc.
S.I. 87 of 2012.
CAP. 42.
Schedule V.

74.-(1) The retirement of a teacher from a government school or government-aided school shall be in accordance with the provisions of the School Teacher's Pensions Act and Schedule V.

CAP. 42.

(2) A teacher may retire at the age of fifty-five years in accordance with section 13 of the School Teacher's Pensions Act.

(3) A teacher desiring to retire from the teaching service at the age of fifty-five shall by written notification indicate his desire to the Managing Authority not less than one year in advance of reaching the age of fifty-five years and the Managing Authority shall forward the request to the Commission for onward submission to the Public Service Commission.

(4) Subject to the School Teachers' Pensions Act, a teacher desiring to continue in the teaching service beyond fifty-five shall by written notification indicate his desire to the Managing Authority at least one year prior to reaching the age of fifty-five years and the Managing Authority shall forward the request to the Commission for their records. CAP. 42.

(5) Where a teacher retires at age fifty years, or at the age of fifty-five years, as the case may be, retirement shall take effect at the close of the school year on 31st August of that year.

(6) A retired teacher may be employed subject to the provisions for the employment of teachers.

(7) A teacher may retire on medical grounds in accordance with section 6(2) of the School Teachers' Pensions Act. CAP. 42.

(8) A teacher seeking to retire on medical grounds shall apply in writing to the Ministry through the teacher's Managing Authority.

(9) A medical certificate from a certified medical practitioner recommending retirement on medical grounds shall accompany the letter of application submitted under subrule (7).

(10) The application for retirement on medical grounds shall be subject to the determination of a Medical Board convened by the Director of Health Services.

(11) The findings of the Medical Board shall be submitted to the Minister for his determination.

(12) The Managing Authority shall be informed of the findings and determinations of the Medical Board.

(13) Where a teacher commits a major offence, the Managing Authority, may terminate, dismiss or call on that teacher to retire in the public interest in accordance with section 13(4) of the School Teachers' Pensions Act. CAP. 42.

CAP. 42. (14) Where the employment of a teacher is terminated as a result of reorganisation, the matter shall be dealt with in accordance with section 6(3) of the School Teachers' Pensions Act.

Staff attendance register. **75.**-(1) The Principal of a pre-school centre, primary school or of a secondary-level school or institution shall maintain a register for recording attendance of all members of staff.

(2) Each member of staff shall record his time of arrival and departure for each session and sign the entry.

(3) The Principal or Vice-Principal shall record the absence of a teacher for a session making relevant remarks explaining the absence.

(4) The Principal or Vice-Principal shall record beside the entry for a teacher the time of departure and return and the reason for absence of any teacher who leaves the school premises at a time not ordinarily permitted.

(5) The Principal or Vice-Principal shall make such remarks relating to the entry for a teacher, which he considers pertinent.

(6) Members of staff shall be given an opportunity to peruse the Principal's or Vice-Principal's entries to satisfy themselves of the correctness thereof.

Absence from work. **76.**-(1) Permission for absence from work shall be granted in accordance with the types and conditions of leave stipulated in these Rules.

(2) The Principal shall approve such applications which are within his authority and shall forward the application with his decision to the Managing Authority for the record.

(3) Where authority for the decision rests with the Managing Authority, the Principal shall comment on the request and shall forward it to the Managing Authority who shall signify thereon

his approval or reasons for disapproval of such application and shall inform the teacher through the Principal of his decision.

(4) Where authority for the decision rests with the Ministry of Education, the Managing Authority shall comment on the request and shall forward the same to the Chief Education Officer for necessary action. The Chief Education Officer shall inform the teacher through the Managing Authority of his decision.

(5) Any claim for payment of salary in respect of any period of absence which is not approved may be disallowed.

(6) Except in the case of illness or other unavoidable circumstances, any teacher or member of staff of a school who absents himself from duty without permission shall be liable to disciplinary action.

77.-(1) Permission for absence from work shall be granted in accordance with the types and conditions of leave as stipulated in these Rules.

Leave on urgent personal affairs, compassionate leave, paternity leave, etc.
S.I. 87 of 2012.

(2) Except in the case of illness or other unavoidable circumstances, any teacher who is absent from duty without permission is liable to disciplinary action in accordance with these Rules.

(3) The teacher shall make every effort to contact the Principal in the case of illness or other unavoidable circumstances on the first day of his absence.

(4) A claim for payment of salary by a teacher in respect of any period of absence which is not approved may be disallowed.

(5) Where a Managing Authority approves applications for leave of less than ten days, the Managing Authority shall forward copies of approved applications to the Commission for its records.

(6) The Managing Authority shall, for leave of ten consecutive working days or more, forward the application to the Commission along with the Managing Authority's comments on the matter, for the Commission's consideration for approval and the Commission shall inform the teacher of its decision through the Managing Authority.

(7) A Managing Authority may grant to a teacher leave with pay for up to five working days per year on urgent personal affairs.

(8) Where the Managing Authority of a school is not readily accessible on a daily basis, it may authorise the Principal to determine applications for leave on urgent personal affairs on its behalf.

Schedule III.

(9) Applications for leave on urgent personal affairs shall be made on Form EDR 8 as set out in Schedule III and submitted to the Managing Authority through the Principal and all applications for leave on urgent personal affairs shall be copied to the Commission.

(10) A Managing Authority shall submit to the Commission for its approval applications for an extension of leave, with pay, on urgent personal affairs of more than five days at least three days before the end of the leave already approved.

(11) The Managing Authority may endorse and the Chief Education Officer may support an application under subrule (10).

(12) An extension of leave on urgent personal affairs shall not exceed thirty days.

(13) On the death of an immediate family member, a Managing Authority may grant compassionate leave with pay for not more than five days.

(14) Where the Managing Authority of a school is not readily accessible on a daily basis, it may authorise the Principal to determine applications for compassionate leave on its behalf.

(15) An application for compassionate leave shall be made to the Managing Authority and routed through the Principal on Form EDR 8 set out in Schedule III to these Rules and all applications for compassionate leave shall be copied to the Commission.

Schedule III.

(16) A male teacher may be granted one period of paternity leave per school year with full pay for up to five working days and he shall as soon as possible but no later than one month after return to duty, present to the Principal a copy of the birth registration certificate acknowledging paternity.

(17) An applications for paternity leave shall be made to the Managing Authority and routed through the Principal on Form EDR 8 set out in Schedule III to these Rules and all applications for paternity leave shall be copied to the Commission.

Schedule III.

78.-(1) The maximum paid sick leave entitlement to a teacher is sixteen days per year.

Sick leave, application, benefits, etc. S.I. 87 of 2012.

(2) Paid sick leave for more than one school day on any occasion shall not be granted without a medical certificate.

(3) If the leave exceeds one school day, the teacher shall forward to the Principal no later than the third day of being sick, a certificate from a registered medical practitioner stating the nature of the illness and, where appropriate, any further period of absence recommended by said medical practitioner and where the services of a medical practitioner are not obtainable within the time specified in this rule, a certificate of illness shall be furnished and signed by any other health practitioner or pharmacist in the education region in which the teacher resides.

(4) No more than six days of uncertified paid sick leave shall be granted in any one year.

(5) If the teacher has exhausted all uncertified paid sick leave in any one year, any additional uncertified sick leave shall be treated as leave without pay.

(6) If the teacher has exhausted all sick leave entitlement in any one year as stipulated in subrule (1) and requires additional sick leave for a period of ten days or less, the leave shall be treated as leave without pay.

(7) The Commission may, on the advice of the Managing Authority, where the protracted illness of an appointed teacher necessitate continuing leave beyond the normal annual sick leave entitlement as stipulated in subrule (1), approve extended sick leave up to one hundred and eighty days with full pay upon certification from a registered medical practitioner.

(8) The Commission shall, on the advice of the Managing Authority, where the illness of an appointed teacher requires absence exceeding one hundred and eighty days, require that the question of his fitness for further service be taken up with the Director of Health Services who shall convene a Medical Board and if the Medical Board determines that full recovery and return to duty is probable, the Commission may approve a further extension of sick leave up to one hundred and eighty days on half pay.

(9) The Commission may, on the advice of the Managing Authority, where a teacher is frequently on sick leave such that they exceed their annual sick leave entitlement under subrule (1), request the Director of Health Services to advise whether the teacher should appear before a Medical Board for a determination of his fitness to continue in the teaching service.

(10) Non-school days, where such days are within the period of leave, shall not be counted as part of sick leave except in the case of extended sick leave as provided in subrule (7) or (8).

(11) A Managing Authority shall, within five days of diagnosis indicating that extended medical treatment is required,

submit to the Commission for its approval an application for extended sick leave of up to one hundred and eighty days.

(12) The form of application for sick leave and extended sick leave shall be in Form EDR 9 set out in Schedule III.

Schedule III.

(13) The teacher shall apply to the Social Security Board for sickness benefits under the regulations of the Social Security Scheme and the provisions of the Social Security Act shall apply.

CAP. 44.

79.-(1) A female teacher shall be entitled to fourteen weeks' maternity leave.

Maternity leave, application, benefits, etc. S.I. 87 of 2012.

(2) A female teacher who, during the twelve months immediately preceding her expected date of confinement has been employed for a total of less than one hundred and fifty days shall be granted maternity leave without pay and such leave shall not be considered as service for pension purposes.

(3) A female teacher who, during the twelve months immediately preceding her expected date of confinement was employed for a period of not less than five months or one hundred and fifty days shall be granted maternity leave with full pay and such leave shall be considered as service for pension purposes.

(4) A teacher may, due to the demanding nature of the teaching profession, proceed on maternity leave at least one month before her expected date of confinement but shall proceed on leave no later than two weeks before the expected date of confinement.

(5) Where the date of confinement occurs before the expected date of confinement, the period of maternity leave commences on the actual date of confinement and shall not be less than fourteen weeks.

(6) Where a replacement teacher is to be hired for a teacher on maternity leave, the Commission may determine, as is expedient, whether the period of replacement shall be for all or a portion of the period for which the teacher is on maternity leave.

(7) Where a teacher who has proceeded on approved maternity leave requires continuing leave beyond normal entitlement, she may be granted leave without pay for up to one year.

Schedule III.

(8) An application for maternity leave shall be submitted on Form EDR 10 set out in Schedule III, to the Managing Authority and routed through the Principal not less than eight weeks prior to the expected date of confinement and such application shall be accompanied by a medical certificate stating the expected date of confinement.

(9) The Managing Authority shall submit all applications for maternity leave to the Commission for its approval.

(10) Any other maternity benefits shall be in accordance with the Social Security Scheme.

Annual vacation
leave.
S.I. 87 of 2012.

80.-(1) A teacher is entitled to paid vacation leave of not less than thirty working days per year.

(2) A teacher shall, unless otherwise determined by the Chief Education Officer, take leave under subrule (1) during the Christmas break, Easter break, and during the month of July.

(3) Notwithstanding subrule (2), a Principal or a Managing Authority may require a teacher to report to work during any of the vacation periods to complete assignments including—

- (a) preparation and correction of examinations;
- (b) preparation of report cards;

- (c) submission of course work materials and grades; and
- (d) securing of records, equipment and other resources during threat of a natural disaster.

(4) Where the teacher is not on approved leave during the month of August, the teacher shall report to work immediately when requested by the Principal, Managing Authority or Ministry to attend workshops and other professional development activities or to perform school related duties such as curriculum development, and preparation of annual teaching plans including development of student assessments, preparation of classrooms, staff planning meetings and orientation sessions or any other duties.

(5) Where a teacher demonstrates reasonable cause, he may be exempted by the Managing Authority from being called to duties for all or portion of such periods during the month of August. The teacher shall apply to the Managing Authority for such exemption and, if approved, it shall be treated as paid leave provided that the period of exemption does not exceed ten days. Applications for such leave shall be made on Form EDR 11 set out in Schedule III and shall be submitted to the Managing Authority through the Principal.

Schedule III.

81.-(1) A teacher of a government school or a government-aided school shall, after nine years of continuous service, qualify for three months' long leave with full pay.

Long Leave.
S.I. 87 of 2012.

(2) The following leave of absence shall not be counted towards the qualifying period for long leave—

- (a) study leave which exceeds one year;
- (b) sick leave which exceeds one hundred and eighty days;
- (c) any period of suspension;

- (d) maternity leave without pay;
- (e) period of secondment;
- (f) period of posting as an Itinerant Resource Officer; or
- (g) leave without pay.

(3) Long leave shall be granted during April to June or September to November, both months inclusive.

(4) An application for long leave by a teacher shall be made to the Commission through his Managing Authority.

Schedule III.

(5) Applications for long leave shall be made on Form EDR 12 set out in Schedule III, to the Commission by 30 September of the preceding year for leave to commence in April of the following year and by the last day of February for leave to commence in September of that same year.

(6) Where more than one teacher in a given school qualifies for long leave, the Managing Authority may recommend, with proper justification, the teacher that should be given priority for long leave and the teacher whose long leave may be deferred and shall submit the applications along with such recommendation to the Commission.

(7) A teacher who has been granted long leave shall qualify for another period of long leave after a further nine years of continuous service which commences at the date of completion of the previous long leave.

(8) Where long leave is deferred under subrule (6), that long leave shall be granted no later than two years after the teacher qualifies for such long leave and the teacher is entitled to count the period of deferment towards a subsequent nine-year period as continuous service.

(9) Subject to subrule (8), where a vacancy exists due to a teacher on long leave, the Managing Authorities may employ a temporary replacement teacher to fill the vacancy in accordance with rule 66.

(10) A teacher for whom long leave has been approved may serve as his own replacement subject to the approval of the Chief Education Officer.

82.-(1) Professional development leave may be granted to a teacher to enable the teacher to attend a course, conference or seminar on a matter connected to his professional development or to educational development in general.

Professional
Development
leave.
S.I. 87 of 2012.

(2) The teacher shall apply for such leave on Form EDR 13 set out in Schedule III and shall, at the time of application, provide evidence that he is nominated or is officially invited to attend the course, conference or seminar, and any other details as are required including the details for teaching the students affected by such leave.

Schedule III.

(3) The Managing Authority may approve requests for such leave up to nine consecutive school days.

(4) Authority for approval of requests for leave of at least ten consecutive school days shall lie with the Commission and in this case, the Managing Authority shall forward the request along with his recommendation on the matter to the Commission.

83.-(1) A teacher may, subject to the approval of the Commission, be granted leave with pay to enable him to undertake a full-time course of study that is pertinent to his professional development as a teacher.

Study leave with
pay, without pay,
bond, extension,
vacancy, etc.
S.I. 87 of 2012.

(2) A teacher may, subject to the approval of the Commission, be granted study leave without pay where—

- (a) the school at which the teacher is assigned has exhausted its quota of teachers on approved study leave with pay; or
- (b) that teacher expressly applies for study leave without pay to undertake a full-time course of study that is pertinent to his professional development as a teacher.

(3) A teacher shall not be eligible to be granted study leave where that teacher has not served at least one full school year in the teaching service prior to proceeding on study leave.

(4) Subject to subrule (5) a teacher who is recipient of a scholarship from or through the Government shall be granted study leave with pay.

(5) Study leave with pay shall not be approved to pursue training at a level equivalent to a qualification already possessed by the teacher or to pursue training which does not enhance the professional development of the teacher.

(6) A teacher shall apply for study leave on Form EDR 14 set out in Schedule III to the Managing Authority and the Managing Authority shall forward the application, with its recommendation to the Commission for approval no later than 31 December of the year prior to the year in which the study leave is applied for.

(7) For study leave with pay, salary grant shall be made as follows—

- (a) one hundred percent of salary for the period of study leave being one academic year or less;

Schedule III.

- (b) eighty percent of salary for the period of study leave being more than one academic year but less than three years; or
- (c) fifty percent of salary where the Commission has approved an extension of the period of study leave for one year or less.

(8) A teacher on study leave with pay shall sign a bond of service with the Ministry which shall specify the conditions to be met by the teacher during the course of studies including—

- (a) to follow the programme of studies approved by the Commission;
- (b) to maintain a minimum cumulative Grade Point Average of 2.5 or its equivalent throughout the period of study leave; and
- (c) to submit to the Commission and the Managing Authority progress reports signed by an appropriate officer of the institution at which the programme of studies is being undertaken at the end of each semester of studies.

(9) The duration of service required by the bond shall vary depending on the duration of the course of training in accordance with the following—

<u>Duration</u>	<u>Period Bonded</u>
(a) up to 4 months	nil
(b) more than 4 months but not more than 12 months	one year

- (c) more than 12 months but not more than 30 months two years
- (d) more than 31 months but not more than 36 months three years

(10) The amount of a teacher's bond shall be equivalent to the amount of the salary and allowances paid during the period of training and the total amount of such expenditure shall be the extent of a teacher's indebtedness and shall be secured by a guarantor.

(11) Where the approval of study leave with pay is also supported by additional financial assistance or scholarship from or through the Government of Belize, the total amount of a teacher's bond shall be equivalent to the estimated cost of training and the amount of the salary and allowances paid during the period of training.

(12) If a teacher fails to complete the requisite number of months of service required by his bond, his indebtedness shall be equivalent to the period of service for which he is in default.

(13) The amount of the indebtedness shall be paid on demand either by the teacher or his guarantor to the Government of Belize.

(14) A teacher shall, after successful completion of an approved course of study, be required to fulfil the requirements of his bond before study leave to pursue a further course of study may be approved.

(15) A teacher on study leave without pay shall sign an agreement of service with the Ministry which shall specify the conditions to be met by the teacher during the course of studies, including—

- (a) to follow the programme of studies approved by the Commission;
- (b) to maintain a minimum cumulative Grade Point Average of 2.5 or its equivalent throughout the period of study leave;
- (c) to submit to the Commission and the Managing Authority progress reports signed by an appropriate officer of the institution at which the programme of studies is being undertaken at the end of each semester of studies; and
- (d) to indicate his intention to return to his substantive post no later than six months prior to the expiry of his study leave without pay.

(16) A teacher may apply for an extension of study leave and an extension may be granted if it is considered that such extension is in the interest of the teaching service and an application for extension of study leave shall be accompanied by the following—

- (a) a letter of support from the teacher's Managing Authority;
- (b) evidence of the need and reason for the extension from the institution where the teacher is attending the course of study;
- (c) a Programme Schedule showing the sequence of the offering of the courses comprising the programme of studies; and
- (d) an Official Transcript of courses completed with grades attained.

(17) Disciplinary measures, including withdrawal of study leave, possible loss of pay, suspension, or dismissal may result if a teacher—

- (a) fails to comply with subrule (8) or (15);
- (b) fails to resume duties on the approved date of resumption of duties without the approval of the Commission; or
- (c) abandons the course of study without the approval of the Commission.

(18) A teacher who discontinues study leave due to maternity leave or extended sick leave shall not automatically be allowed to continue study leave but shall re-apply to the Commission for approval of the continuation of study leave previously granted.

(19) Where a teacher discontinues study leave and proceeds on maternity leave, the requirements as set out in rule 79 shall apply.

(20) Where a teacher discontinues study leave and is granted extended sick leave, the requirements as set out in rule 78 shall apply.

(21) A teacher who discontinues study leave for the reasons stated in subrule (18) shall re-apply for such leave in accordance with rules 78 and 79, as the case may be.

(22) A teacher under subrule (21) shall resume duties at his substantive post pending a determination by the Commission.

(23) Where a vacancy is created by a teacher who proceeded on study leave by abandonment of post, resignation or otherwise, the vacancy created shall be filled in accordance with rule 66.

84.-(1) The Commission may approve special leave on full salary for a purpose deemed by the Commission to be in the public and national interests including to enable a teacher—

Special Leave.
S.I. 87 of 2012.

- (a) who is a member of the Belize Defence Force to attend annual training;
- (b) who is selected by the proper authorities to represent Belize internationally at sporting events, and cultural events; or
- (c) to attend courses, seminars or conferences sponsored by churches or civic organisations.

(2) Any special leave under subrule (1) shall not normally exceed two consecutive weeks and shall not exceed a total of twenty school days in any school year.

(3) A Managing Authority shall, at least two weeks prior to the date of commencement of the intended special leave, submit to the Commission for its approval applications for special leave under this rule on Form EDR 15 set out in Schedule III.

Schedule III.

85.-(1) The Commission, may grant leave without pay to a teacher for special reasons as follows—

Leave without
pay for special
reasons.
S.I. 87 of 2012.

- (a) pursuant to rule 79(7), to allow a teacher who requires continuing leave beyond normal entitlement after the expiration of approved maternity leave to be kept on the staff of the school;
- (b) to allow a teacher who is unable to resume duties at the expiration of extended sick leave to maintain the teacher's continuity of service and preserve his post until a determination is made on the fitness of the teacher to continue employment in the teaching service;

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- (c) to allow a teacher who is elected or appointed to a public office in a full-time capacity to maintain that teacher's continuity of service and preserve his post;
- (d) to allow a teacher to pursue studies unrelated to his professional development as a teacher while maintaining his continuity of service but not preserving his post;
- (e) to amalgamate a break in service in accordance with section 7(1) and (2) of the School Teachers' Pensions Act; or
- (f) for any other special reason determined by the Commission.

(2) Where a teacher applies for leave under subrule (1)(f) and the leave is supported by the Managing Authority, such leave if approved by the Commission shall not exceed one year.

(3) Leave pursuant to subrule (2) may be extended but such extension shall not exceed two consecutive years.

(4) Leave without pay shall not be considered as "service" for pension purposes.

(5) A teacher who proceeds on study leave as stipulated in subrule (1)(d) shall not automatically revert to his substantive post at the school to which he was attached at the completion of his course of studies and that teacher shall indicate his intention to continue in the employment of his Managing Authority six months prior to completion of studies.

(6) A teacher may apply for leave without pay to the Commission through the Managing Authority on Form EDR 16 set out in Schedule III.

Schedule III.

86.-(1) A teacher, appointed or otherwise, who has served for one hundred and eighty consecutive school days under the same Managing Authority during one school year shall be entitled to the payment of salary for the months of July and August of that school year.

Pay for school vacation periods. S.I. 87 of 2012.

(2) If a teacher is temporarily employed in a month in which the Christmas holiday or Easter vacation falls, that teacher shall receive pay for the vacation period if his employment continues after the end of vacation. In other cases he shall be paid only for the period employed.

87.-(1) A Managing Authority, or other appropriate persons authorised by the Managing Authority, shall conduct performance appraisals of each Principal under their management at least twice annually using the Forms EDR 17A and EDR 17B set out in Schedule III.

Assessment of staff. S.I. 87 of 2012.

Schedule III.

(2) The Principal shall conduct a performance appraisal of each Vice-Principal, head of department and teacher twice annually using the Forms EDR 18A, EDR 18B, and EDR 18C set out in Schedule III as applicable.

Schedule III.

(3) A Vice-Principal and head of department may also be assigned the duty to appraise teaching staff.

(4) Teaching staff at upper primary and secondary level schools is subject to student assessment twice annually in the Form EDR 19A and EDR 19B set out in Schedule III and analysis of such assessment shall be for the purpose of school improvement planning for improving teacher's teaching and learning processes and student-teacher relations.

Schedule III.

(5) The Principal shall appraise non-teaching staff at least once during each school year using the standard assessment Form EDR 20 set out in Schedule III.

Schedule III.

(6) On completion of a performance appraisal, the person doing the appraisal shall discuss the evaluation with the person being appraised and in so doing shall—

- (a) discuss the performance ratings of the person being assessed in the various areas assessed;
- (b) identify and analyse the strengths and weaknesses of the person being appraised; and
- (c) determine recommendations for actions to be taken to address weaknesses identified.

(7) On completion of the discussion of an appraisal under subrule (5), the person being appraised shall sign the appraisal form and indicate his agreement or otherwise with the appraisal and if that person disagrees with any aspect of the assessment he may provide justification for such disagreement.

(8) The Managing Authority shall—

- (a) forward the signed performance appraisal form and any justification for disagreement under subrule (7) to the Commission;
- (b) forward to the person appraised copies of all forms forwarded to the Commission; and
- (c) retain copies of all forms forwarded for their information, action and record.

(9) The consequences of a less than satisfactory performance appraisal may include—

- (a) deferral or loss of increment;
- (b) demotion in rank; or
- (c) subject to subrule (10), dismissal.

(10) A performance appraisal which is less than satisfactory may be deemed a breach of contract warranting dismissal—

- (a) where the person is rated ineffective on his performance appraisal and shows no competence;
- (b) where the person is rated marginal on his performance appraisal and fails to improve performance upon subsequent performance appraisals.

88.-(1) Subject to subrules (2) and (3), an annual increment shall accrue from the beginning of the month in which it becomes due.

Incremental
dates.
S.I. 87 of 2012.

(2) Where a probationary period is successful, the incremental date shall be the first day of the month if the teacher's date of employment or promotion falls between the first to the fifteenth day of the month, inclusive, but in a case, where the teacher's date of employment or promotion is after the fifteenth day of the month, the incremental date shall be on the first day of the following month.

(3) Where a teacher attains higher qualifications, any additional increment for higher qualifications shall take effect at the beginning of the month after the month in which the qualification was gained and this shall not alter the normal annual incremental date.

(4) Any change in salary scale resulting from higher qualifications shall take effect at the beginning of the month after the month in which the qualification was gained and this shall not alter the normal annual incremental date.

(5) Where an increment is withheld or deferred due to inadequate performance, an improvement plan, including subsequent evaluation date, must be developed by the Managing Authority and if such subsequent evaluation is favorable, the

increment shall be given starting from the date of the favorable evaluation and the normal annual incremental date shall remain unchanged.

Increments.
S.I. 87 of 2012.

89.-(1) Where a teacher is paid on a salary scale, an annual increment shall be awarded if that teacher obtains a satisfactory performance and has not reached the maximum point on the salary scale, and there is no other disentiing factor bearing on the award of the increment.

(2) In order to qualify for the annual increment, a teacher must be employed for not less than one year.

Schedule III.

(3) The Managing Authority shall submit to the Commission for necessary action, the annual increment form, as set out in Form EDR 23 in Schedule III for each teacher under its management who qualifies for an increment and indicating whether or not the teacher is to receive an increment. Every completed form must be received by the Commission not less than six weeks before the increment is due.

(4) For the purpose of this rule, satisfactory performance justifying the award of an increment shall include as the major determining factors the last two performance appraisal reports of the teacher conducted in the year immediately preceding the increment date.

(5) Subject to any specific conditions of employment, a teacher on continuous temporary teaching services for a period exceeding one year in a post to which an annual salary scale is attached may, if such service is satisfactory, qualify for the grant of an increment.

Loss of
increments.
S.I. 87 of 2012.

90.-(1) The Managing Authority, subject to the approval of the Commission, may apply the consequences under rule 87(9) where the teacher obtained a less than satisfactory performance appraisal.

(2) The Managing Authority or any suitable person designated to act on its behalf shall, where an increment is withheld, provide support to the teacher to develop an improvement plan and shall conduct a further appraisal of the teacher within six months following the implementation of the improvement plan.

(3) Where a further performance appraisal under subrule (2) indicates improvement in the teacher's performance to a satisfactory level, the Managing Authority, subject to the approval of the Commission, shall restore the increment to the teacher from the date of the satisfactory performance appraisal report.

(4) Where a further performance appraisal indicates failure of the teacher to improve performance to a satisfactory level, the Managing Authority, subject to the approval of the Commission, shall determine the appropriate consequence in accordance with rule 87(9).

(5) Where an increment is deferred for one year—

- (a) if further appraisal of the teacher is satisfactory at the end of this period, the Managing Authority, subject to the approval of the Commission, shall grant the teacher two increments from the date of satisfactory performance appraisal which shall restore him to the point on the scale which he would have reached; or
- (b) if further appraisal of the teacher is unsatisfactory at the end of this period, the Managing Authority, subject to the approval of the Commission, shall stop the increment that would have been earned had the teacher performed satisfactorily at the end of this period.

(6) Where an increment is not approved by the Managing Authority, the teacher shall be informed of the reasons why the increment was not approved.

Schedule III.

(7) Where an increment is not approved, an appeal may be made on the Form EDR 21 set out in Schedule III.

(8) If for any reason other than those allowed under these Rules, a teacher does not receive his increments for any particular year he shall be paid the full increment due to him retroactive to the qualifying date.

Special Awards.
S.I. 87 of 2012.

91.-(1) A teacher who shows—

- (a) leadership, commitment and is consistently outstanding; or
- (b) exceptional zeal for his work, including undertaking additional relevant training for which salary increments are not awarded, and takes initiative to introduce innovation in his school,

may be granted upon recommendation by the Principal and request by the Managing Authority, a lump sum merit award equivalent to two increments or one thousand dollars (whichever is less),

provided that he shall not be granted such merit award more than once every five years.

(2) The Commission may review the request for conveying a special award under subrule (1) and make a recommendation to the Minister for his approval.

(3) A teacher who serves satisfactorily for three consecutive years in any designated rural hardship area shall be given a merit award equivalent to one increment at the end of the period of

service, in addition to any other allowances to which the teacher is entitled.

(4) A teacher who has successfully completed three years of service at the maximum of his last salary scale shall be given a one-time long-service grant equal to three increments, subject to the conditions under rule 89 or the granting of annual increments.

92. The code of conduct pursuant to section 29(13) of the Act shall conform to the following—

Conduct at work.
S.I. 87 of 2012.

- (a) provide for the proper standard of attire;
- (b) exclude unreasonable restrictions or requirements;
- (c) provide for clear standards that are expressed in writing to staff;
- (d) neither directly nor indirectly, or unfairly discriminate among persons on grounds of gender, disability, race, religion, ethnicity, socio-economic status, political affiliation, or any other forms of discrimination; and
- (e) respect for individual's fundamental human rights as stipulated by the laws of Belize and regional and international treaties and conventions to which Belize is a party.

92A.-(1) For the purpose of this rule, offences constitute such offences where a teacher fails to perform his lawful duties or wilfully disobeys legal orders reasonably given by those duly authorised to give such orders, repeated neglect of duty or failure to observe regulations and requirements under the Act, these Rules and approved school rules and where a teacher conducts himself in a manner, whether in the course of his duty or not, inconsistent with the expressed or implied conditions of

Minor and major
offences.
S.I. 87 of 2012.

his service, or in a manner prejudicial to the efficient or effective operation of the school, or in a manner which otherwise brings the teaching profession into disrepute or is considered inimical to the interests of education.

(2) Minor offences include—

- (a) violations in relation to attendance and punctuality including—
 - (i) repeated tardiness in reporting for duty; or
 - (ii) unexcused absences;
- (b) violations in relation to professional conduct and failure to perform duties such as—
 - (i) campaigning actively in school for or against any political party or candidate in any national or municipal election;
 - (ii) failure to do lesson plans;
 - (iii) failure to submit grade reports;
 - (iv) failure to maintain student records;
 - (v) repeated neglect of duties;
 - (vi) use of school property or facilities without permission;
 - (vii) resignation without giving the required notice; or
 - (viii) failure to participate in professional development workshops, seminars, or programmes as required.

(3) Major offences include–

(a) offences in regard to professional conduct and obligations, including–

- (i) failure to maintain a teaching licence;
- (ii) refusal to implement strategies for improving performance recommended through a clinical supervision process;
- (iii) repeated failure to implement strategies for improving performance recommended through a clinical supervision process;
- (iv) failure to carry out orders by administration or persons in authority, abandonment of duties or insubordination;
- (v) failure to get proper authorisation to take students on a field trip or to modify the itinerary of the trip once authorised;
- (vi) failure to satisfactorily correct behaviour after minor offences are brought to the teacher's attention in conformity with the procedures set out in Schedule VI;
- (vii) failure to comply with mandatory reporting requirements in relation to child abuse under the Families and Children Act;
- (viii) change of study leave programme without authorisation;

Schedule VI.

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- (ix) discontinuation of studies in relation to study leave without informing the school, the Managing Authority, the Ministry and the Commission;
 - (x) failure or refusal to sign study leave bond;
 - (xi) failure to fulfill the conditions of study leave bond; or
 - (xii) failure to maintain the required 2.5 Grade Point Average or its equivalent in accordance with study leave bond agreement;
- (b) criminal conduct or conduct which is physically or morally harmful to students or other members of staff, including–
- (i) sexual abuse;
 - (ii) carnal knowledge;
 - (iii) child molestation;
 - (iv) rape;
 - (v) corporal punishment and other forms of physical punishment;
 - (vi) verbal abuse, use of threatening words, intimidation, and harassment of students, colleagues or administrators;
 - (vii) sexual harassment;

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- (viii) assault of colleagues, parents, administrators;
 - (ix) discrimination against students on the basis of race, creed, gender, disability, association or other similar characteristic;
 - (x) action directed at subverting the democratic process or interests of the community;
 - (xi) conviction of a criminal offence;
 - (xii) criminal misconduct outside the school setting;
 - (xiii) possession of illicit drugs;
 - (xiv) use of illicit drugs;
 - (xv) sale and distribution of controlled substances or illicit drugs;
 - (xvi) drunken and disorderly conduct in the school setting or in the public;
 - (xvii) destruction of school property;
 - (xviii) forgery or submission of false documents;
 - (xix) misappropriation of school funds;
 - (xx) possession or distribution of pornography;
 - (xxi) theft or fraud;

- (xxii) possession of an illegal firearm or ammunition;
- (xxiii) use of a dangerous firearm or ammunition within the school setting; or
- (xxiv) unauthorised possession of a licensed firearm or ammunition in the school setting.

Disciplinary
procedures.
S.I. 87 of 2012.

93.-(1) A Managing Authority may initiate disciplinary proceedings for minor and major offences under rule 92A against a teacher in accordance with the provisions of the Act.

Schedule VI.

(2) A Managing Authority may take disciplinary action for minor offences in accordance with Schedule VI, which may be documented and recorded on the teacher's personal file.

(3) In respect of repeated minor offences, where a Managing Authority has utilised measures under subrule (2) and the teacher engages in the same behaviour or action leading to a major offence, the teacher shall be issued with a final written reprimand articulating the charges and inviting him to be heard in his own defence at a hearing of the charges and the process outlined in subrules (6)-(18) shall apply.

(4) A repeated minor offence may become a major offence where the repeated minor offence has resulted in a final written reprimand after successive oral and written reprimands and such repeated behaviour or action may, with the approval of the Commission, warrant termination.

(5) A Managing Authority shall, upon receipt of a report or upon becoming reliably informed of possible misconduct that may constitute a major offence on the part of any teacher, conform to principles of due process and the rule of law and all documentation describing the process followed and all other

pertinent documentation on the case must be submitted to the Commission for its review.

(6) A Managing Authority may, where allegations of the commission of a major offence have been made or where repeated minor offences have resulted in a major offence, place a teacher on administrative leave while it investigates an accusation of misconduct against him if the Managing Authority has grounds to believe that it is in the best interest of the students and the school.

(7) The Managing Authority shall, whether or not it decides to place a teacher on administrative leave while it conducts an investigation of alleged misconduct—

- (a) immediately notify the teacher in writing of alleged misconduct; and
- (b) conduct a formal investigation into the alleged misconduct.

(8) The Managing Authority shall, at the conclusion of the investigation, decide whether there are grounds to bring charges against the teacher for the alleged misconduct.

(9) The Managing Authority shall, where it finds that there are no grounds for the alleged misconduct, inform the teacher in writing of its findings and the teacher shall continue in employment without prejudice to his status or emoluments.

(10) The Managing Authority shall, where it finds that there are grounds to bring charges against the teacher for the alleged misconduct—

- (a) notify the teacher in writing of charges against him;
- (b) provide the teacher with a copy of all documentary evidence including transcripts,

recordings or affidavits and any other evidence;

- (c) may place the teacher on interdiction with not less than 50% salary, where it considers that it is in the interest of the students and school that the teacher immediately ceases to perform his functions; and
- (d) may set a date and venue for a hearing and notify the teacher of date and venue of hearing or request the teacher or his agent to respond in writing within a reasonable specified time to afford the teacher the opportunity to be heard in his own defence.

(11) Where a hearing for a teacher placed on interdiction pursuant to subrule (10)(c), is not conducted within thirty days of the date of notification under subrule (10)(a) the teacher shall be reinstated without prejudice to his status or emoluments if the teacher had presented himself at each scheduled hearing.

(12) A teacher shall have the right to have an agent present at the hearing to advise or represent him.

(13) Documentary evidence shall not be used against a teacher unless the teacher has previously been supplied with or given access to a copy of the evidence.

(14) The Managing Authority shall, where after a hearing the charges are made out, determine the appropriate disciplinary measure in accordance with rule 97.

(15) Where, after a hearing, the charges are not made out, the teacher shall continue in employment without prejudice to his status or emoluments.

(16) Whether or not the proceedings result in disciplinary measures, copies of all written correspondences and attachments

sent to or from the teacher or his agent during the disciplinary proceedings shall be placed on the teacher's personal file maintained by the Managing Authority.

(17) Where disciplinary proceedings result in recommendation for disciplinary measures to be taken against a teacher, the Managing Authority shall submit under confidential cover to the Commission—

- (a) its recommendation for disciplinary measures with justification;
- (b) a copy of the transcript of the disciplinary hearing; and
- (c) copies of all correspondences and attachments sent to or from the teacher or his agent during the disciplinary proceedings.

(18) The Commission may, upon receipt of the submission and if it thinks fit, cause further investigation to be made into the matter and where it is necessary, the teacher may be asked to appear before the Commission and be given a reasonable opportunity to be heard in his own defence, with or without an agent to assist or act on his behalf at the hearing.

(19) If without good reason, the teacher against whom disciplinary proceedings have been instituted or his agent does not attend the hearing, the Commission may proceed and conclude the matter in his absence.

(20) Where good reason is given to the Commission on behalf of the teacher as to why he is unable to attend the hearing, the Commission may postpone the hearing but not to the extent that quick and effective justice is prejudiced.

(21) The Commission shall make a determination pursuant to section 17(2)(h) of the Act as soon as possible.

(22) Where the Commission determines that the Managing Authority did not apply due process, has not established the grounds for suspension, termination, dismissal or other disciplinary action or where the Managing Authority has failed to provide complete documentation, the teacher's status shall remain unchanged.

(23) Pursuant to subrule (22), the Commission may refer the matter back to the Managing Authority for its review and the Managing Authority may make a revised case submission.

(24) The Commission may approve disciplinary action pursuant to section 41(3)(f) of the Act, against a teacher where the following conditions are fulfilled—

- (a) the Managing Authority provides complete documentation on a case;
- (b) where due process is evident;
- (c) where grounds for suspension, termination, dismissal or other disciplinary action are supported by the evidence presented; and
- (d) there is no infringement on a teacher's constitutional rights.

(25) The Commission shall inform the Managing Authority and the teacher of its determination and shall inform the teacher of his right to appeal under section 20(2) of the Act.

Administrative
leave.
S.I. 87 of 2012.

94.-(1) The Managing Authority may place a teacher on administrative leave while the Managing Authority investigates an allegation of misconduct against him if the Managing Authority has grounds to believe that it is in the best interest of the students and the school to do so and the Managing Authority shall inform the teacher, in writing, of the grounds of the accusation against him and a copy of the notice shall be forwarded to the Commission.

(2) Where a teacher has been placed on administrative leave under subrule (1) he shall receive a full salary.

(3) If charges are not brought against a teacher within twenty working days, the teacher shall be immediately reinstated without prejudice to his status or emoluments.

(4) Where a Managing Authority believes the circumstances warrant an extension of time of the period under subrule (3) above, the Managing Authority may request from the Commission an extension of the time for bringing a formal case against the teacher and such extension of time shall be of five working days.

94A. Where a teacher while on secondment or posted as an Itinerant Resource Officer is alleged by the receiving organisation to have committed a major offence, the receiving organisation shall direct the teacher to report to the Managing Authority of the school from which he was seconded for the disciplinary procedures under rule 93 to be applied and the teacher may be placed on administrative leave pursuant to rule 94.

Disciplinary proceedings for teachers on secondment, etc. S.I. 87 of 2012.

95. Where a Principal has substantial grounds on which to accuse or suspect a teacher of use of illicit drugs, or possession of firearms, ammunition, pornographic or subversive materials at school, he shall report the matter to the Police for action.

Cases involving drugs, firearms, pornography, etc. S.I. 87 of 2012.

96.-(1) The Managing Authority may initiate disciplinary proceedings against a teacher who has been criminally charged.

Criminal proceedings against a teacher. S.I. 87 of 2012.

(2) Where criminal proceedings are instituted against a teacher and where the Managing Authority considers it in the best interest of the students and the school that the teacher immediately ceases to perform his duties, the Managing Authority may interdict the teacher from his duties and the Managing Authority shall submit to the Commission a written report detailing the charge and grounds for the interdiction.

(3) Where the Commission agrees with interdiction of the teacher, such interdiction shall be instituted pending the outcome of the criminal proceedings. The teacher may receive a portion of his salary being not less than fifty percent as approved by the Commission on the recommendation of the Managing Authority for a period not exceeding six months.

(4) Where the teacher is found innocent of the charge, the teacher shall continue in employment without prejudice to his status or emoluments.

(5) Where a teacher pleads guilty to a criminal charge, or a criminal charge is proved against a teacher, the teacher may be subject to disciplinary proceedings for an act of misconduct or indiscipline contrary to the Act and these Rules.

(6) Disciplinary proceedings may be instituted under subrule (1) notwithstanding that the teacher has appealed a conviction arising out of the criminal proceedings.

Disciplinary
measures.
S.I. 87 of 2012.

97.-(1) Where a teacher has repeatedly committed acts amounting to minor offences and has failed to improve following formal written warnings or reprimands, or where the teacher has committed a major offence, the Managing Authority shall, having established the charges against the teacher in accordance with the procedures laid out in rule 93, adopt one, or a combination of the measures listed below and the adoption of that measure shall have regard to the seriousness of the offence and be appropriate to the circumstances of the case—

- (a) demotion in rank;
- (b) fine or loss of salary;
- (c) suspension with loss of pay not exceeding fifty percent for a period not exceeding six work weeks;
- (d) retirement in the interest of the profession;

- (e) dismissal; or
- (f) dismissal and revocation of licence.

(2) Where disciplinary proceedings result in a recommendation for one or a combination of the disciplinary measures specified at subrule (1) above to be taken against a teacher, the Managing Authority shall submit to the Commission—

- (a) its recommendation for disciplinary measures with justification;
- (b) a copy of the transcript of the disciplinary hearing; and
- (c) copies of all correspondences and attachments sent to or from the teacher or his agent during the disciplinary proceedings.

(3) The Managing Authority, within five working days of receiving the decision of the Commission, shall inform the teacher of the decision, any penalty imposed on him, and of his right to appeal to the Tribunal and of the time required for making such appeal.

(4) In accordance with section 14 of the School Teachers' Pensions Act, no teacher who for gross negligence, irregularity or misconduct, is dismissed or called upon to resign from his employment shall be granted a pension or gratuity unless the Governor-General directs otherwise.

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(5) Where a disciplinary charge brought against a teacher has not been proven, the teacher shall be immediately reinstated without prejudice to his position and the payment of the total salary withheld.

(6) Where the teacher lodges an appeal with the Tribunal within the specified period, the penalty imposed by the

Commission or Managing Authority, as the case may be, shall take effect pending the determination of the appeal by the Tribunal.

Termination procedures.

98. The suspension, release, dismissal or termination of service of a teacher or other member of staff shall be in accordance with section 16 of the Act.

Appeal against suspension, dismissal, termination of service, etc. Schedule III. S.I. 87 of 2012.

99. An appeal made in accordance with section 33 of the Act shall be made on Form EDR 22 set out in Schedule III.

Penalties for dismissal.

100.-(1) Where a teacher or any other member of staff of a government or government-aided school is dismissed, penalties relating to retirement benefits shall be in accordance with the School Teachers' Pensions Act.

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(2) A teacher or any other member of staff convicted of a criminal offence for which he may be dismissed from the service shall not receive any emoluments from the date of conviction, pending disciplinary proceedings against him.

Legal action against a teacher. S.I. 87 of 2012.

101. Where legal proceedings are initiated against a teacher of a government or government-aided school, or institution, in respect of any act or omission performed in the performance of his duties, that teacher may be entitled to assistance for the cost of legal representation and the extent of such assistance shall be determined and payable by the Ministry at its own discretion.

Industrial action by teachers. S.I. 87 of 2012.

101A. A labour dispute which may involve or give rise to industrial action by teachers or instructors shall be determined in accordance with any law or enactment, which makes provision for the determination of such disputes.

Strikes by teachers. S.I. 87 of 2012.

102.-(1) If a labour dispute results in industrial action by teachers or instructors, salaries and wages of persons undertaking such action may not be paid for any day or portion of a day during which they are on strike.

(2) Teachers or instructors not on strike shall report to work unless circumstances beyond their control prevent them from doing so.

(3) It shall be the duty of the Managing Authority to maintain a record of those teachers or instructors who are not present at school during the strike.

(4) It shall be the duty of the Managing Authority to take necessary measures to ensure that schools and institutions are open for classes and to ensure that there is safety for the students and teachers present at a school or institution during a strike.

(5) Where the Principal or Manager has reasonable grounds to believe that the safety of students and members of staff not on strike may be at risk, the Principal or Manager may close the school or institution and advise the Managing Authority and the District Education Centre of his decision.

PART V

School Financing

103.-(1) Schools with government-aided status shall receive grant funding on an annual basis for recurrent and/or capital expenditure according to such schedules and under such conditions as may be established by the Minister, in consultation with the Council. Grant-in-aid.

(2) Notwithstanding the foregoing, the payment of all grant-in-aid shall be subject to the provision of the necessary funds by the National Assembly.

(3) The Minister may at any time change the schedule for determining grant-in-aid to schools, provided that grants may not be decreased by such changes without one year's prior notice.

(4) The Minister may at any time change the criteria for eligibility for grant-in-aid, provided that grant-in-aid may not be discontinued to a school by such changes without one year's prior notice.

Application for government-aided status.

104.-(1) A Managing Authority wishing to obtain government-aided status for a school shall make an application to the Ministry of Education on the prescribed form accompanied by the required information. A copy of the prescribed form shall be included in the Handbook of Policies and Procedures for School Services.

(2) The request for government-aided status shall be submitted by no later than the end of September prior to the fiscal year during which grant-in-aid is to begin.

(3) Application for government-aided status constitutes an agreement by the Managing Authority to abide by all conditions pertaining to the receipt from the Ministry of Education of a grant for the operation of a school and requirements under the Act, these Rules and other regulations made by the Ministry of Education relating to government-aided schools shall at all times be complied with during the duration of receipt of such grant.

Application for annual grant.

105. Each Managing Authority of government-aided schools shall apply annually for grant funds by completing the prescribed form and submitting it with all required information to the Ministry of Education by no later than the end of September prior to the fiscal year for which it is requested. A copy of the prescribed form shall be included in the Handbook of Policies and Procedures for School Services.

Grant for construction or repair of school building.

106.-(1) No grant-in-aid in respect of any cost of construction or repair of school buildings shall be approved without prior submission of the plans and specifications for the works to the Chief Education Officer.

(2) A request for grant-in-aid in respect for such works shall be received before the end of September preceding the fiscal year in which the grant is to be paid.

107. Where grant-in-aid has been approved for construction or repair of a school building, the Chief Education Officer may advance payment of 30% of the grant-in-aid at the commencement of construction. Further payment shall require certification of completion of work provided that not more than three-quarters of the sum to be paid as grant-in-aid shall be paid before the works have been completed in accordance with the plan and specifications.

Advance
payment of
grant-in-aid.

108. The grant-in-aid to a school may be suspended or withdrawn in part or totally if—

Withdrawal of
grant.

- (a) the school fails to comply with the provisions of the Act or these Rules or other regulations governing the operation of a school or with the conditions for grant-in-aid specified by the Minister;
- (b) there is a change in the particulars under which grant-in-aid was approved without the prior approval of the Chief Education Officer;
- (c) it is discovered that a statement or some information submitted at the time of the application for grant-in-aid was false in a material particular;
- (d) the school is closed during any school year for a period of fifteen consecutive days or more, not counting those days which are public holidays or recognised school holidays, or such days when the school may have been closed with the approval of the Chief Education Officer;

- (e) the proprietor or Managing Authority fails within a specified time to take the necessary corrective action to rectify deficiencies in the provisions for schooling as requested by the Chief Education Officer as a result of a school inspection;
- (f) the management of a school refuses or neglects after due warning in writing to furnish such returns on enrolment, staffing, courses of study and other information relating to the operation of the school required under these Rules or as may otherwise be required by the Chief Education Officer;
- (g) the management of a school fails to carry out a lawful directive from the Ministry of Education with respect to the policies and procedures for operating a school, or a directive arising out of an investigation of a charge against the school generally or a member of its staff;
- (h) the proprietor or Managing Authority or persons or body of persons acting on behalf of the proprietor or Managing Authority is found guilty of misappropriation of grant funds; or
- (i) a school shows disrespect for the Government and for the status and symbols of Belize as a nation.

Auditing of
Accounts.

109. The Ministry of Education may require an audit of the accounts of a Ministry of Education or government-aided school at any time without prior notification by an auditor designated and paid for this purpose by the Ministry.

PART VI

Schooling

SUBPART A

General Provisions and Responsibilities

110.-(1) No citizen or resident of Belize shall be refused admission to any school on account of race, ethnicity, language, political affiliation, region of the country of origin, special needs or because of perceived social and economic status.

Admission to schools.

(2) No citizen or resident of Belize shall be refused admission to a Ministry of Education or government-aided school on account of religion.

(3) No person shall be refused admission to any school on account of gender, except where such schools were originally established as non-coeducational.

(4) Where there is competition for space, first priority shall be given to citizens and thereafter to children of permanent residents and of overseas personnel on long-term posting in Belize.

111.-(1) The ages for attendance of students at pre-school centres shall be between three years and five years, provided that a Principal may admit a child who shall have reached the age of three years by the end of January of the school year of admission.

Ages for attendance and enrolment.

(2) The ages for attendance of students at primary schools shall be between five years and fourteen years, provided that a Principal may admit a child who will have reached the age of five years by the end of January of the school year of admission and may retain a child who is older than fourteen years at his discretion.

(3) Students shall be admitted to secondary schools after completion of primary education.

Gender and special needs sensitivity.

112.-(1) The education system shall ensure equitable access to education at all levels for both genders.

(2) The education system on the whole, and schools in particular, shall take into account the needs of challenged students and shall provide schools with learning environments to address those needs, including teacher preparation.

(3) Schools shall be sensitive to students with special, personal, economic or social needs and shall develop financial, social and student assistance programmes at the school to assist such students.

(4) A teacher shall bring to the attention of the Principal for further action, the case of any student who is at risk of dropping out of school for personal, social or financial reasons. The Principal shall take such measures as are possible through financial, social and student assistance programmes at the school, and if needed, shall report the case to the School Board and/or the Regional Educational Officer for further action.

Determination of need.

113.-(1) The Chief Education Officer shall cause to be conducted at least once every three years for all areas of the country a survey of access to pre-school centres, primary schools and secondary schools or institutions serving an area, school transportation routes and other matters determining access to basic education.

(2) The results of the survey, a projection of the enrolment at the pre-school and primary school levels, a projection of the demand for places at the secondary school level for the next three years and other relevant information shall be used by the Chief Education Officer to determine requirements for establishment and expansion of schools and other strategies for ensuring reasonable access to basic education in a cost-effective manner.

(3) The determination shall be used to inform decisions about the establishment of Ministry of Education schools and approval of government-aided status to new schools in areas where schools already exist and the amalgamation of Ministry of Education or government-aided schools.

114.-(1) Coeducational schools shall be free of gender and other biases which contravene the Act or these Rules and are contradictory to the goals of education and they are prohibited from engaging in activities and adopting structures which reflect such biases.

Gender and other biases.

(2) Teachers are prohibited from the conscious display of such biases and shall seek to avoid implied biases in what and how they teach and in textbooks and other resource materials.

115.-(1) Schools shall maintain a culture free of intimidation in which students are free to participate in school activities, pursue individual interest, express opinions and are encouraged to be truthful.

Protection from harassment, abuse and harmful influences.

(2) The Ministry of Education shall develop and Managing Authorities and Principals and Vice-Principals shall enforce regulations to prevent sexual harassment and physical or psychological abuse of students.

(3) Dangerous weapons shall not be allowed at school. Pornographic, unlawful or subversive materials shall be prohibited from school.

(4) Schools shall establish regulations prohibiting, and measures for dealing with, the possession and/or use at school of illicit drugs and alcohol by students, the possession and/or use at school of illicit drugs by teachers and the unrestricted or indiscreet use of alcohol at school by teachers, including disciplinary procedures and measures, counselling and other drug education measures.

SUBPART B

Curriculum, Instruction and Certification

National
curriculum.

116.-(1) The Ministry of Education shall establish and promulgate the national goals for education and the corresponding national curriculum for pre-school centres, primary schools and secondary schools or institutions, specifying the respective expected learning outcomes and the organisation and structure of the curriculum.

(2) The Ministry of Education shall establish benchmarks and standards for student achievement in core curriculum areas at the primary and secondary levels of education.

(3) The Ministry of Education, in collaboration with regional associations and accrediting agencies, shall approve academic standards for institutions of higher learning and professional preparation within the formal system of education.

School
curriculum.

117.-(1) The Principal of a pre-school centre, primary school and secondary school or institution shall be responsible for developing a school curriculum or programme of studies organised into courses of study for each grade level.

(2) The school curriculum or programme of studies shall be directed at achieving all learning outcomes specified in the national curriculum and shall be developed and implemented in accordance with the curriculum policies set out by the Ministry of Education.

(3) Courses of study shall specify expected student achievement or capabilities in terms of knowledge, skills and attitudes relating to specified learning outcomes of the national curriculum.

(4) In accordance with section 25 of the Act, the Chief Education Officer may allow a school to introduce an alternative

area of study for one prescribed in the national curriculum or in addition to those prescribed in the national curriculum, provided that—

- (a) the change or addition to the national curriculum is in keeping with the principles and philosophy of education set out by the Ministry and is consonant with the established goals of education;
- (b) any change or addition to the curriculum does not violate Regulations under the Act, these Rules or other pertinent regulations; and
- (c) any change to the curriculum does not violate national and community interests.

118.-(1) Each teacher shall prepare before the commencement of the school year or the relevant portion of the year, as the case may be, a Class Plan which shall outline the work to be done in each subject or course for the year for the classes for which the teacher is responsible. The Class Plan shall indicate by term such relevant information as the summary learning outcomes to be achieved, the scope and sequence of the content and related instructional objectives, teaching methodology and strategies, schedule and means of assessing student achievement, and resource materials, including textbooks, and reference sources.

Teaching plan.

(2) The Principal or person(s) authorised by him to so do shall review the Class Plan for each teacher and shall sign it to indicate that this has been done. Where the Principal considers it necessary, he shall comment on the Plan and suggest changes.

(3) Based on and with reference to the Class Plan each teacher shall prepare a plan of work for the upcoming week (Weekly Teaching Plan) stating work to be done with respect to each course or subject, including the topics of instruction and related content and instructional objectives, teaching

methodology and strategies, means of assessing student achievements, and reference to specific resource materials including textbooks and reference materials. Where specific resource materials are not available or are inadequate, teachers should have available notes of lessons developed from individual research.

(4) The Weekly Teaching Plan shall be kept by the teacher in a book or binder as permanent record and shall be reviewed by the Principal or person(s) authorised by him to so do as early in the week as possible. The Principal or person(s) inspecting the Plan shall sign it to indicate that this has been done and where it is needed, comment on the Plan with suggestions for changes.

Schedule of
Instruction.

119.-(1) Instruction and other routine activities shall follow a fixed weekly schedule. The Principal shall oversee the preparation of the weekly schedule for each class or instructional programme showing the schedule of instruction, related activities for each subject or course such as laboratory or workshop sessions and other routine activities such as study periods, lunch breaks and recess periods.

(2) Class or course teachers shall ensure that students have a copy of the weekly class schedule and that a copy of the schedule for a particular class is kept conspicuously affixed in the classroom usually occupied by the class.

(3) The Principal shall oversee the preparation of an annual school calendar showing dates of important academic and other activities scheduled during the school year including the beginning and ending of school terms, school vacation periods and other non-school days, end-of-term examinations and other major school and external examinations, extracurricular activities, graduation and other major ceremonies, professional development activities for staff, meetings with parents, application and admission deadlines.

(4) Class or course teachers shall ensure that students have a copy of the weekly class schedule and annual school calendar and, where appropriate and to the extent possible, that parents are informed of both.

120.-(1) It shall be the duty of every class teacher in Ministry of Education and government-aided pre-school centres, primary schools and secondary schools or institutions to ensure that each school day begins with a class prayer or other form of worship. Each student is required to participate in this worship unless an objection from the parent(s) or guardian(s) is received in writing, dated and signed by said parent(s) or guardian(s).

Corporate
worship and
civic ceremonies.

(2) It shall be the duty of the Principal of Ministry of Education or government-aided pre-school centres, primary schools and secondary schools or institutions to ensure that students participate as a class or in larger groups at least once in each week in a civic ceremony including the raising of the flag of Belize and the singing of the Belizean National Anthem. All students, regardless of nationality, are required to participate in such ceremonies.

(3) Each Ministry of Education or government-aided school shall be required to erect a flag pole in a conspicuous location of the school and to fly the flag of Belize on each school day during normal school hours.

(4) A picture of current members of the National Assembly shall be displayed in the office of the Principal of every Ministry of Education and government-aided school. Class teachers are encouraged to do likewise and to also display pictures of the national symbols, pictures of the Prime Minister and the Governor General, a map of Belize and other important national pictures of Belize.

121. Denominational schools may devote school time to instruction and observance in the faith of the denomination provided that the time devoted to such instruction and observances as authorised shall not exceed one class period a

Religious
observance and
instructions in
assisted church
schools.

day and shall be shown in the schedule of instruction; provided that it shall not be required as a condition of admission to or attendance at any such school which is government-aided, that the student shall—

- (a) attend or abstain from attending a place of religious worship;
- (b) participate in religious observance or any instruction in religious subjects in the school or elsewhere; or
- (c) attend school on any day or part of day designated for special religious worship by the religious denomination to which he belongs where his religious denomination is different from that of the school.

Religious instruction in Ministry of Education and government-aided community schools.

122. In a Ministry of Education or government-aided community school an authorised and registered Minister of Religion or any other person authorised by a recognised religious body shall have access for the purpose of giving religious instruction to the students of such denominations, provided that—

- (a) such instruction shall not exceed one class period per week;
- (b) such instruction shall take place during the time provided for this purpose in the approved schedule of instruction;
- (c) materials required for the instruction shall be provided by the religious body;
- (d) the appointment of the person giving the instruction has been registered with the Managing Authority who shall inform the Principal of such appointment; and

- (e) there shall be written acknowledgement by the parent(s) or guardian(s) of students affected agreeing to such instruction.

123. The parent(s) or guardian(s) of a student shall have the right to object to participation by said student in religious observances and/or instruction in a Ministry of Education or government-aided school, provided that such objection is stated in writing, dated and signed by said parent(s) or guardian(s) of the student.

Objection to religious observances and instruction.

124.-(1) The Chief Education Officer shall publish and review biennially a list of books and other materials recommended for use as textbooks or other required materials in pre-school centres, primary schools and secondary schools or institutions.

List of books and materials recommended for use and books and materials not approved for use as textbooks or required materials.

(2) The list of books and other materials recommended by the Chief Education Officer for use by schools shall be based on an assessment of textbooks and other materials used by various schools and a survey of teachers and parents and shall be determined on the basis of—

- (a) relevance to the national curriculum, in terms of appropriateness of content and objectives to learning outcomes specified in the national curriculum;
- (b) appropriateness of implied or specified teaching approaches and requirements;
- (c) user-friendliness; and
- (d) cost-effectiveness or value for money based on considerations of cost, durability and ability to re-use, shelf-life, availability and other such practical factors.

(3) The Chief Education Officer, on the recommendation of the Council, may prohibit pre-school centres, primary schools and secondary schools or institutions from including a book or other material as a textbook or required material on its booklists if such a book or material contains misinformation or promotes positions and practices considered antagonistic to the goals of education.

(4) This shall not prohibit a teacher from proper use of such a book or material as reference material to achieve his teaching objectives, especially where such reference calls attention to the reasons why the particular position or practice promoted in the book is unacceptable. The teacher shall first inform the Principal of his desire to use the book or material and the Principal shall be responsible for determining whether the use is educationally acceptable and to approve its use as requested.

Schools
booklists.

125.-(1) Principals of Ministry of Education or, government-aided pre-school centres, primary schools and secondary schools or institutions shall, by no later than the end of December, submit for the approval of the Management Board or Committee, the booklists for use by classes for the upcoming school year. In so doing, Principals shall call attention to any change made to the current booklist for a class and provide an explanation for the change.

(2) Pre-school centres, primary schools and secondary schools or institutions shall normally include on their booklists only books and other materials which are on the list of books and other materials recommended for use by the Chief Education Officer. However, books and other materials not appearing on the list of books recommended for use by the Chief Education Officer may be included with the approval of the Regional Council.

(3) In order to reduce expenses incurred by parent(s) or guardian(s) in connection with the purchase of school books and other required materials each year—

- (a) beginning no later than September 2000, student textbooks and other required materials on booklists in Ministry of Education or government-aided pre-school centres, primary schools and secondary schools or institutions shall not be changed more than once every three years unless with the approval of the Regional Council;
- (b) effective July 2000, Principals, School Committees and Management Boards or Committees of Ministry of Education and government-aided pre-school centres, primary schools and secondary schools or institutions shall collect and maintain a stock of student textbooks and other required materials which can be provided under an appropriate scheme to students who cannot afford to purchase such;
- (c) effective September 2000, student textbooks and other required materials used for the teaching of science, social studies, mathematics and language arts in the Ministry of Education and government-aided pre-school centres and primary schools shall be standardised among schools of the same management in the same education region; and
- (d) effective September 2000, Ministry of Education and government-aided secondary schools or institutions shall standardise student textbooks and other required materials

used in courses with externally prescribed syllabuses and for core curriculum courses.

School assessment and certification of students.

126.-(1) Each school shall develop its own internal policies and practices for assessing and evaluating student achievement in individual courses at the various grade levels, provided that such policies and practices are in keeping with guidelines set out by the Ministry.

(2) Evaluation of student achievement shall be based on sound principles of measurement and evaluation of student achievement, good test development practices, multiple assessments and multiple bases for assessment.

(3) Each secondary school or institution shall develop and promulgate its academic requirements and standards, including promotion policies and graduation requirements, provided that the academic requirements of a school shall be in conformity with national curriculum standards and requirements set out by the Ministry.

Reports to parents or guardians.

127.-(1) Parents or guardians of students at the pre-school, primary school or secondary school level are to receive at least once every term a written report on student progress signed by the class teacher or an appropriate agent of the school. The report is to contain an assessment of the student's achievement in each subject or area of the curriculum, a record of attendance and tardiness and any anecdotal comment on the student's overall academic performance and/or personal quality considered noteworthy.

(2) Parents or guardians of students at the pre-school, primary school or secondary school level are to receive at the end of the school year a written summary report on the student's performance for the year signed by the class teacher or an appropriate agent of the school. The report is to contain a summary assessment for the year of the student's achievement in each subject or area of the curriculum, a record of attendance and tardiness and any anecdotal comment on the student's

overall, academic performance, ability or personal quality. The report is also to indicate whether the student has been promoted to the next grade level and, if not, what remedial action is required, where appropriate.

(3) Notwithstanding the provision of the end-of-term and end-of-year reports, schools are strongly encouraged to maintain frequent communication with parents about student academic progress and behaviour. To this end, schools should arrange and make time available for teachers to meet each student's parent(s) or guardian(s) at least by the middle of the term and again at the time of issuing report cards. Where a parent or guardian does not visit the school to receive report cards and to become informed of student progress, the teacher should report the matter to the Principal for further action. Actions which may be taken include visits to the home by the teacher or by a teacher-parent liaison representative of the school, the school-community liaison officer of the Ministry, a social welfare officer or some other responsible person identified by the school or the Ministry for that purpose.

(4) Students who have been successful in a course of studies are entitled to receive certificates, diplomas or other indications recognising such success in the course of studies signed by the Principal and other relevant agents of the school or institution.

128.-(1) As far as is practicable, the prescribed work for each grade level in primary schools should be completed by the end of the school year but continuity of learning should be ensured throughout a division and level.

Promotion
between grades
and transition
between levels of
the system.

(2) In the case of primary schools, students shall normally be allowed to progress each year to the next grade level. Schools shall develop special assistance programmes for students who do not meet some of the expected outcomes at the end of a grade or division.

(3) A primary school shall be required to keep on its enrolment any student who has completed the final year of

primary schooling but who does not meet the standard for primary certification, provided that the student is less than fourteen years of age.

(4) At the end of each year, secondary schools shall determine, according to their academic policies and assessment practices, students who are to be promoted to the next grade level and in the case of students who are in the final year of studies, those who have successfully completed the programme of studies and are to be certified.

National
assessment and
certification of
students.

129.-(1) The Chief Education Officer shall each year cause to be developed and/or administered such national and international examinations for the purpose of determining the students' level of competence in relation to areas of the national curriculum at different levels of the system.

(2) No such examinations shall be introduced into the system without the approval of the Chief Education Officer on the advice of the Council, provided that notification of such examination(s) shall be given no less than two school years before such examination(s) is/are to be administered.

(3) No student shall be discouraged or prohibited from registering for any such examination, where the student meets the requirements for registering, as stipulated by the respective examining body.

(4) The Minister may approve national certification of students based on their performance in such examinations.

(5) The Ministry of Education shall each year cause to be published the results of such examinations and shall provide Regional Council and schools with a tabulation and an analysis of results for the purpose of self-review.

Mission and
profile of
schools.

130.-(1) Each school shall formulate a statement of the mission and goals of the school, provided that these are not

inconsistent with the national curriculum. Such statement shall be displayed in a prominent place in the school.

(2) The mission statement shall include a statement of the general characteristics of students predominantly served, the philosophy and type of education provided at the school, the status of the school and any other special feature of the school important in defining the school and its services.

(3) The school goals shall make reference to the expected outcomes in relation to general qualities and capabilities of students who attended school there and standards and targets of the school in terms of indices such as national and international examinations.

(4) The Chief Education Officer shall periodically publish profiles of schools and institutions at the different levels of the system. The profiles shall be developed with reference to the triennial school inspection report and shall make reference to such factors as—

- (a) the mission of the school;
- (b) the school curriculum and extra-curricular programmes;
- (c) academic requirements and policies;
- (d) student assistance programmes;
- (e) staff qualifications;
- (f) quality of teaching and learning facilities including laboratories, workshops and libraries; and
- (g) performance of the school population in standard national and international

examinations weighed against the type and level of student intake.

SUBPART C

The School Year

The School year. **131.**-(1) The school year shall commence on September 1 and shall end on August 31 of the following year.

(2) In the case of pre-school centres, primary schools and secondary schools or institutions, classes for the school year shall commence on September 1 of each year, except that where September 1 is a day later in the week than Wednesday, classes begin on the first Monday after September 1; and classes for the school year shall end on June 30 of each year, except that where June 30 is a day earlier in the week than Wednesday, classes shall end on the Friday immediately before June 30.

(3) Pre-school centres, primary schools and secondary schools or institutions shall provide no less than 180 school days during a school year.

(4) Where a school will not meet the requirement of 180 school days within its regular schedule of school days, then unless otherwise approved in writing by the Chief Education Officer, special arrangements shall be made by such school to fulfil this requirement. Any such arrangement must be approved by the Chief Education Officer.

Organisation of the school year for pre-school centres, primary schools and secondary schools.

132.-(1) The school year shall be divided into three terms each of approximately sixty school days, inclusive of end-of-term examinations.

(2) Alternative divisions of the school year, such as by semesters, may be allowed by the Chief Education Officer providing that the total number of school days amount to no less

than 180 days and that at schools adequate provisions are made for pay-related issues *vide* rule 73(5).

(3) There shall be three major periods of school vacation, namely the Christmas vacation, the Easter vacation and the end-of-year vacation.

(4) The Christmas vacation period shall begin on the Monday before Christmas. Where Christmas falls on a day earlier than Wednesday, the vacation period shall begin on the Monday of the previous week. Classes shall resume on the first Monday of January. Where January 1 is a Sunday or Monday, classes shall resume on the second Monday in January.

(5) The Easter vacation period shall begin on the Monday before Good Friday. Classes shall resume on the Monday following Easter Monday.

(6) The end-of-year vacation period shall be between the end of classes for the school year in June and the beginning of classes for the next school year in September.

133.-(1) Saturdays and Sundays and public holidays shall be non-school days.

Non-school days.

(2) In addition to school vacation periods, Saturdays and Sundays and public holidays, the Chief Education Officer may approve up to a maximum of three days in any school year as non-school days, in the case of pre-school centres, primary schools and secondary schools or institutions. Approval for such non-school days may be granted upon request by the Managing Authority or for other reasons determined by the Chief Education Officer. A request for a non-school day shall be made in writing to the Chief Education Officer at least two weeks prior to the non-school day(s).

Hours of
Instruction per
school day.

134.-(1) The minimum hours of instructional time per school day shall be as follows—

- (a) Early childhood (Pre-school): three (3) hours;
- (b) Primary 1 & 2 (Infants 1 & 2): four (4) hours;
- (c) Primary 3 to 8 (Standards 1 to 6): five (5) hours; and
- (d) Secondary: six (6) hours.

(2) The school day shall normally be divided into two sessions with an intervening period for lunch and a break in each session of approximately fifteen minutes. The school day may also consist of one session with a break of no less than half-hour for lunch where the session goes beyond the noon hour.

(3) Pre-school centres shall have only one session in each school day.

PART VII

Attendance and Responsibilities

Enrolment of
Pupils and
Students.

135.-(1) Children shall normally be admitted for the first time to a primary or secondary school or institution only during the first month of the school year.

(2) If a student has not attended school for a period of three successive months his name shall be struck off the roll of the school, unless such absence has been caused by illness or some other equally serious reason. Where the student is of compulsory school age, the school shall inform the District Education Officer for appropriate guidance and action. If said student returns subsequently, he shall be treated as a new admission.

(3) A school shall obtain prior approval of the Chief Education Officer before removing a student from its roll, except where it is otherwise provided in these Rules, or where the parent(s) or guardian(s) of the child request a transfer to another school.

136.-(1) No child who has previously attended a Ministry of Education or government-aided school shall be admitted to another Ministry of Education or government-aided school unless his parent(s) or guardian(s) present a transfer certificate on a prescribed form duly completed and signed. A copy of the prescribed form shall be included in the Handbook of Policies and Procedures for School Services.

Transfer of
Primary School
Pupils.

(2) No transfer shall be issued in any Ministry of Education or government-aided primary school without the approval of the District Education Officer, who shall satisfy himself that good cause exists for such transfer.

(3) Subject to the provisions of these Rules, no request for transfer shall be refused when applied for by a child's parent(s) or guardian(s).

(4) Whenever a pupil is being transferred from one school to another, the parent(s) or guardian(s) should request that the Principal of the school from which the pupil is being transferred to send a copy of the permanent record of the pupil to the Principal of the school to which the pupil is being transferred. The Principal of the school from which the pupil is transferring shall, within one month, comply with the request.

137.-(1) It shall be the responsibility of parents or guardians to ensure that students attend school and arrive on time.

Responsibility of
parents or
guardians to
ensure
attendance.

(2) A pupil in a pre-school centre, primary school or a student in a secondary school or institution who is absent from school for one or more sessions shall, upon return to school, present a note from his parent or guardian acknowledging and explaining such absence.

School Rules.

138.-(1) Schools shall establish and promulgate rules and regulations governing the responsibilities, behaviour and dress of students. Such regulations shall dictate the behaviour, dress and responsibilities of students while at school but may also impose school-related responsibilities and dictate general deportment while not at school.

(2) School rules shall be subject to the approval of Regional Councils.

(3) Principals shall ensure that parents and/or guardians are provided with a written copy of the school rules upon enrolment of a child and with written copies of any subsequent changes to such rules.

Disciplining students.

139. A student may be disciplined for behaviour which is disruptive to classroom or school activities, which constrains the effectiveness of the school, and for general disregard of school rules, including—

- (a) where the student conducts himself in a manner, whether at school or not, inconsistent with the expressed or implied values and principles of the school;
- (b) where the student wilfully disobeys legal orders given by those duly authorised to give such orders;
- (c) for repeated neglect of requirements or failure to observe duly constituted school regulations;
- (d) for using without proper authorisation, or for abusing, the property or facilities of the school;
- (e) for behaviour which may be physically, mentally or psychologically harmful or

threatening to other students or teachers or to himself; and

- (f) for activities involving dishonesty, for possession or use of illicit drugs, for moral turpitude or where the student is convicted of a criminal offence.

140.-(1) Where substantial grounds exist to accuse a student of use of illicit drugs, the school may require him to undergo a drug test. Refusal to take the test may lead to dismissal from the school. In the case of pupils of compulsory school age, the school shall inform the District Education Officer for appropriate guidance and action.

Investigation of charges.

(2) Where a Principal has substantial grounds on which to accuse or suspect a student of possession of illicit drugs, weapons, pornographic, unlawful or subversive materials at school, a search may be conducted, without prior warning, by the Principal or by the police at the request of the Principal or a person duly authorised to be acting on his behalf. Such a search shall be in the presence of the student and an adult witness and shall be subject to the laws of Belize governing search of a person and/or his property.

(3) Where the Principal has substantial grounds to believe that it is in the best of other students and generally of the school, a student may be suspended while the school investigates an accusation against him involving sexual abuse or harassment or other forms of harassment, abuse or intimidation, including possession of illegal or dangerous weapons, or with the possession and/or use of illicit drugs, or with the possession of pornographic materials or other unlawful or subversive materials at school.

(4) Where a student has been suspended from school pending the investigation of an accusation against him, the student and his parent(s) or guardian(s) shall be immediately notified in writing of the accusation against him and the student

shall be given every opportunity to defend himself against such accusations. If the accusation is not heard within ten school days after suspension, he shall be immediately re-enrolled without prejudice to his status as a student; provided that the student and/or his representative has presented himself at each and every scheduled hearing of the accusation made against him.

Disciplinary
measures.
S.I. 87 of 2012.

141.-(1) Disciplinary measures may be taken against a student for offences in the classroom or school-related offences but teachers shall be mindful of effective and acceptable methods of behavioural modification, including counselling.

(2) Subject to sub rule (3) below, where any punishment is used, such punishment shall not be excessive.

(3) *Repealed.*

(4) Where a student exhibits persistent negative behaviour, the Principal shall arrange a meeting with the parent(s) or guardian(s) to set out appropriate measures to be taken, including determining the responsibilities of and actions to be taken by the parent(s) or guardian(s).

(5) For serious offences involving activities which bring the school into disrepute, serious physical harm, sexual and other forms of harassment and intimidation including possession of dangerous or illegal weapons, the possession and/or use of illicit drugs, the destruction of school property, or conviction on a criminal charge, the school may suspend the student for a period of no more than two weeks, demand a reasonable number of hours of in-school or out-of-school community service, or dismiss the student. In suspending a student, care shall be taken not to have such suspension preclude examinations and other activities essential to successful completion of a course or programme of studies.

(6) Where a student of compulsory school age is to be dismissed in accordance with subrule (4), a written report documenting the nature of the incident(s) shall be immediately

sent to the District Education Officer. The concurrence of the Regional Education Council is required for the dismissal of a student.

(7) Cases of students with serious behavioural or attitudinal problems as determined by the teacher shall be reported in writing by the Principal to the parent(s) or guardian(s) and to the District Education Officer for referral for specialised help. The District Education Officer shall refer the case to the District Social Welfare Officer for necessary action.

142.-(1) Parents or guardians are expected to supervise behaviour of students at home and monitor behaviour when students are otherwise outside of the formal supervision of school personnel to ensure conformity with relevant school rules.

Responsibility of parents or guardians for behaviour of students.

(2) Parents or guardians are required to ensure that students dress according to the dress code for the school. The school shall give not less than a full school year's notice before a change of uniform or a change in the dress code requiring major financial expenditure and shall not change such dress code or uniforms more than once every four years.

(3) Parents or guardians are required to ensure that students do homework and other out-of-school work assigned by the teacher(s).

(4) Parents or guardians are to ensure that students attend required school-related activities outside normal school hours.

(5) Parents or guardians are expected to pay such school fees and make required contributions as are approved by the Ministry of Education in accordance with rule 146.

143.-(1) A parent or guardian who, is aggrieved by the action(s) of a classroom teacher shall first report the matter to the Principal of the school who shall investigate the case and determine the appropriate action, if any, to take in respect of the

Appeal against school.

complaint. The complaint and the results of the investigation by the Principal shall be recorded in the Log Book.

(2) Where the complaint is against the Principal or where the parent or guardian is aggrieved with the decision of the Principal in a case against a teacher, the parent shall report the matter to the Managing Authority who shall take action on the matter and report the case to the District Education Officer.

(3) The complaint and decisions or actions on the matter shall be recorded by the District Education Officer in a Log Book maintained at the Education Centre.

(4) If the parent or guardian is aggrieved with the decision or action of the Managing Authority, he shall report the matter to the Chief Education Officer, whose decision thereon shall be final. The Chief Education Officer shall act in accordance with the recommendation of the Regional Council in coming to a decision on the matter.

Recourse by schools against abusive parents, guardians or other persons.

144. Where a parent or guardian or any other person acting in connection with a student abuses, threatens or assaults a teacher in connection with school matters, the Managing Authority of the school, with the approval of the District Education Officer may issue a letter of transfer to the student in question and appropriate action may be taken against said parent, guardian or other person. A written report shall be submitted to the District Education Officer documenting the incident(s) leading to the issue of the transfer and/or the initiation of legal action.

School-Community Liaison Officers.

145.-(1) School-Community Liaison Officers shall be appointed to address incidences and causes of non- participation of students in primary education associated with out-of-school factors.

(2) The duties of School-Community Liaison Officers shall be promulgated in the Handbook of Policies and Procedures for School Services.

PART VIII

Fees, Scholarships and Bursaries

146.-(1) A Managing Authority of a Ministry of Education and government-aided school may charge fees, subject to the approval of the Chief Education Officer or the Minister, as is required by the Act. In approving such fees, the Chief Education Officer or Minister shall consult with the District Education Council and the National Council for Education, respectively.

Tuition and other fees.

(2) The Chief Education Officer or the Minister, as the case may be, shall be informed of and give approval to any proposal to increase fees approved under subrule (1) at least one full school year before any such increase shall take effect.

(3) A school shall have the right to withhold report cards, transcripts, diplomas and other academic records for non-payment of approved fees.

(4) No Ministry of Education or government-aided primary schools shall prohibit attendance at school of a child of compulsory school age because of the ability of the parent(s) or guardian(s) to pay school fees and such children shall not be subject to discrimination by the school.

147.-(1) All Ministry of Education and government-aided secondary schools or institutions shall set aside annually a student assistance fund, the minimum of which shall be equivalent to no less than 1% of gross income from fees and grant-in-aid, to augment student financial assistance programmes.

Student financial assistance.

(2) Upon application of students to Ministry of Education and government-aided secondary schools or institutions, those parent(s) or guardian(s) in need of financial assistance shall complete and submit the necessary form and supporting

documents required by the school in connection with the request.

(3) Schools shall determine the criteria for the award of financial assistance and identify the students to be awarded assistance in any school year in accordance with such criteria.

(4) Schools shall submit to the Regional Council the list of students granted financial assistance for the current school year by no later than July 15 in each year.

Ministry of Education scholarship and financial assistance programmes.

148. The Ministry of Education shall publish a list of scholarships and financial assistance awards available from the Ministry and other governmental and non-governmental agencies with details of each award, including—

- (a) description of award i.e., nature and duration;
- (b) eligibility requirements;
- (c) application procedures; and
- (d) conditions of award.

PART IX

General and Miscellaneous

Arbitration Panel.
S.I. 87 of 2012.

149.-(1) There is established an Arbitration Panel comprised of the following three persons—

- (a) a legal practitioner;
- (b) a manager or Chief Executive Officer from the private sector or a quasi-governmental organisation; and

(c) an officer of the Public Service who possesses skills in mediation proceedings.

(2) The Arbitration Panel established under subrule (1) shall hear and decide on appeals against the refusal to grant a licence to teach by the Chief Education Officer in accordance with rule 60.

(3) The Arbitration Panel shall be chaired by the member from the private sector or quasi-governmental organisation, as the case may be.

(4) An officer of the Ministry of Education shall be designated by the Chief Education Officer to act as Secretary to the Panel.

(5) All decisions of the Arbitration Panel shall be submitted in writing to the Chief Education Officer and the Chairperson of the Commission within 14 days of the decision of the Panel.

149A. Every teacher is entitled to representation by an agent, whether legal counsel or otherwise, in all matters related to that teacher's conditions of service.

Representation by agents.
S.I. 87 of 2012.

150.-(1) A Regional Council shall submit applications for a licence to operate a school referred to it by the Chief Education Officer in accordance with these Rules to the relevant School Services Committee for consideration.

Handling of appeals and applications by school proprietors.

(2) The Council shall submit appeals by proprietors against the refusal of the Chief Education Officer to issue a licence to operate a school or suspension or cancellation of a licence to operate school to the Arbitration Panel for final determination.

151.-(1) Except where expressly exempted herein, all Rules shall generally apply to Ministry of Education and government-aided pre-school centres, primary schools, and secondary schools or institutions.

Application.

(2) Unless a particular rule specifically indicates application only to Ministry of Education and government-aided pre-school centres, primary schools or secondary schools or institutions, the rule also shall apply to all pre-school centres, primary school and secondary-level schools or institutions.

(3) Except where expressly exempted herein, rules regarding the licensing of teachers shall apply to all persons teaching at schools offering early childhood, primary and secondary schooling.

(4) Except where the application of a rule otherwise dictates, rules related to the conduct and employment of teachers shall apply to Principals, and Vice-Principals and Heads of Department.

Repeals.

152. On and from the commencement of these Rules—

Sub. leg., 1991
Edn. Vol. I,
CAP. 29, p. 5

(a) the Primary Education Rules shall stand repealed;

Sub. leg., 1991
Edn. Vol. I,
CAP. 29, p. 2, 4
and 39

(b) the Compulsory Attendance Areas Order, the Crooked Tree Government School Order, the Queen Street and the Rockstone Pond Government Schools Order shall stand repealed; and

(c) any agreement, written or unwritten, entered into by the Ministry which is contrary to the letter and spirit of these Rules shall forthwith be null and void; and any agreement, written or unwritten, entered into by the Ministry of Education which is not inconsistent with the provisions of these Rules shall continue to be operative in full force and effect.

Commencement.

153. These Rules shall come into force on the 1st day of August, 2000.

MADE by the Minister of Education this 1st day of August, 2000.

(CORDEL HYDE)

Minister of Education and Sports

S.I. 87 of 2012.

SCHEDULE I

*[rules 36 and 39]**Staffing Schedule for Government
and Government-Aided Schools*Primary Schools

In using this schedule note the following:

1. Staffing is determined by student enrolment.
2. A school with an enrolment of less than thirty students shall not be given a licence to operate save in very exceptional cases.
3. There shall be no one-teacher schools.
4. Where one or more grant-aided schools exist in a community, no additional school(s) shall be given grant-aided status unless or until said school(s) reach a minimum enrolment of 240 students.

Enrolment	Stuffing		
	Teacher(s)	Principal(s)	Support Staff
15-30	1	1 Teaching Principal	0
45-60	2	1 Teaching Principal	0
75-90	3	1 Teaching Principal	0
105-120	4	1 Teaching Principal	0
135-150	5	1 Teaching Principal	0
165-180	6	1 Teaching Principal	0
195-210	7	1 Teaching Principal	0
225-240	8	1 Administrative Principal	0
255-270	9	1 Administrative Principal	0
285-300	10	1 Administrative Principal	1
315-330	11	1 Administrative Principal	1
345-360	12	1 Administrative Principal + 1 Administrative Vice-Principal	1
375-390	13	1 Administrative Principal + 1 Administrative Vice-Principal	1
405-420	14	1 Administrative Principal + 1 Administrative Vice-Principal	1
435-450	15	1 Administrative Principal + 1 Administrative Vice-Principal	1

Enrolment	Staffing		
	Teacher(s)	Principal(s)	Support Staff
465-480	16	1 Administrative Principal + 1 Administrative Vice-Principal	1
495-510	17	1 Administrative Principal + 1 Administrative Vice-Principal	1
525-540	18	1 Administrative Principal + 1 Administrative Vice-Principal	1
555-570	19	1 Administrative Principal + 1 Administrative Vice-Principal	1
585-600	20	1 Administrative Principal + 1 Administrative Vice-Principal	2
615-630	21	1 Administrative Principal + 1 Administrative Vice-Principal	2
645-690	22	1 Administrative Principal +2 Administrative Vice-Principals	2
675-690	23	1 Administrative Principal +2 Administrative Vice-Principals	2
705-720	24	1 Administrative Principal + 2 Administrative Vice-Principals	2
735-750	25	1 Administrative Principal + 2 Administrative Vice-Principals	2
765-780	26	1 Administrative Principal + 2 Administrative Vice-Principals	2
795-810	27	1 Administrative Principal + 2 Administrative Vice-Principals	2
825-840	28	1 Administrative Principal + 2 Administrative Vice-Principals	2
855-870	29	1 Administrative Principal + 2 Administrative Vice-Principals	2
885-900	30	1 Administrative Principal + 2 Administrative Vice-Principals	3
915-930	31	1 Administrative Principal + 2 Administrative Vice-Principals	3
945-960	32	1 Administrative Principal + 3 Administrative Vice-Principals	3

N.B. For enrolment above 960, one (1) additional teacher per every thirty (30) students will be allowed.

S.I. 87 of 2012.

SCHEDULE II

*[rules 56 and 57]**Framework of Academic/Professional Qualifications
for the Award of a Licence to Teach in Belize*

All Teachers are required to have a Licence to Teach		
Category	Minimum Academic/Professional Qualifications	Type of Licence
Early Childhood Education (Pre-School - Standard I)	<ul style="list-style-type: none"> • High School Diploma; or • First Class Teachers Certificate; or • Primary Certificate in Teaching Level 1; or • Other qualification deemed equivalent by the BBTE 	Provisional Licence <i>(valid for 5 years only)</i>
	<ul style="list-style-type: none"> • Associate Degree in Early Childhood Education: or • Associate Degree in Primary Education¹ • Associate Degree in Primary Education with approved Certification in Early Childhood Education 	Full Licence ² <i>(a minimum of 120 hours of approved CPD must be accrued over a 5- year period to maintain licence)</i>
	<ul style="list-style-type: none"> • Certificate or Diploma in specialised areas (i.e. Expressive Arts, Physical Education, etc.) or other qualification deemed equivalent by the BBTE 	Special Licence <i>(valid for 2 years in the first instance; renewable for 2-year intervals)</i>
Primary Education (Standard II - Standard VI)	<ul style="list-style-type: none"> • High School Diploma; or • First Class Teachers Certificate; or • Primary Certificate in Teaching Level 1; or • Associates or Bachelor's Degree in subject area; or • Other qualification deemed equivalent by the BBTE 	Provisional Licence <i>(valid for 5 years only)</i>
	<ul style="list-style-type: none"> • 2+1 Primary Certificate in Teaching; or • Priman Certificate in Teaching Level 2; or • Associate Degree in Primary Education; or • Associate Degree + approved Certificate in Primary Education • Associate Degree in Special Education 	Full Licence <i>(a minimum of 120 hours of approved CPD credits must be accrued over a 5- year period to maintain licence)</i>
	<ul style="list-style-type: none"> • Certificate or Diploma in specialised areas (i.e. Expressive Arts, Physical Education, Religious Instruction, etc.) or other qualification deemed equivalent by the BBTE 	Special Licence <i>(valid for 2 years in the first instance; renewable for 2-year intervals)</i>

¹ In the first instance, teachers of the Early Childhood level (Infant 1 to Standard 1) will be awarded a Full Teaching licence for an AA in Primary Education. To maintain a Full licence at this level, teachers will be required to successfully complete 120 CPD hours in Early Childhood Education or an approved Certificate in an Early Childhood Education Programme over a five-year period.

² In the case of demand driven programmes in schools or due to other exigencies in the education system, the terms and conditions of employment of persons with a Full Licence in special circumstances may be determined by Ministry policy from time to time.

All Teachers are required to have a Licence to Teach		
Category	Minimum Academic/Professional Qualifications	Type of Licence
Secondary Education (Forms 1-4)	<ul style="list-style-type: none"> • Associates Degree in subject area • A qualification deemed equivalent by the BBTE 	Provisional Licence <i>(valid for 5 years only)</i>
	<ul style="list-style-type: none"> • Bachelor's Degree in Secondary Education: or • Bachelor's Degree in Education in subject areas: or • Bachelor's Degree in Subject Area + approved Diploma in Education 	Full Licence <i>(a minimum of 120 hours of approved CPD credits must be accrued over a 5-year period to maintain licence)</i>
	<ul style="list-style-type: none"> • Certificate, Diploma or Associates Degree in specialized areas (i.e. Home Economics, Physical Education, Religious Instruction, etc.) 	Special Licence <i>(valid for 2 years in the first instance; renewable for 2-year intervals)</i>
Technical/Vocational Education (NVQs - Levels 1 and 2)	<ul style="list-style-type: none"> • Associate Degree in technical area • A qualification deemed equivalent by the BBTE 	Provisional Licence <i>(valid for 5 years only)</i>
	<ul style="list-style-type: none"> • Associate Degree in Technical Area + approved Diploma in Education and Competency-Based Education Training • Bachelor's Degree in Secondary Education + Certificate or Diploma in Technical Area 	Full Licence <i>(a minimum of 120 hours of approved CPD credits must be accrued over a 5-year period to maintain licence)</i>
	<ul style="list-style-type: none"> • Certificate or Diploma in technical area or other qualification deemed equivalent by the BBTE • Industry experience in technical area for at least 4-5 years 	Special Licence <i>(valid for 2 years in the first instance; renewable for 2-year intervals)</i>

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 1

[rule 59(1)]

MINISTRY OF EDUCATION

APPLICATION FOR A LICENCE TO TEACH

Application form must be completed in **DUPLICATE** and submitted to the Secretariat of the Teaching Service Commission, Ministry of Education through the District Education Centre. Certified copies of required documents and testimonials must be submitted along with this form.

A. APPLICANT'S BIOGRAPHICAL DATA			
1. NAME	Last Name	First Name	Middle Name
	2. MARITAL STATUS		
	<input type="checkbox"/> Single	<input type="checkbox"/> Married	<input type="checkbox"/> Divorced
	<input type="checkbox"/> Widowed	<input type="checkbox"/> Separated	
3. MAIDEN NAME (if applicable)			
4. Date of Birth			
	D	M	Y
5. GENDER		<input type="checkbox"/> Male	<input type="checkbox"/> Female
6. Belize Social Security No.			
B. HOME ADDRESS			
7. No. & Street			
8. Name of Village, Town or City			
9. Name of District			
10. Home Phone No.			
11. Fax No.			
12. e-mail			
C. MAILING ADDRESS (if different from above)			
13. No. & Street			
14. Name of Village, Town or City			
15. Name of District			
16. P.O. Box No.			
17. Home Phone No.		18. Fax No.	
19. e-mail			

- Procedures:**
1. Applicant completes form and obtains two character references.
 2. Submits completed form with references and certified copies of relevant documents District Education Centre
 3. DEC verifies particulars and forwards application to Secretariat Teaching Service Commission.
 4. TSC makes recommendation and advises Chief Education Officer
 5. Chief education Officer grants/refuses license and logs accordingly.
 6. Applicant informed by Commission.
 7. Commission enters information on teacher in the database of Licensed teachers.

D. EDUCATIONAL INFORMATION						
20. Academic Preparation—Secondary Education						
Name of High School or Equivalent	Programme Studied	High School Diploma or Equivalent obtained	Year Obtained			
21. Academic Preparation—Tertiary Education						
Name of Institution	Specialization or Area of Study	Degree or other Certification Obtained (specify)	Year Obtained			
Verification & Authentication		22. Academic Preparation—Examinations				
Certified Document received	Authentication complete	Subject	Examining Board (e. g. RSA, GCE, CXC)	Stage Level or Proficiency	Grade Received	Year Obtained
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
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<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					

23. Professional Preparation			
Name of Institution	Area of Specialisation	Degree or Certification Obtained (specify)	Year Obtained
24. Provide scores in Basic Competency Tests in English and/or Mathematics (where applicable)		English	
		Mathematics	
<p>Verification & Authentication</p> <p>Certified Document received Authentication complete</p>	<p>Primary Grades 1-3 = Infant 1 - Standard 1 Primary Grades 4-8 = Standards 2-6</p>		
25. If you already hold a Licence Please provide the Licence No.			
Date of Issue:		Type of Licence:	
Reason for reapplication:			
26. Teaching Experience			
Level(s) Taught		Years of Experience	
<input type="checkbox"/>	<input type="checkbox"/>	Early Childhood (pre-school) <input type="checkbox"/>	
		Primary Grades 1-3 <input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Primary Grades 4-8 <input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Secondary Forms 1-2 <input type="checkbox"/>	
		Secondary Forms 3-4 <input type="checkbox"/>	
		TVET <input type="checkbox"/>	
27. Level and Type of Licence applied for			
Level		Type of Licence	Subject Area (if applicable)
<input type="checkbox"/>	<input type="checkbox"/>	Early Childhood (pre-school) <input type="checkbox"/>	
		Primary Grades 1-3 <input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Primary Grades 4-8 <input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Secondary Forms 1-2 <input type="checkbox"/>	
		Secondary Forms 3-4 <input type="checkbox"/>	
		TVET <input type="checkbox"/>	
Signature		D	M
		Y	

	FOR OFFICE USE			
DISTRICT EDUCATION CENTRE	1. Application Received:			
		D	M	Y
	Signature			
	2. Verification & Authentication			
		D	M	Y
	Signature			
	3. Application forwarded to Teaching Service Commission			
		D	M	Y
	Signature			
Teaching Service Commission	4. Recommendation of TSC:			
	<input type="checkbox"/> Recommended		<input type="checkbox"/> Not Recommended	
	Reason(s) for not recommending licence:			
	Signature			
		D	M	Y
Chief Education Officer	5. Application with TSC's Recommendation received:			
		D	M	Y
	<input type="checkbox"/> Licence Awarded (specify in table below)			
	Level	Type of Licence	Subject Area (if applicable)	Classification
	Early Childhood (pre-school)	<input type="checkbox"/>		
	Primary Grades 1-3	<input type="checkbox"/>		
	Primary Grades 4-8	<input type="checkbox"/>		
	Secondary Forms 1-2	<input type="checkbox"/>		
	Secondary Forms 3-4	<input type="checkbox"/>		
	TVET	<input type="checkbox"/>		
	License Number			
<input type="checkbox"/> Licence Not Awarded				
State reason:				
Applicant Informed:				
	D	M	Y	
Signature				
	D	M	Y	

Character Reference Form (to be completed in respect of persons applying for a Licence to Teach in Belize)
Section A – To be completed by applicant.

A. APPLICANT'S BIOGRAPHICAL DATA								
1. NAME								
	<i>Last Name</i>		<i>First Name</i>		<i>Middle Initial(s)</i>			
2. MARITAL STATUS	<input type="checkbox"/> Single		<input type="checkbox"/> Married		<input type="checkbox"/> Divorced			
	<input type="checkbox"/> Widowed		<input type="checkbox"/> Separated					
3. MAIDEN NAME (if applicable)								
4. Date of Birth								
	D	M	Y					
5. Belize Social Security No.								
6. Name of Referee (Please Print)			Mr. Mrs. Ms.					
B. To be completed by Referee								
7. How long have you known the applicant?				(yrs.)				
8. In what capacity have you known the applicant.								
9. How well do you know the applicant?								
10. Please complete the table on the right.				(1 = Exceptional; 2 = V. Good; 3 = Good; 4 = Fair; 5 = Poor)				
				1	2	3	4	5
Commitment to Belize and its development								
Inter-personal Skills (relationship with others)								
Ethical Principles								
Personal Conduct								
11. Other (use this space to provide any additional relevant information)								
Name (print)		Institution/ Organization						
Job Title		Mailing Address						
Phone	Fax			e-mail				
Signature						D	M	Y

Return completed form in a SEALED envelope to the applicant.

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 2

[rule 60]

MINISTRY OF EDUCATION

APPEAL AGAINST REFUSAL
TO GRANT A LICENCE TO TEACH

Appeal form must be completed in **DUPLICATE** and submitted to the **Arbitration Panel** within thirty (30) days of notification of Refusal to grant a licence to teach.

Procedures:

1. *Submission of Appeal Form to Arbitration panel*
2. *Panel meets within 21 days.*
3. *Determination communicated to appellant, the Commission and the Chief Education Officer*

A. APPLICANT'S BIOGRAPHICAL DATA			
1. NAME			
	<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>
B. MAILING ADDRESS			
2. No. & Street			
3. Village, Town or City			
4. District			
5. P.O. Box No.			
6. Home Phone No.		7. Fax No.	
8. e-mail			
9. Nature of Appeal:			
<input type="checkbox"/> Refusal to Grant Licence to Teach			
10. Grounds on which Appeal is being made			
ATTACH ALL RELEVANT DOCUMENTS AND INFORMATION			
Signature			D
			M
			Y

Arbitration Panel	FOR OFFICE USE					
	Date Appeal Received					
		D	M	Y		
		Signature				
	Date of Panel meeting					
		D	M	Y		
		Signature				
	Decision of Panel:					
		<input type="checkbox"/> Appeal Denied <input type="checkbox"/> Appeal Upheld				
	Action(s) to be taken					
Arbitration Panel	Signature			D	M	Y
	Decision of Arbitration Panel forwarded to Appellant on					
				D	M	Y
	Copies forwarded to Teaching Service Commission Secretariat and Chief Education Officer on					
				D	M	Y
	Signature			D	M	Y

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 3

[rule 63(1)]

MINISTRY OF EDUCATION

**APPEAL AGAINST SUSPENSION OR
REVOCATION OF A LICENCE TO TEACH**

Appeal form must be completed in **DUPLICATE** and submitted to the **Teaching Service Appeals Tribunal** within thirty (30) days of notification of Refusal, Suspension or Revocation.

<i>Procedures:</i> 1. <i>Submission of Appeal Form to Teaching Service Appeals Tribunal.</i> 2. <i>Tribunal meets within 21 days.</i> 3. <i>Determination communicated to appellant, the Commission and the Chief Education Officer</i>	A. APPLICANT'S BIOGRAPHICAL DATA			
	1. NAME			
		<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>
	B. MAILING ADDRESS			
	2. No. & Street			
	3. Village, Town or City			
	4. District			
	5. P.O. Box No.			
	6. Home Phone No.		7. Fax No.	
	8. e-mail			
	9. Nature of Appeal:			
		<input type="checkbox"/>	Suspension of Licence to Teach	
		<input type="checkbox"/>	Revocation of Licence to Teach	
	10. Grounds on which Appeal is being made			
	ATTACH ALL RELEVANT DOCUMENTS AND INFORMATION			
Signature		D	M	Y

Teaching Service Appeals Tribunal	FOR OFFICE USE			
	Date Appeal Received			
		D	M	Y
		Signature		
	Date of Tribunal meeting			
		D	M	Y
		Signature		
	Decision of Tribunal:			
		<input type="checkbox"/> Appeal Denied		
		<input type="checkbox"/> Appeal Upheld		
	Action(s) to be taken			
Signature		D	M	Y
Teaching Service Appeals Tribunal	Decision of Tribunal forwarded to Appellant on			
			D	M
	Copies forwarded to Teaching Service Commission and Chief Education Officer on			
			D	M
Signature		D	M	Y

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 4

[rule 67C(4)]

SAMPLE RELEASE LETTER: **REF Rule 67C (4)** An appointed teacher may request release from employment under his current Managing Authority

LETTER HEAD

REF:

DATE:

Teacher's Name
Address

Dear Sir,

The Board of Governors [or General Manager] of [insert school or Management] hereby, approves your release from your duties as [insert post] to take up the post of [insert post] with effect from [insert date].

The following are pertinent particulars:

Name: John Smith

Date of birth:

Date of employment at [*School name*]: 1 September, 1986

Social Security number: XXXXXX

Teacher Licence number *BZ-2000-0172*

Qualification: B.A., M.Ed.

Post: Principal, *School*

Salary Scale # 22

Current Salary: \$2,XXX.00 per month (\$2,XXX.00 per annum).

Increment Date:

Yours sincerely,

**General Manager or Board Chair
School or Management**

cc. General Manager or Board Chair of receiving institution (or in the case of secondment, the Head of department of the receiving organisation).
Chairman, Teaching Service Commission
Director, Teaching Service Commission Secretariat

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 5

[rules 67A(8) and 67B(9)]

BELIZE MINISTRY OF EDUCATION

APPLICATION FOR SECONDMENT/POSTING
AS ITINERANT TEACHER

SIX copies of this form must be completed in by the teacher and forwarded to Managing Authority and the Commission no later than three (3) months before the anticipated date of his/her assignment as outlined below.

		A. TEACHER BIOGRAPHICAL DATA			
Procedures 1 Teacher, fills out parts A and B of the form. 2 Teacher submits one copy directly to the Commission. 3 Teacher submits five copies to the Managing Authority together with supporting documents. 4 Managing Authority fills out appropriate section and forwards five copies of the forms together with supporting documents to the Teaching Service Commission. 5 Managing Authority and Teacher informed of the approval or denial of the application 6 Copies of form indicating approval or denial returned by the Commission to teacher and to Managing Authority. 7 Commission retains copy for teacher's file.	1. Name				
		Last Name	First Name	Middle Name	
	2. School				
	3. District				
	4. Managing Authority				
	5. Current Post				
	6. Initial Date of Employment in the teaching profession				
7. FULL LICENCE REQUIRED	FULL LICENCE NUMBER				
	FULL LICENCE LEVEL				
	FULL LICENCE EXPIRATION DATE				
		B. PARTICULARS OF SECONDMENT/ITINERANT POSTING			
8. Name of New Post					
9. Institution to be Assigned					
10. Period of Assignment					
11. Effective Date of Assignment					
		D	M	Y	
12. Assignment initiated by (attach copy of letter from requesting institution & job description)	<input type="checkbox"/>	Managing Authority			
	<input type="checkbox"/>	Ministry of Education			
	<input type="checkbox"/>	Other (specify)			
13. Brief Description of duties					
14. Signature of Applicant					
15. Date					

	C. MANAGING AUTHORITY		
MANAGING AUTHORITY	16. Secondment /Itinerant posting: <input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended		
	17. Comments:		
	D. TEACHING SERVICE COMMISSION -FOR OFFICE USE		
<i>Teaching Service Commission</i>	18. Request Approved <input type="checkbox"/> Request Denied <input type="checkbox"/> D M Y		
	19. Teaching Service Commission Comments		
	20. Payment of salary by	<input type="checkbox"/> Receiving Institution <input type="checkbox"/> MCEY	
	21. Copy forwarded to Managing Authority		
	Signature	D	M Y
<i>Teaching Service Commission</i>	22. Copy forwarded to Teacher		
	Comments:		
	Signature	D	M Y

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 6

[rule 69(7)]

BELIZE MINISTRY OF EDUCATION

TEACHER TRANSFER FORM

This form must be completed in **TRIPPLICATE** and forwarded to:

- (a) If Teacher requests transfer, submit to Managing Authority for onward submission to Commission with recommendation.
 (b) If Managing Authority requests transfer, submit to Commission with reasons for request.

Procedures		A. TEACHERS BIOGRAPHICAL DATA				
		1. Name		2. School		
<p>1 Managing Authority and/or teacher as applicable, fillout parts A and B of the form.</p> <p>2 Managing Authority forwards forms to the Teaching Service Commission</p> <p>3 Managing Authority and Teacher informed of the approval or denial of the request by the Teaching Service Commission</p> <p>4 Copy of form given to teacher</p>	Last Name		First Name		Middle Name	
	3. District					
	4. Managing Authority					
	5. Teaching Position					
	6. Type of Licence		<input type="checkbox"/>	Full		
			<input type="checkbox"/>	Provisional		
			<input type="checkbox"/>	Special		
	Licence Number					
	B. PARTICULARS OF TRANSFER					
	7. NEW SCHOOL					
DISTRICT						
8. Effective Date of Transfer				D	M	Y
9. Transfer requested by		<input type="checkbox"/>	Managing Authority			
		<input type="checkbox"/>	Teacher			
10. Reason for the Request						
11. Notice served on				D	M	Y
<p>Where the Management requests transfer, the teacher must indicate his knowledge of the request and his concurrence or otherwise with the transfer.</p>				I, _____, am aware of the		
				transfer request made by the Managing Authority and hereby indicate my position on the request.		
				<input type="checkbox"/>	I concur with the request	
				<input type="checkbox"/>	I do not concur with the request	
Signature of teacher:				D	M	Y

FOR OFFICE USE			
<i>Teaching Service Commission</i>	13. Date of last transfer		
		<i>D</i>	<i>M</i> <i>Y</i>
<i>Teaching Service Commission</i>	14. Date of prior consultation with MA		
		<i>D</i>	<i>M</i> <i>Y</i>
<i>Teaching Service Commission</i>	15. Request Approved <input type="checkbox"/>		
	Request Denied <input type="checkbox"/>	<i>D</i>	<i>M</i> <i>Y</i>
<i>Teaching Service Commission</i>	16. <i>Teaching Service Commission</i> Comments		
	17. Payment of costs by		
	<input type="checkbox"/>	Teacher	
	<input type="checkbox"/>	Managing Authority	
	<input type="checkbox"/>	MOEY	
<i>Teaching Service Commission</i>	18. Duplicate copy forwarded to Managing Authority		
	Signature	<i>D</i>	<i>M</i> <i>Y</i>
<i>Teaching Service Commission</i>	19. Triplicate copy forwarded to Teacher		
	Comments:		
	Signature	<i>D</i>	<i>M</i> <i>Y</i>

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 7

[rule 70(4)]

EMPLOYMENT CONTRACT

AGREEMENT made this _____ day of _____, 20____ between the
 Managing Authority of _____ (DAY) _____ (MONTH) school (hereinafter called the
 Employer) of the one part, and _____ (hereinafter
 called the Employee) of the second part.

WHEREAS, the Employer is desirous of engaging the service of the Employee, as a
 _____;
 (POST)

AND WHEREAS the Employee is able and willing to provide the said service; NOW,
 THEREFORE, it is hereby agreed as follows:-

The Employer agrees to engage the services of the Employee subject to the terms and conditions herein contained.

The Employee agrees and undertakes that he will diligently and faithfully perform assigned duties for the period of his engagement and will act in all respects in accordance with the Education and Training Act, 2010 and the Education Rules 2012 and according to legal instructions given to him by persons duly authorized to do so.

This Agreement is subject to the conditions set forth in the Schedule hereto annexed, and the Schedule shall be read and construed as an integral part of this Agreement.

SIGNED, SEALED AND DELIVERED)

by the said _____)

_____)

(the Employee) and _____)

_____)

(the Employer) in the _____)

presence of _____)

_____)
Witness

Employee

Employer
for and on behalf of the Managing
Authority

Witness

SCHEDULE

PERIOD OF ENGAGEMENT

1. The effective date of employment and the date of commencement of this Employment Contract is the _____ day of _____, 20____.
(DAY) (MONTH)
2. This Employment Contract shall remain in force until: _____ day of _____,
20____ unless: (DAY) (MONTH)
 - (a.) the Employee tenders his resignation in accordance with ED. Rule (73);
 - (b.) the Employer dismisses, or terminates the service of the Employee in accordance with Sections 17, 29, and 41 of the Act; or
 - (c.) the Employer and Employee agree to a new contract arising out of the reclassification and/or change in the professional status of the employee.
3. Salary
 - a. Pay Scale: _____
 - b. Annual Salary: _____
4. It is noted that the employee is:
 - a. An additional teacher due to natural growth
 - b. A replacement teacher for _____
5. Duties entail
(Specific duties in accordance with the relevant sections of the Education Rules – In particular Rule (40)

Contracts of employment shall, in accordance with Rule 70, specify the conditions of service as follows:

A Managing Authority shall offer an employment contract to a teacher as follows:

(2) Subject to sub-rule (1), in offering an employment contract to a teacher, a Managing Authority shall offer one of the following contracts, as applicable

(a) in respect of a teacher in possession of a provisional license, a temporary employment contract which may be issued annually for a maximum period of five (5) years in accordance with section 29 (7) of the Act;

(b) in respect of a teacher in possession of a full license, a probationary contract for a year but which may be for up to two years;

(c) in respect of a teacher in possession of a full license who has successfully served the probationary period as required under the Act, an employment contract for the remainder of the period post probationary service, but which period may not exceed five years in total required for the maintenance of the full license as required by section 28(4) of the Act and Rule 57A of these Rules.

(3) Every contract offered under this Rule shall be in accordance with the approved Code of Conduct for teachers and shall be signed at the commencement of the contract period and witnessed by a third party.

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 8

[rule 77(9), (13), (15), (16) and (17)]

MINISTRY OF EDUCATION

**APPLICATION FORM FOR:
URGENT PERSONAL AFFAIRS,
COMPASSIONATE OR PATERNITY LEAVE**

Application form must be completed in **DUPLICATE** and submitted to the Managing Authority through the Principal, as soon as possible. When submitting this application, the applicant must clearly indicate the category under which the leave is being requested and provide satisfactory proof or certification as necessary. The number of days granted shall not exceed five (5) days. In the case of Paternity Leave, a copy of birth registration certificate acknowledging paternity must be submitted no later than one month after returning to duty:

Procedures: 1. Submission of completed form to Principal. 2. Principal grants leave vide ER 77 (8) and forwards application to Managing Authority. 3. Managing Authority approves/disallows leave. 4. Managing Authority submits application to TSC Secretariat. 5. Applicant & Principal notified in writing. 6. TSC Secretariat updates database records.	A. APPLICANT'S BIOGRAPHICAL DATA								
	1. LICENCE NUMBER								
	2. NAME								
			<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>				
	3. PRESENT POST								
	4. SCHOOL								
	5. DISTRICT								
	6. MANAGING AUTHORITY								
	B. DETAILS OF LEAVE APPLICATION								
	7. Type of leave applied for (please ✓ tick)								
	<input type="checkbox"/>		Urgent Personal Affairs Leave (e.g. illness of a near relative, summons to court; other reason): Reason for leave:						
	<input type="checkbox"/>		Compassionate Leave (death of husband, wife, parent(s), sibling, child)						
	<input type="checkbox"/>		Paternity Leave						
	8. Number of day(s) applied for; not to exceed five (5) days								
From					To				
		D	M	Y			D	M	Y
Signature of Applicant									

PRINCIPAL	FOR OFFICE USE			
	Application Received:			
		D	M	Y
	Leave Granted:			
	<input type="checkbox"/>	Urgent Personal Affairs _____ days		
	<input type="checkbox"/>	Compassionate Leave _____ days		
	<input type="checkbox"/>	Application forwarded to Managing Authority		
	Applicant informed:			
		D	M	Y
	Signature			
D		M	Y	
MANAGING AUTHORITY	Application Received:			
		D	M	Y
	Leave Granted:			
	<input type="checkbox"/>	Urgent Personal Affairs _____ days		
	<input type="checkbox"/>	Compassionate Leave _____ days		
	<input type="checkbox"/>	Paternity Leave _____ days		
	Birth Registration Certificate submitted			
		D	M	Y
	Application form returned to the Principal			
		D	M	Y
Copy forwarded to the TSC Secretariat				
	D	M	Y	
Signature				
	D	M	Y	

Teaching Service Commission Secretariat	Verification of Leave Granted:			
	<input type="checkbox"/>	Urgent Personal Affairs _____ days		
	<input type="checkbox"/>	Compassionate Leave _____ days		
	<input type="checkbox"/>	Paternity Leave _____ days		
	Birth Registration Certificate submitted			
		D	M	Y
Teaching Service Commission Secretariat	Application form returned to Managing Authority with comments.			
		D	M	Y
	Copy forwarded to the Principal and Applicant			
		D	M	Y
	Signature			
		D	M	Y
	Teacher records updated			
	D	M	Y	
	Signature			
	D	M	Y	

MANAGING AUTHORITY COMMENTS:

TSC SECRETARIAT COMMENTS:

SCHEDULE III

FORM EDR 9

[rule 78(12)]

MINISTRY OF EDUCATION

APPLICATION FOR SICK LEAVE
AND EXTENDED SICK LEAVE

- A. **Short Term Sick Leave of less than 10 days:** Application form must be completed in **DUPLICATE** and submitted to the Managing Authority, through the Principal, as soon as possible but no later than the third day of such illness.
- B. **Extended Sick Leave in excess of 10 days and up to 180 days:** Application form must be completed in **TRIPPLICATE** and submitted to the Managing Authority, through the Principal, as soon as possible.

Managing Authority **must** submit application with documentation and recommendation to Commission for approval.

<p>Procedures:</p> <ol style="list-style-type: none"> Submission of completed form to Principal. Principal verifies particulars as required. Copy of form forwarded to Managing Authority. Managing Authority approves sick leave of less than 10 days and copy sent to TSC Secretariat. Managing Authority informs Principal and Teacher as in 4. Above. For extended sick leave, Managing Authority submits application to Commission with documentation, for approval. <p>Verification of Details</p> <p>Teacher was absent on day(s) stated:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	A. APPLICANT'S BIOGRAPHICAL DATA							
	1. LICENCE NO.							
	2. NAME		Last Name		First Name		Middle Name	
	3. PRESENT POST							
	4. SCHOOL							
	5. DISTRICT							
	6. MANAGING AUTHORITY							
	7. Number of day(s) applied for:							
	FROM			TO				
	D	M	Y	D	M	Y		
8. Nature of Illness:								
B. CERTIFICATION								
9. (a) Certification for Sick Leave of 1 –2 days:								
I hereby certify that the above information is true and accurate.								
			D	M	Y			
Signature of Applicant			D	M	Y			

<p>Medical / Health Practitioner works in this region:</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>PLACE STAMP HERE</p> <div style="border: 1px solid black; border-radius: 15px; height: 100px; width: 100%; margin-top: 10px;"></div>	<p>(b) Certification for Sick Leave of 3 or more days or for any period exceeding six uncertified days sick leave: To be completed by a Medical Practitioner or where such services are not obtainable within the time specified, signed by a Health Practitioner or Pharmacist in the region.</p>																																																															
<p>PRINCIPAL</p> <p>Verification of Details</p> <p><u>MANAGING AUTHORITY</u></p>	<p><i>I hereby certify that</i></p> <p>_____</p> <p>has been examined by me and I find him/her to be unfit for the execution of duties due to _____</p> <p>and has, therefore been placed on _____ days sick leave from _____ to _____ (inclusive).</p> <p style="text-align: center;">(D/M/Y) (D/M/Y)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Name of medical practitioner (print)</td> <td colspan="3"></td> </tr> <tr> <td>District</td> <td colspan="3"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td style="text-align: center;">Signature of Medical Practitioner</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> </table> <p style="text-align: center;"><i>FOR OFFICE USE</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Application Received:</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 20%;">By:</td> </tr> <tr> <td></td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">Signature</td> </tr> <tr> <td>Completed</td> <td></td> <td></td> <td></td> <td>By:</td> </tr> <tr> <td></td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">Signature</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Application Received:</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 20%;">By:</td> </tr> <tr> <td></td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> <td style="text-align: center;">Signature</td> </tr> </table> <p>Leave Granted:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 20%;"></td> <td style="width: 10%; text-align: center;">days Certified by Teacher</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="width: 20%;"></td> <td style="text-align: center;">days Certified by Medical / Health Practitioner</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td colspan="2">Copy of application form returned to Principal</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Signature</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> </table>	Name of medical practitioner (print)				District								Signature of Medical Practitioner	D	M	Y	Application Received:				By:		D	M	Y	Signature	Completed				By:		D	M	Y	Signature	Application Received:				By:		D	M	Y	Signature	<input type="checkbox"/>		days Certified by Teacher	<input type="checkbox"/>		days Certified by Medical / Health Practitioner	<input type="checkbox"/>	Copy of application form returned to Principal		Signature					D	M	Y
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<input type="checkbox"/>	Copy of application form returned to Principal																																																															
Signature																																																																
	D	M	Y																																																													

<p>MANAGING AUTHORITY</p> <p>Verification of Details</p> <p><u>TEACHING SERVICE COMMISSION</u></p>	<i>FOR OFFICE USE: EXTENDED SICK LEAVE</i>						
	Application Received:				By:		
		D	M	Y	Signature		
	Completed				By:		
		D	M	Y	Signature		
	Application Received:				By:		
		D	M	Y	Signature		
	Leave Approved:						
	<input type="checkbox"/>				days Certified by Teacher		
<input type="checkbox"/>				days Certified by Medical / Health Practitioner			
<input type="checkbox"/>	Copy of application form returned to Managing Authority						
<input type="checkbox"/>	Sick Leave up to 180 days approved with full pay						
<input type="checkbox"/>	Replacement Teacher Approved						
Signature				D	M	Y	
<i>FOR OFFICE USE: EXTENDED SICK LEAVE BEYOND 180 DAYS</i>							
<p>MANAGING AUTHORITY</p> <p>Verification of Details</p> <p><u>TEACHING SERVICE COMMISSION</u></p>	Application Received:				By:		
		D	M	Y	Signature		
	Completed				By:		
		D	M	Y	Signature		
	Application Received:				By:		
		D	M	Y	Signature		
	Commission requests Medical Board report						
	Medical Board report submitted indicating need for further leave: Full Recovery Probable.						
	D M Y						
	Leave Approved:						
<input type="checkbox"/>				days Certified by Teacher			
<input type="checkbox"/>				days Certified by Medical Board			

<u>TEACHING SERVICE COMMISSION</u>	<input type="checkbox"/>	Copy of application form returned to Managing Authority			
	<input type="checkbox"/>	Further Sick Leave up to 180 days approved with half pay			
	<input type="checkbox"/>	Replacement Teacher Approved			
	Signature			D	M

<i>FOR OFFICE USE: EXTENDED SICK LEAVE BEYOND 180 DAYS</i>					
<u>MANAGING AUTHORITY</u>	Application Received:				By:
		D	M	Y	Signature
	Verification of Details Completed				By:
		D	M	Y	Signature
<u>TEACHING SERVICE COMMISSION</u>	Application Received:				By:
		D	M	Y	Signature
	Commission requests Medical Board report				
	D M Y				
	Medical Board report submitted indicating need for further leave: Full Recovery not Probable.				
	D M Y				
Commission requests Director of Medical Services Medical Board To determine fitness to continue in the teaching service.					
<input type="checkbox"/>	Teacher medically unfit to continue in the teaching service.				
<input type="checkbox"/>	Commission recommends retirement on Medical grounds.				

<u>TEACHING SERVICE COMMISSION</u>	<input type="checkbox"/>	Copy of application form returned to Managing Authority.			
	<input type="checkbox"/>	Further Sick Leave up to 180 days denied.			
	<input type="checkbox"/>	Replacement Teacher Approved.			
	Signature			D	M

SCHEDULE III

FORM EDR 10

[rule 79(8)]

MINISTRY OF EDUCATION

APPLICATION FOR MATERNITY LEAVE

Application form must be completed in **DUPLICATE** and submitted to the Managing Authority, through the Principal, no less than eight weeks before leave is expected to begin.

<p><i>Procedures:</i></p> <p>1. <i>Submission of completed form and supporting documents to Principal.</i></p> <p>2. <i>Principal forwards application to Managing Authority.</i></p> <p>3. <i>Managing Authority verifies particulars and forwards application to Commission.</i></p> <p>4. <i>Commission determines pay schedule for leave period vide Rule 79 (2), (3) & (4) and approves replacement teacher as may be necessary.</i></p> <p>5. <i>Managing Authority, Teacher/staff member, and principal notified of particulars of (4) above.</i></p> <p>Verification of Details:</p> <p>Details are accurate</p> <p>Principal: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Managing Authority <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	A. APPLICANT'S BIOGRAPHICAL DATA				
	1. LICENCE NO.				
	2. NAME				
			<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>
	3. PRESENT POST				
	4. SCHOOL				
	5. DISTRICT				
	6. MANAGING AUTHORITY				
	7. SOCIAL SECURITY NO.				
	B. PROFESSIONAL STATUS: In respect of teachers, tick as appropriate.				
8. <input type="checkbox"/> Employed for 150 days prior to date of confinement					
9. <input type="checkbox"/> Employed for less than 150 days prior to date of confinement					
Date of Employment:					
		D	M	Y	
C. Current Salary Rate					
10. Pay Scale:		Annual Salary:			
<input style="width: 100px; height: 20px;" type="text"/>		<input style="width: 100px; height: 20px;" type="text"/>			
Signature of Applicant					
		D	M	Y	

11. Medical Certification of Expected Confinement																																										
<p>To be completed by Registered Medical Practitioner only.</p> <p>PLACE STAMP HERE</p> <div style="border: 1px solid black; border-radius: 15px; height: 100px; width: 100%;"></div>	<p>To: Mrs. Miss Ms. _____ (Full Name)</p> <p>I certify that I have examined you today and that in my opinion you are pregnant and should be confined on _____ (Date)</p>																																									
<p><u>PRINCIPAL</u></p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Name (print)</td> <td colspan="3"></td> </tr> <tr> <td>District</td> <td colspan="3"></td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="width: 10%; text-align: center;">D</td> <td style="width: 10%; text-align: center;">M</td> <td style="width: 10%; text-align: center;">Y</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>FOR OFFICE USE</i></td> </tr> <tr> <td>Application Received:</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> <tr> <td></td> <td colspan="3">By: _____ Signature</td> </tr> <tr> <td rowspan="2">During the period of maternity leave a replacement teacher / staff member</td> <td><input type="checkbox"/></td> <td colspan="3">Will not be needed.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Will be needed</td> <td>From: _____</td> <td>To: _____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> </table>	Name (print)				District				Signature	D	M	Y	<i>FOR OFFICE USE</i>				Application Received:	D	M	Y		By: _____ Signature			During the period of maternity leave a replacement teacher / staff member	<input type="checkbox"/>	Will not be needed.			<input type="checkbox"/>	Will be needed	From: _____	To: _____	Signature	D	M	Y				
Name (print)																																										
District																																										
Signature	D	M	Y																																							
<i>FOR OFFICE USE</i>																																										
Application Received:	D	M	Y																																							
	By: _____ Signature																																									
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	By: _____ Signature																																									
Submitted to Commission (TSC)	D	M	Y																																							
	By: _____ Signature																																									
<p>TEACHING SERVICE COMMISSION</p> <p>Verification of Details</p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td>Application Received:</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> <tr> <td>Signature</td> <td colspan="3"></td> </tr> <tr> <td>Leave Granted as follows:</td> <td colspan="3"></td> </tr> <tr> <td><input type="checkbox"/></td> <td colspan="3">Leave with full pay for fourteen (14) weeks</td> </tr> <tr> <td><input type="checkbox"/></td> <td colspan="3">Leave without pay</td> </tr> <tr> <td rowspan="2">Replacement teacher / staff member</td> <td><input type="checkbox"/></td> <td colspan="3">Will not be provided.</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Will be provided</td> <td>From: _____</td> <td>To: _____</td> </tr> <tr> <td>Applicant and Principal notified on</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> <tr> <td>Copy of application form forwarded to Managing Authority</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> <tr> <td>Signature</td> <td style="text-align: center;">D</td> <td style="text-align: center;">M</td> <td style="text-align: center;">Y</td> </tr> </table>	Application Received:	D	M	Y	Signature				Leave Granted as follows:				<input type="checkbox"/>	Leave with full pay for fourteen (14) weeks			<input type="checkbox"/>	Leave without pay			Replacement teacher / staff member	<input type="checkbox"/>	Will not be provided.			<input type="checkbox"/>	Will be provided	From: _____	To: _____	Applicant and Principal notified on	D	M	Y	Copy of application form forwarded to Managing Authority	D	M	Y	Signature	D	M	Y
Application Received:	D	M	Y																																							
Signature																																										
Leave Granted as follows:																																										
<input type="checkbox"/>	Leave with full pay for fourteen (14) weeks																																									
<input type="checkbox"/>	Leave without pay																																									
Replacement teacher / staff member	<input type="checkbox"/>	Will not be provided.																																								
	<input type="checkbox"/>	Will be provided	From: _____	To: _____																																						
Applicant and Principal notified on	D	M	Y																																							
Copy of application form forwarded to Managing Authority	D	M	Y																																							
Signature	D	M	Y																																							

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 11

[rule 80(5)]

MINISTRY OF EDUCATION

APPLICATION FOR
EXEMPTION FROM CALL TO DUTIES

Application form must be completed in DUPLICATE and forwarded to the Managing Authority, through the Principal, not less than one month prior to the period for which the leave is being requested.

Procedures: 1. Submission of completed application form to Principal. 2. Principal forwards application to the Managing Authority. 3. Managing Authority makes final determination on leave and forwards to TSC Secretariat	A. APPLICANT'S BIOGRAPHICAL DATA													
	1. NAME			Last Name			First Name			Middle Name				
	2. LICENCE #													
	3. SCHOOL													
	4. DISTRICT													
	5. MANAGING AUTHORITY													
	B. EXEMPTION REQUEST													
	6. Number of days of Exemption requested:												days	
	From			D	M	Y	To			D	M	Y		
	7. Reason for Request:													
8. Attach evidence where appropriate.														
9. Have you ever been granted an Exemption from Call to Duties before?									<input type="checkbox"/> Yes		<input type="checkbox"/> No			
IF YES, state period(s) for which exemption was granted:				From:				To:						
				From:				To:						
				From:				To:						
				From:				To:						
Signature of Applicant									D	M	Y			
MANAGING AUTHORITY	FOR OFFICE USE													
	Application Received:			D	M	Y								
	Application Received:			D	M	Y								
	Application			<input type="checkbox"/> Approved						<input type="checkbox"/> Not Approved				
	Signature									D	M	Y		

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 12

[rule 81(5)]

MINISTRY OF EDUCATION

APPLICATION FOR LONG LEAVE

Application form must be completed in TRIPPLICATE and submitted to the Managing Authority, through the Principal, by 30th September for leave to commence 1st April and by 31st December for leave to commence 1st September.

<p>Procedures:</p> <p>1. Submission of completed application form to Principal.</p> <p>2. Principal forwards application to the Managing Authority.</p> <p>3. Managing Authority verifies details provided by the teacher.</p> <p>4. Managing Authority reviews and negotiates with teacher vide Ed. Rule 81 (9).</p> <p>5. TSC approves Long Leave and notifies teacher, through the Managing Authority.</p>	A. APPLICANT'S BIOGRAPHICAL DATA			
	1. NAME			
			<i>Last Name</i>	<i>First Name</i>
	2. SCHOOL			
	3. DISTRICT			
	4. MANAGING AUTHORITY			
	B. EMPLOYMENT HISTORY			
	5. Date of Initial Employment:			
			D	M
			Y	
	6. Management(s) by whom previously employed (if applicable)		From:	To:
			From:	To:
			From:	To:
			From:	To:
	Length and Period of service: _____ years		From:	To:
C. CURRENT SALARY RATE				
8. Pay Scale: _____		Annual Salary: _____		
D. LEAVE HISTORY				
9. Has Study Leave been granted before?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If YES, state period(s) for which leave was granted:		From:	To:	
		From:	To:	
10. Has Leave Without Pay been granted before?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If YES, state period(s) for which leave was granted:		From:	To:	
		From:	To:	
11. Has Long Leave been granted before?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If YES, state period(s) for which leave was granted:		April to June _____ (year)		
		September to November _____ (year)		
<p>Verification of Details Details are accurate</p> <p>Study Leave () Yes () No</p> <p>Leave Without Pay () Yes () No</p> <p>Long Leave () Yes () No</p>				

	12. Long Leave is requested for the period:	April to June of _____ (year)		
		September to November of _____ (year)		
	E. CERTIFICATION			
	I certify that the information provided above is to the best of my knowledge true and accurate.			
	Signature of Applicant	D	M	Y
<i>FOR OFFICE USE</i>				
<u>PRINCIPAL</u>				
	Application Received:			By:
		D	M	Y
Application forwarded to Managing Authority			By:	
	D	M	Y	
<u>MANAGING AUTHORITY</u>	Application Received:			By:
		D	M	Y
	Particulars for the eligible period of service as given on this form have been verified.			By:
		D	M	Y
	Long Leave recommended for:			
<input type="checkbox"/>	April to June _____ (year)			
<input type="checkbox"/>	September to November _____ (year)			
<u>TEACHING SERVICE COMMISSION</u>	Application Received:			By:
		D	M	Y
	Particulars for the eligible period of service as given on this form have been verified.			By:
		D	M	Y
	Long Leave Approved for:			
	<input type="checkbox"/>	April to June _____ (year)		
	<input type="checkbox"/>	September to November _____ (year)		
		D	M	Y
	Signature			

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 13

[rule 82(2)]

MINISTRY OF EDUCATION

APPLICATION FOR:
PROFESSIONAL DEVELOPMENT LEAVE

Application form must be completed in **TRIPPLICATE** and forwarded to the Managing Authority, through the Principal, not less than two weeks prior to the period for which the leave is being requested.

<p><u>Procedures:</u></p> <p>1. Submission of completed form along with all required information, to Principal.</p> <p>2. Principal makes recommendation and forwards form to Managing Authority.</p> <p>3. Managing Authority verifies particulars provided in the application.</p> <p>4. Managing Authority makes decision on leave of 1-10 days OR makes recommendation and forwards application to TSC</p> <p>5. TSC makes decision on leave exceeding 10 days.</p> <p>6. Copies 1 and 2 of form returned to Managing Authority.</p> <p>7. Copy 3 of form forwarded to TSC Secretariat</p> <p>8. Copy 1 of form returned to Principal, who informs the applicant of the decision.</p>	A. APPLICANT'S BIOGRAPHICAL DATA				
	1. NAME				
			Last Name	First Name	Middle Name
	2. SCHOOL				
	3. DISTRICT				
	4. MANAGING AUTHORITY				
	B. PARTICULARS OF EVENT				
	5. Name of course / conference / seminar:				
	6. Teacher nominated by		<input type="checkbox"/> SELF <input type="checkbox"/> OTHER (specify)		
	7. Attach or provide description (Institution/Organisation, objectives, content and duration) of course/seminar/conference.				
	8. Is course/conference/seminar accredited ? <input type="checkbox"/> Yes <input type="checkbox"/> No				
	IF YES, by whom OR				
	Is course/conference/seminar approved by the Ministry of Education? <input type="checkbox"/> Yes <input type="checkbox"/> No				
	C. LEAVE HISTORY				
	9. Has Professional Development Leave been granted before?		<input type="checkbox"/> Yes <input type="checkbox"/> No		
IF YES, state period(s)		From:	To:		
10. Number of days and period for which leave is being requested:		days			
		From	To		
D. INSTRUCTIONAL MATERIALS					
11. I agree to prepare and submit the following:		<input type="checkbox"/> Lesson Plans <input type="checkbox"/> Test(s) <input type="checkbox"/> Home Work <input type="checkbox"/> Worksheets <input type="checkbox"/> Other (specify)			
12. I further agree to use and share the knowledge, skills and materials acquired with the staff and students of this institution.					
Signature of Applicant		D	M	Y	

		FOR OFFICE USE						
PRINCIPAL'S RECOMMENDATION	Application Received:				By:			
		D	M	Y	Signature			
	Instructional arrangements made by this teacher are	<input type="checkbox"/>	Satisfactory					
		<input type="checkbox"/>	Not satisfactory					
	During the period a replacement teacher	<input type="checkbox"/>	Will not be needed.					
		<input type="checkbox"/>	Will be needed	From:	To:			
	This application for Professional Development Leave is	<input type="checkbox"/>	Supported					
		<input type="checkbox"/>	Not supported					
			Signature			D	M	Y
MANAGING AUTHORITY	Application Received:							
		D	M	Y				
	Verification of Details	Description of event provided and is satisfactory	<input type="checkbox"/> Yes			<input type="checkbox"/> No		
		Accreditation of event accepted by Ministry of Education	<input type="checkbox"/> Yes			<input type="checkbox"/> No		
	Leave of 1-10 days	Details in C. Leave History are accurate	<input type="checkbox"/> Yes			<input type="checkbox"/> No		
		Professional Development Leave of _____ days	<input type="checkbox"/> Approved			<input type="checkbox"/> Not Approved		
	Comments:							
			Signature			D	M	Y
	TEACHING SERVICE COMMISSION	Application Received:						
		D	M	Y				
Leave exceeding 10 days	Professional Development Leave of _____ days	<input type="checkbox"/> Approved			<input type="checkbox"/> Not Approved			
		Signature			D	M	Y	

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 14

[rule 83(6)]

MINISTRY OF EDUCATION

APPLICATION FOR
STUDY LEAVE WITH OR WITHOUT PAY

Application form must be completed in **TRIPPLICATE** and submitted to the Managing Authority, through the Principal, by 31st December for leave to commence on September 1st following. A teacher shall have served at least one full school year in the teaching service to be eligible for study leave and must provide proof of acceptance into an institution of higher studies.

<p>Procedures:</p> <ol style="list-style-type: none"> Submission of completed application form with all required supporting documents to Principal. Principal completes relevant section and forwards application to the Managing Authority. Managing Authority verifies details, makes recommendation and forwards application to Ministry of Education. TSC makes final determination. <p>Verification of Details Details are accurate</p> <ol style="list-style-type: none"> Initial employment () Yes () No Length & Period of Service () Yes () No Qualifications () Yes () No Licence () Yes () No Course information complete () Yes () No 	A. APPLICANT'S BIOGRAPHICAL DATA			
	1. NAME			
		<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>
	2. SCHOOL			
	3. DISTRICT			
	4. MANAGING AUTHORITY			
	B. EMPLOYMENT HISTORY			
	5. Date of Initial Employment:			
		D	M	Y
	6. Length and Period of service: _____ years		from	To:
		D	M	Y
		D	M	Y
C. ACADEMIC & PROFESSIONAL QUALIFICATIONS				
7. Highest qualification achieved:		<input type="checkbox"/>	High School Diploma	
		<input type="checkbox"/>	Associate Degree-Non Education	
		<input type="checkbox"/>	Associate Degree-Education	
		<input type="checkbox"/>	Bachelor's Degree - Non-Education	
		<input type="checkbox"/>	Bachelor's Degree - Education	
		<input type="checkbox"/>	Master's Degree – Non-Education	
		<input type="checkbox"/>	Master's Degree – Education	
		<input type="checkbox"/>	Other (specify)	
8. Date qualification achieved:				
9. Type of Licence		<input type="checkbox"/>	Full	
		<input type="checkbox"/>	Provisional	

	D. COURSE OF STUDY								
	10. Provide the following information on the course of study	Institution offering course							
		Name of course							
		Duration of course							
Qualification to be acquired									
6. Letter attached () Yes () No Details are accurate () Yes () No () Yes () No () Yes () No	11. Attach a certified copy of letter of acceptance from the institution offering the proposed course of study.								
	12. Length and Period for which study leave is being requested: _____ years	From:				To:			
			D	M	Y		D	M	Y
	E. LEAVE HISTORY (D/M/Y)								
	13. Previous Study Leave granted	From:			To:				
		From:			To:				
	14. Professional Development Leave granted:	From:			To:				
		From:			To:				
	15. Special Leave granted:	From:			To:				
		From:			To:				
Signature						D	M	Y	
PRINCIPAL	<i>FOR OFFICE USE</i>								
	Application Received:				By:				
		D	M	Y	Signature				
	In the space below, explain how this program of study will OR will not benefit the school / institution.								
	Application for Study Leave is	<input type="checkbox"/>	Supported						
		<input type="checkbox"/>	Not supported						
Signature						D	M	Y	

MANAGING AUTHORITY	Application Received:						
		D	M	Y	Signature		
	Verification of details completed on						
		D	M	Y	Signature		
	Study Leave		Recommended with pay				
			Recommended without pay				
			Not Recommended				
Comments:							
Signature					D	M	Y
TEACHING SERVICE COMMISSION	Application Received:						
		D	M	Y	Signature		
	Verification of details completed on						
		D	M	Y	Signature		
	Study Leave	<input type="checkbox"/>	Approved with pay				
		<input type="checkbox"/>	Approved without pay				
		<input type="checkbox"/>	Not Approved				
Comments:							
Signature					D	M	Y

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 15

[rule 84(3)]

MINISTRY OF EDUCATION

APPLICATION FOR: SPECIAL LEAVE

Application form must be completed in TRIPPLICATE and forwarded to the Managing Authority, through the Principal, not less than two weeks prior to the commencement of such leave.

<p><u>Procedures:</u></p> <p>1. Submission of completed form along with evidence of nomination and event to Principal.</p> <p>2. Principal makes recommendation and forwards form to Managing Authority.</p> <p>3. Managing Authority verifies particulars provided in the application, makes recommendation and forwards application to TSC for leave exceeding 10 days.</p> <p>4. TSC makes final determination on Special Leave application.</p> <p>5. Copies 1 and 2 of form returned to Managing Authority.</p> <p>6. Copy 1 of form returned to Principal, who informs the applicant of the decision.</p> <p>Verification of Details Details are accurate for:</p> <p>Evidence submitted () Yes () No</p> <p>Special Leave History () Yes () No</p>	A. APPLICANT'S BIOGRAPHICAL DATA				
	1. NAME				
			<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>
	2. SCHOOL				
	3. DISTRICT				
	4. MANAGING AUTHORITY				
	B. PURPOSE FOR SPECIAL LEAVE				
	5. State briefly the reason for the request (e.g. annual BDF training, international sports, cultural event)				
	6. Nominating Institution / Organization where applicable				
	7. Venue of the event where applicable				
8. Attach supporting documents to this application form.					
9. Number of days and period for which leave is being requested:					
From		To			
D	M	Y	D M Y		
C. SPECIAL LEAVE HISTORY for CURRENT SCHOOL YEAR					
10. Special Leave granted this school year?		<input type="checkbox"/> Yes <input type="checkbox"/> No			
If YES, for each instance state:					
(i) Purpose					
Period		From To			
D	M	Y	D M Y		
(ii) Purpose					
Period		From To			
D	M	Y	D M Y		
D. INSTRUCTIONAL MATERIALS					
11. I agree to prepare and submit the following:		<input type="checkbox"/> Lesson Plans <input type="checkbox"/> Test(s) <input type="checkbox"/> Home Work <input type="checkbox"/> Worksheets <input type="checkbox"/> Other (specify)			
Signature of Applicant		D	M Y		

		FOR OFFICE USE				
<u>PRINCIPAL'S RECOMMENDATION</u>	Application Received:				By:	
		D	M	Y	Signature	
	Instructional arrangements made by this teacher are	<input type="checkbox"/>	Satisfactory			
		<input type="checkbox"/>	Not satisfactory			
	During the period a replacement teacher	<input type="checkbox"/>	Will not be needed.			
		<input type="checkbox"/>	Will be needed	From:	To:	
	This application for Special Leave is	<input type="checkbox"/>	Supported			
		<input type="checkbox"/>	Not supported			
	Signature					D M Y
<u>MANAGING AUTHORITY</u>	Application Received:				By:	
		D	M	Y	Signature	
	Particulars for the eligible period of service as given on this form have been verified.				By:	
		D	M	Y	Signature	
	Special Leave of days	<input type="checkbox"/>	Recommended		<input type="checkbox"/>	Not Recommended
	Comments:					
Signature					D M Y	
<u>COMMISSION</u>	Application Received:					
		D	M	Y		
	Special Leave of days	<input type="checkbox"/>	Approved		<input type="checkbox"/>	Not Approved
	Comments:					
Signature					D M Y	

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 16

[rule 85(6)]

MINISTRY OF EDUCATION

APPLICATION FOR LEAVE WITHOUT PAY

Application form must be completed in DUPLICATE and forwarded to the Managing Authority, through the Principal, not less than two months prior to the period for which the leave is being requested.

Procedures: 1. Submission of completed application form to Principal. 2. Principal forwards application to the Managing Authority. 3. Managing Authority makes recommendation on leave and forwards to TSC Secretariat	A. APPLICANT'S BIOGRAPHICAL DATA																
	1. NAME																
			<i>Last Name</i>			<i>First Name</i>			<i>Middle Name</i>								
	2. LICENCE #																
	3. SCHOOL																
	4. DISTRICT																
	5. MANAGING AUTHORITY																
	B. LEAVE WITHOUT PAY REQUEST																
	6. Period requested						Days/months										
	From						To										
D			M			Y			D			M			Y		
7. Reason for Request:																	
8. Attach evidence where appropriate.																	
9. Have you ever been granted Leave Without Pay before?										<input type="checkbox"/> Yes		<input type="checkbox"/> No					
If YES, state period(s) for which Leave Without Pay was granted:				From:				To:									
				From:				To:									
				From:				To:									
				From:				To:									
Signature of Applicant										D		M		Y			

<u>PRINCIPAL</u>	FOR OFFICE USE						
Application Received:	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> </tr> </table>				D	M	Y
D	M	Y					
<u>MANAGING AUTHORITY</u>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> </tr> </table>				D	M	Y
D	M	Y					
Application	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended						
Signature of Managing Authority	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> </tr> </table>				D	M	Y
D	M	Y					
<u>TEACHING SERVICE COMMISSION</u>	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> </tr> </table>				D	M	Y
D	M	Y					
Application	<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved						
Signature	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> </tr> </table>				D	M	Y
D	M	Y					

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 17A

[rule 87(1)]

MINISTRY OF EDUCATION

PERFORMANCE APPRAISAL –
TEACHING PRINCIPAL

Notes: a) Performance Appraisal shall be conducted <i>twice</i> yearly. b) The first appraisal shall be conducted between the third and fifth month of the school's academic calendar. c) The second appraisal shall be conducted between the seventh and ninth month of the school's academic calendar. d) Each appraisal shall be carried out with full participation of the individual being appraised. e) The rating of the first appraisal and second appraisal shall be averaged to determine approval of increment. f) The Appraisal form must be completed in triplicates for distribution as follows: <ul style="list-style-type: none"> ▪ Individual being appraised, ▪ Managing Authority ▪ Teaching Services Commission 	BIOGRAPHICAL DATA			
	1. LICENCE #			
	2. NAME	<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
	3. PRESENT POST	4. # OF YEARS IN PRESENT POST		
	5. NAME OF SCHOOL			
	6. STRUCTURE OF SCHOOL	Check whichever is appropriate: <input type="checkbox"/> Mono-grade <input type="checkbox"/> Multi-grade		
	7. DISTRICT			
	8. MANAGING AUTHORITY			
	9. GRADE LEVEL(S) CURRENTLY TEACHING (if applicable)			
	10. COURSE(S) OR SUBJECTS CURRENTLY TEACHING (if applicable)			
	11. ACADEMIC QUALIFICATIONS (begin with the most recent achievement)		<i>Certificate, Diploma or Degree</i>	<i>Year</i>
	12. PROFESSIONAL QUALIFICATIONS (begin with the most recent achievement)		<i>Certificate, Diploma or Degree</i>	<i>Year</i>
Instructions: To complete Sections A, B and C overleaf, refer to the key given below; for each statement, place a check mark (✓) in the column to its right under the number that best describes the manner and regularity in which the individual being appraised executed each of the performance criteria listed. Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all				

A. LEADERSHIP AND MANAGEMENT					
Strategic Leadership	5	4	3	2	1
School policies and practices are congruent with the shared school vision and mission					
The school's strategic plan is informed by the results of a school-wide assessment					
Administrative processes are organized and/or supervised as required					
Appropriate problem-solving techniques are utilized to resolve challenges or issues					
School developmental plans are spearheaded and/or monitored effectively					
Day-to-day operational plans and processes are managed proactively and efficiently					
Score	/30				
Organizational Leadership					
Day-to-day basic maintenance of equipment and facilities are carried out expeditiously					
Annual and supplemental budgets are drafted and/or adjusted in consultation with staff					
The financial and other business transactions are conducted in accordance with the approved financial management system					
Physical resources are utilized and managed effectively					
The state of school buildings and grounds are monitored and maintained appropriately					
Teaching and other non-instructional functions are equitably distributed among staff					
A transparent information system is supported to maintain accurate school records					
Score	/35				
Instructional Leadership	5	4	3	2	1
Quality assurance practices are aligned to the school's mission and policies					
Staff professional development needs are identified and addressed systematically					
The performance of all staff members are appraised fairly and consistently					
The school curriculum is based on national development priorities and emerging global trends					
The enacted curriculum is supervised consistently using a systematic process					
Supervisory activities and the supporting documentation are aligned to a clinical process					
Mentoring, coaching, conferencing and other supervisory techniques are utilized systematically to support instructional processes					
Teaching and learning challenges are handled consistently and proactively					
Relevant and meaningful long- and short-term instructional plans are monitored carefully					
Score	/45				
Collaborative and Ethical Leadership	5	4	3	2	1
Duties relating to Board and/or School Committees are carried out judiciously					
School policies and rules are shared with parents and other stakeholders in a timely manner					
Meetings with parents/guardians are conducted periodically					
Members of the school community are encouraged to participate in school activities					
Collaboration with organizations and other community stakeholders to address conditions affecting student learning and development is facilitated as required					
Oral and written communications to members of the school community are used appropriately					
The participation of students in inter and intra-school activities is promoted and facilitated					
The confidentiality of student, staff and other school records is promoted and maintained					
Score:	/40				

B. PEDAGOGICAL PERFORMANCE					
Planning, Preparation and Record Keeping	5	4	3	2	1
Lessons plans are available upon request					
Lesson plans are relevant to and in accordance with course outline/units of work					
Objectives in lessons are appropriate, clearly stated and valuable to learners					
The content of lessons are valid, accurate, and logically structured					
Methods/strategies/activities used in lessons are learner-focused, content appropriate and cater to a variety of learners' needs					
Assessment strategies are appropriately aligned to the content and objective(s) of lessons					
Technology and/or other instructional aids are adequately selected and well designed					
Instructional plans generally demonstrate the teacher's command of the knowledge, skills and attitudes of the subject/area of study					
Reflective thinking is evident in the evaluations of lessons					
Assessment and other pertinent student records are properly maintained					
Score:	/50				
Instruction and Assessment	5	4	3	2	1
Introductory activities are based on students' previous knowledge and suitable for the development of lessons					
Presentation of ideas and explanations are clear and helpful with appropriate use of language to facilitate meaningful learning					
Questions and questioning techniques and are effective and encourage higher level thinking					
Instructional strategies enable students to develop understanding of key concepts, skills and/or attitudes					
Instructional strategies are varied and responsive to students' learning needs					
Individualized and/or group activities are purposeful, well-facilitated and engage students as active participants in their own learning					
Assessment strategies indicate the extent to which students have met the objective(s)					
The results of assessments inform follow-up instructional plans					
Verbal and/or written feedback to students is meaningful and immediate					
Technology and/or other instructional aids are used creatively and effectively					
Score:	/50				
Learning Environment	5	4	3	2	1
An appropriate classroom management plan (including rules and procedures) has been developed and clearly communicated to students					
A clearly articulated classroom management strategy is consistently applied					
Lesson activities are appropriately sequenced and adequately timed for the students to maximize on their involvement in the lesson					
Positive student-student and student-teacher interactions are evident					
The use of praise and other motivational techniques are used appropriately and effectively					
Learner diversity (gender, language, experiences, etc.) is acknowledged and respected					
Relevance of the lessons to students' interests and abilities is apparent					
Instructional aids are creatively displayed as appropriate to reinforce content taught					
Creative management of the physical conditions make the classroom clean and attractive					
Creative management of the physical conditions make the classroom safe for students					
Score:	/50				

C. PROFESSIONALISM					
	5	4	3	2	1
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;					
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;					
Job Attitude: consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;					
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;					
Attendance and Punctuality: usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;					
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;					
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission					
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;					
Professional Growth and Development: engages in professional learning opportunities					
Department and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;					
Score:	/50				
SPECIFIC COMMENTS ON LESSON OBSERVED FOR THIS APPRAISAL EXERCISE <i>(use additional sheets if necessary)</i>					
Planning and Preparation					
Instruction and Assessment					
Learning Environment					

D. PERFORMANCE RATING: Use the following steps to calculate the Performance Rating			
(1)	Section A: Strategic Leadership	Score:	= /30
	Section A: Organizational Leadership	Score:	= /35
	Section A: Instructional Leadership	Score:	= /45
	Section A: Collaborative and Ethical Leadership	Score:	= /40
	Section B: Planning, Preparation and Record Keeping	Score:	= /50
	Section B: Instruction and Assessment	Score:	= /50
	Section B: Learning Environment	Score:	= /50
	Section C: Professionalism	Score:	= /50
(2)	Sum of Scores (from (1) above)		= /350
(3)	Rating	<u>Sum of Scores</u> 70	=
E. CATEGORIES OF RATINGS			
<p>CATEGORY 1: Ineffective (0.0 – 1.5) <input type="checkbox"/></p> <p>CATEGORY 2: Marginal (1.6 – 2.5) <input type="checkbox"/></p> <p>CATEGORY 3: Satisfactory (2.6 – 3.6) <input type="checkbox"/></p> <p>CATEGORY 4: Proficient (3.7 – 4.4) <input type="checkbox"/></p> <p>CATEGORY 5: Distinguished (4.5 – 5.0) <input type="checkbox"/></p>			
F. INCREMENT			
<ul style="list-style-type: none"> • Teaching Principals rated in Categories 3, 4 and 5 shall have Annual Increment APPROVED. • Teaching Principals rated in Category 2 shall have Annual Increment: <ul style="list-style-type: none"> ○ WITHHELD where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress. ○ DEFERRED if no progress is made between the first and second appraisal • Teaching Principals rated in Category 1 shall have Annual Increment STOPPED. 			
<p>Rating at 1st Appraisal: _____ Rating at 2nd Appraisal: _____ Average Rating: _____</p>			
<p><input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped</p> <p><input type="checkbox"/> Increment Deferred <input type="checkbox"/> Increment Withheld (Subject to further Evaluative Report)</p>			
<p>Rating after further Evaluative Reports: _____ <input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped</p>			

G. PROFESSIONAL DEVELOPMENT

1. Based on the foregoing Appraisal, could the Teaching Principal's performance **in this present post** be improved by training? **YES [] NO []**
2. If the answer to (1) is yes, specify nature of training required.

3. Can the training requirement specified in (2) above be provided by:
- a) the Ministry of Education? **YES [] NO []**
 b) the Managing Authority of the School? **YES [] NO []**
 c) Any institution or organization within the Country of Belize? **YES [] NO []**
4. If the answer to 3 (c) is yes, specify:
- d) the organization or institution: _____
- e) whether the training will require full-time or part-time attendance with brief details;

- f) the duration of time required to complete the training: _____
- g) the degree, or other qualification to be received at successful completion of training.

5. If the training identified in (2) above is only available abroad, specify the duration required to complete the course of training and the qualification to be received on successful completion.

6. In the light of the Teaching Principal's training needs, does he/she possess the matriculation requirements (if applicable) to undertake the course of training specified? **YES [] NO [] NOT APPLICABLE []**
7. If the answer to (6) is no, what arrangements if any, will the Teaching Principal make to acquire the necessary matriculation requirements?

- Complete (8) below for second Appraisal only
8. What training courses or seminars have the Teaching Principal attended and/or what qualifications have he/she obtained during the year prior to this Report?

H. CERTIFICATION			
Certification by the Immediate Supervisor			
I hereby certify as follows:			
1. I am the immediate Supervisor of the Teaching Principal to whom this Report relates;	YES []	NO []	
2. I have supervised his/her work for at least three months and where part of the Appraisal Period and/or the duties of the Teaching Principal have been under the supervision of another person, I have, before conducting the Appraisal, consulted with that other supervisor concerning the his/her performance.	YES []	NO []	
3. This report has been prepared with the full participation of the Teaching Principal reported on, and her/his particular attention has been drawn to the items of the Report showing her/his strengths and weaknesses.	YES []	NO []	
Signature		D	M Y
PRINTED NAME		TITLE OF POST	
Certification by the Second Reporting Person			
I hereby certify as follows:			
1. I am the immediate Supervisor of the of the Immediate Supervisor;	YES []	NO []	
2. I am in full agreement of with the Appraisal of the Immediate Supervisor;	YES []	NO []	
3. I am not in full agreement with the Appraisal of the Immediate Supervisor, and have therefore made emendations in red alongside the first Appraisal but without making any changes in the Appraisal itself.	YES []	NO []	
Signature		D	M Y
PRINTED NAME		TITLE OF POST	
Certification by the Teaching Principal			
I hereby certify as follows:			
1. I had full participation in the Appraisal through conferencing before and after;	YES []	NO []	
2. I consider the Appraisal to be objective and reasonable;	YES []	NO []	
3. The Appraisal is generally acceptable, and although I have minor disagreements with some details I do not wish to make any comments thereon;	YES []	NO []	
4. I have major disagreements with the Appraisal or find the Appraisal to be unacceptable, and I am herewith attaching my comments in rebuttal.	YES []	NO []	
Signature		D	M Y
PRINTED NAME		TITLE OF POST	

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 17B

[rule 87(1)]

MINISTRY OF EDUCATION

PERFORMANCE APPRAISAL –
NON-TEACHING PRINCIPAL

Notes:	BIOGRAPHICAL DATA			
	<p>a) Performance Appraisal shall be conducted <u>twice</u> yearly.</p> <p>b) The first appraisal shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>c) The second appraisal shall be conducted between the seventh and ninth month of the school's academic calendar.</p> <p>d) Each appraisal shall be carried out with full participation of the individual being appraised.</p> <p>e) The rating of the first appraisal and second appraisal shall be averaged to determine approval of increment.</p> <p>f) The Appraisal form must be completed in triplicates for distribution as follows:</p> <ul style="list-style-type: none"> • Individual being appraised. • Managing Authority • Teaching Services Commission 	1. LICENCE #		
2. NAME				
		<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
3. PRESENT POST		4. # OF YEARS IN PRESENT POST		
5. NAME OF SCHOOL				
6. STRUCTURE OF SCHOOL		Check whichever is appropriate.		
		<input type="checkbox"/> Mono-grade	<input type="checkbox"/> Multi-grade	
7. DISTRICT				
8. MANAGING AUTHORITY				
9. ACADEMIC QUALIFICATIONS (begin with the most recent achievement)				
	<i>Certificate, Diploma or Degree</i>		<i>Year</i>	
10. PROFESSIONAL QUALIFICATIONS (begin with the most recent achievement)				
	<i>Certificate, Diploma or Degree</i>		<i>Year</i>	
Instructions:				
To complete Sections A and B overleaf, refer to the key given below; for each statement, place a check mark (✓) in the column to its right under the number that best describes the manner and regularity in which the individual being appraised executed each of the performance criteria listed.				
Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all				

A. LEADERSHIP AND MANAGEMENT					
Strategic Leadership	5	4	3	2	1
School policies and practices are congruent with the shared school vision and mission					
The school's strategic plan is informed by the results of a school-wide assessment					
Administrative processes are organized and/or supervised as required					
Appropriate problem-solving techniques are utilized to resolve challenges or issues					
School developmental plans are spearheaded and/or monitored effectively					
Day-to-day operational plans and processes are managed proactively and efficiently					
Score	/30				
Organizational Leadership					
Day-to-day basic maintenance of equipment and facilities are carried out expeditiously					
Annual and supplemental budgets are drafted and/or adjusted in consultation with staff					
The financial and other business transactions are conducted in accordance with the approved financial management system					
Physical resources are utilized and managed effectively					
The state of school buildings and grounds are monitored and maintained appropriately					
Teaching and other non-instructional functions are equitably distributed among staff					
A transparent information system is supported to maintain accurate school records					
Score	/35				
Instructional Leadership	5	4	3	2	1
Quality assurance practices are aligned to the school's mission and policies					
Staff professional development needs are identified and addressed systematically					
The performance of all staff members are appraised fairly and consistently					
The school curriculum is based on national development priorities and emerging global trends					
The enacted curriculum is supervised consistently using a systematic process					
Supervisory activities and the supporting documentation are aligned to a clinical process					
Mentoring, coaching, conferencing and other supervisory techniques are utilized systematically to support instructional processes					
Teaching and learning challenges are handled consistently and proactively					
Relevant and meaningful long- and short-term instructional plans are monitored carefully					
Score	/45				
Collaborative and Ethical Leadership	5	4	3	2	1
Duties relating to Board and/or School Committees are carried out judiciously					
School policies and rules are shared with parents and other stakeholders in a timely manner					
Meetings with parents/guardians are conducted periodically					
Members of the school community are encouraged to participate in school activities					
Collaboration with organizations and other community stakeholders to address conditions affecting student learning and development is facilitated as required					
Oral and written communications to members of the school community are used appropriately					
The participation of students in inter and intra-school activities is promoted and facilitated					
The confidentiality of student, staff and other school records is promoted and maintained					
Score:	/40				

B. PROFESSIONALISM	5	4	3	2	1
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;					
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;					
Job Attitude: consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;					
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;					
Attendance and Punctuality: usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;					
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;					
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission					
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;					
Professional Growth and Development: engages in professional learning opportunities					
Deportment and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;					
Score:	/50				
GENERAL COMMENTS <i>(use additional sheets if necessary)</i>					

C. PERFORMANCE RATING: Use the following steps to calculate the Performance Rating			
(1)	Section A: Strategic Leadership	Score:	= /30
	Section A: Organizational Leadership	Score:	= /35
	Section A: Instructional Leadership	Score:	= /45
	Section A: Collaborative and Ethical Leadership	Score:	= /40
	Section B: Professionalism	Score:	= /50
(2)	Sum of Scores (from (1) above)		= /200
(3)	Rating	<u>Sum of Scores</u> 40	=
D. CATEGORIES OF RATINGS			
CATEGORY 1: Ineffective (0.0 – 1.5)	<input type="checkbox"/>		
CATEGORY 2: Marginal (1.6 – 2.5)	<input type="checkbox"/>		
CATEGORY 3: Satisfactory (2.6 – 3.6)	<input type="checkbox"/>		
CATEGORY 4: Proficient (3.7 – 4.4)	<input type="checkbox"/>		
CATEGORY 5: Distinguished (4.5 – 5.0)	<input type="checkbox"/>		

E. INCREMENT		
<ul style="list-style-type: none"> • Principals rated in Categories 3, 4 and 5 shall have Annual Increment APPROVED. • Principals rated in Category 2 shall have Annual Increment: <ul style="list-style-type: none"> ○ WITHHELD where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress. ○ DEFERRED if no progress is made between the first and second appraisal • Principals rated in Category 1 shall have Annual Increment STOPPED. 		
Rating at 1st Appraisal: _____	Rating at 2nd Appraisal: _____	Average Rating: _____
<input type="checkbox"/> Increment Approved	<input type="checkbox"/> Increment Stopped	
<input type="checkbox"/> Increment Deferred	<input type="checkbox"/> Increment Withheld (Subject to further Evaluative Report)	
Rating after further Evaluative Reports: _____	<input type="checkbox"/> Increment Approved	<input type="checkbox"/> Increment Stopped

F. PROFESSIONAL DEVELOPMENT

1. Based on the foregoing Appraisal, could the Principal's performance **in this present post** be improved by training? **YES [] NO []**
2. If the answer to (1) is yes, specify nature of training required.

3. Can the training requirement specified in (2) above be provided by:
- a) the Ministry of Education? **YES [] NO []**
 b) the Managing Authority of the School? **YES [] NO []**
 c) Any institution or organization within the Country of Belize? **YES [] NO []**
4. If the answer to 3 (c) is yes, specify:
- d) the organization or institution: _____
- e) whether the training will require full-time or part-time attendance with brief details;

- f) the duration of time required to complete the training: _____
- g) the degree, or other qualification to be received at successful completion of training.

5. If the training identified in (2) above is only available abroad, specify the duration required to complete the course of training and the qualification to be received on successful completion.

6. In the light of the Principal's training needs, does he/she possess the matriculation requirements (if applicable) to undertake the course of training specified? **YES [] NO [] NOT APPLICABLE []**
7. If the answer to (6) is no, what arrangements if any, will the Principal make to acquire the necessary matriculation requirements?

- Complete (8) below for second Appraisal only
8. What training courses or seminars have the Principal attended and/or what qualifications have he/she obtained during the year prior to this Report?

G. CERTIFICATION				
Certification by the Immediate Supervisor				
I hereby certify as follows:				
1. I am the immediate Supervisor of the Principal to whom this Report relates;		YES [] NO []		
2. I have supervised his/her work for at least three months and where part of the Appraisal Period and/or the duties of the Principal have been under the supervision of another person, I have, before conducting the Appraisal, consulted with that other supervisor concerning the his/her performance.		YES [] NO []		
3. This report has been prepared with the full participation of the Principal reported on, and her/his particular attention has been drawn to the items of the Report showing her/his strengths and weaknesses.		YES [] NO []		
Signature		D	M	Y
PRINTED NAME		TITLE OF POST		
Certification by the Second Reporting Person				
I hereby certify as follows:				
1. I am the immediate Supervisor of the of the Immediate Supervisor;		YES [] NO []		
2. I am in full agreement of with the Appraisal of the Immediate Supervisor;		YES [] NO []		
3. I am not in full agreement with the Appraisal of the Immediate Supervisor, and have therefore made emendations in red alongside the first Appraisal but without making any changes in the Appraisal itself.		YES [] NO []		
Signature		D	M	Y
PRINTED NAME		TITLE OF POST		
Certification by the Principal				
I hereby certify as follows:				
1. I had full participation in the Appraisal through conferencing before and after;		YES [] NO []		
2. I consider the Appraisal to be objective and reasonable;		YES [] NO []		
3. The Appraisal is generally acceptable, and although I have minor disagreements with some details I do not wish to make any comments thereon;		YES [] NO []		
4. I have major disagreements with the Appraisal or find the Appraisal to be unacceptable, and I am herewith attaching my comments in rebuttal.		YES [] NO []		
Signature		D	M	Y
PRINTED NAME		TITLE OF POST		

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 18A

[rule 87(2)]

MINISTRY OF EDUCATION

PERFORMANCE APPRAISAL TEACHING
VICE-PRINCIPAL/HEAD OF DEPARTMENT

<p>Notes:</p> <p>a) Performance Appraisal shall be conducted <u>twice</u> yearly.</p> <p>b) The first appraisal shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>c) The second appraisal shall be conducted between the seventh and ninth month of the school's academic calendar.</p> <p>d) Each appraisal shall be carried out with full participation of the individual being appraised.</p> <p>e) The rating of the first appraisal and second appraisal shall be averaged to determine approval of increment.</p> <p>f) The Appraisal form must be completed in triplicates for distribution as follows:</p> <ul style="list-style-type: none"> • Individual being appraised, • Managing Authority • Teaching Services Commission 	BIOGRAPHICAL DATA			
	1. LICENCE #			
	2. NAME			
		<i>Last Name</i>	<i>First Name</i>	<i>Middle initial</i>
	3. PRESENT POST	4. # OF YEARS IN PRESENT POST		
	5. NAME OF SCHOOL			
	6. STRUCTURE OF SCHOOL	Check whichever is appropriate: <input type="checkbox"/> Mono-grade <input type="checkbox"/> Multi-grade		
	7. DISTRICT			
	8. MANAGING AUTHORITY			
	9. GRADE LEVEL(S) CURRENTLY TEACHING (if applicable)			
	10. COURSE(S) OR SUBJECTS CURRENTLY TEACHING (if applicable)			
	11. ACADEMIC QUALIFICATIONS (begin with the most recent achievement)	<i>Certificate, Diploma or Degree</i>		<i>Year</i>
12. PROFESSIONAL QUALIFICATIONS (begin with the most recent achievement)	<i>Certificate, Diploma or Degree</i>		<i>Year</i>	

Instructions:

To complete Sections A, B and C overleaf, refer to the key given below; for each statement, place a check mark (✓) in the column to its right under the number that best describes the manner and regularity in which the individual being appraised executed each of the performance criteria listed.

Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all

A. LEADERSHIP AND MANAGEMENT					
Strategic Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i>	5	4	3	2	1
School policies and practices are congruent with the shared school vision and mission					
The school's strategic plan is informed by the results of a school-wide assessment					
Administrative processes are organized and/or supervised as required					
Appropriate problem-solving techniques are utilized to resolve challenges or issues					
School developmental plans are spearheaded and/or monitored effectively					
Day-to-day operational plans and processes are managed proactively and efficiently					
Score	/30				
Organizational Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i>					
Day-to-day basic maintenance of equipment and facilities are carried out expeditiously					
Annual and supplemental budgets are drafted and/or adjusted in consultation with staff					
The financial and other business transactions are conducted in accordance with the approved financial management system					
Physical resources are utilized and managed effectively					
The state of school buildings and grounds are monitored and maintained appropriately					
Teaching and other non-instructional functions are equitably distributed among staff					
A transparent information system is supported to maintain accurate school records					
Score	/35				
Instructional Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i>	5	4	3	2	1
Quality assurance practices are aligned to the school's mission and policies					
Staff professional development needs are identified and addressed systematically					
The performance of all staff members are appraised fairly and consistently					
The school curriculum is based on national development priorities and emerging global trends					
The enacted curriculum is supervised consistently using a systematic process					
Supervisory activities and the supporting documentation are aligned to a clinical process					
Mentoring, coaching, conferencing and other supervisory techniques are utilized systematically to support instructional processes					
Teaching and learning challenges are handled consistently and proactively					
Relevant and meaningful long- and short-term instructional plans are monitored carefully					
Score	/45				
Collaborative and Ethical Leadership: <i>The Teaching Vice-Principal/Head of Department assists to ensure that ...</i>	5	4	3	2	1
Duties relating to Board and/or School Committees are carried out judiciously					
School policies and rules are shared with parents and other stakeholders in a timely manner					
Meetings with parents/guardians are conducted periodically					
Members of the school community are encouraged to participate in school activities					
Collaboration with organizations and other community stakeholders to address conditions affecting student learning and development is facilitated as required					
Oral and written communications to members of the school community are used appropriately					
The participation of students in inter and intra-school activities is promoted and facilitated					
The confidentiality of student, staff and other school records is promoted and maintained					
Score:	/40				

B. PEDAGOGICAL PERFORMANCE					
Planning, Preparation and Record Keeping	5	4	3	2	1
Lessons plans are available upon request					
Lesson plans are relevant to and in accordance with course outline/units of work					
Objectives in lessons are appropriate, clearly stated and valuable to learners					
The content of lessons are valid, accurate, and logically structured					
Methods/strategies/activities used in lessons are learner-focused, content appropriate and cater to a variety of learners' needs					
Assessment strategies are appropriately aligned to the content and objective(s) of lessons					
Technology and/or other instructional aids are adequately selected and well designed					
Instructional plans generally demonstrate the teacher's command of the knowledge, skills and attitudes of the subject/area of study					
Reflective thinking is evident in the evaluations of lessons					
Assessment and other pertinent student records are properly maintained					
Score:	/50				
Instruction and Assessment	5	4	3	2	1
Introductory activities are based on students' previous knowledge and suitable for the development of lessons					
Presentation of ideas and explanations are clear and helpful with appropriate use of language to facilitate meaningful learning					
Questions and questioning techniques and are effective and encourage higher level thinking					
Instructional strategies enable students to develop understanding of key concepts, skills and/or attitudes					
Instructional strategies are varied and responsive to students' learning needs					
Individualized and/or group activities are purposeful, well-facilitated and engage students as active participants in their own learning					
Assessment strategies indicate the extent to which students have met the objective(s)					
The results of assessments inform follow-up instructional plans					
Verbal and/or written feedback to students is meaningful and immediate					
Technology and/or other instructional aids are used creatively and effectively					
Score:	/50				
Learning Environment	5	4	3	2	1
An appropriate classroom management plan (including rules and procedures) has been developed and clearly communicated to students					
A clearly articulated classroom management strategy is consistently applied					
Lesson activities are appropriately sequenced and adequately timed for the students to maximize on their involvement in the lesson					
Positive student-student and student-teacher interactions are evident					
The use of praise and other motivational techniques are used appropriately and effectively					
Learner diversity (gender, language, experiences, etc.) is acknowledged and respected					
Relevance of the lessons to students' interests and abilities is apparent					
Instructional aids are creatively displayed as appropriate to reinforce content taught					
Creative management of the physical conditions make the classroom clean and attractive					
Creative management of the physical conditions make the classroom safe for students					
Score:	/50				

C. PROFESSIONALISM					
	5	4	3	2	1
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;					
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;					
Job Attitude: consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;					
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;					
Attendance and Punctuality: usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;					
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;					
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission					
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;					
Professional Growth and Development: engages in professional learning opportunities					
Department and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;					
Score:	/50				
SPECIFIC COMMENTS ON LESSON OBSERVED FOR THIS APPRAISAL EXERCISE <i>(use additional sheets if necessary)</i>					
<u>Planning and Preparation</u>					
<u>Instruction and Assessment</u>					
<u>Learning Environment</u>					

D. PERFORMANCE RATING: Use the following steps to calculate the Performance Rating			
(1)	Section A: Strategic Leadership	Score:	= /30
	Section A: Organizational Leadership	Score:	= /35
	Section A: Instructional Leadership	Score:	= /45
	Section A: Collaborative and Ethical Leadership	Score:	= /40
	Section B: Planning, Preparation and Record Keeping	Score:	= /50
	Section B: Instruction and Assessment	Score:	= /50
	Section B: Learning Environment	Score:	= /50
	Section C: Professionalism	Score:	= /50
(2)	Sum of Scores (from (1) above)		= /350
(3)	Rating	<u>Sum of Scores</u> 70	=

E. CATEGORIES OF RATINGS	
CATEGORY 1: Ineffective (0.0 – 1.5)	<input type="checkbox"/>
CATEGORY 2: Marginal (1.6 – 2.5)	<input type="checkbox"/>
CATEGORY 3: Satisfactory (2.6 – 3.6)	<input type="checkbox"/>
CATEGORY 4: Proficient (3.7 – 4.4)	<input type="checkbox"/>
CATEGORY 5: Distinguished (4.5 – 5.0)	<input type="checkbox"/>

F. INCREMENT
<ul style="list-style-type: none"> Teaching Vice-Principals/Head of Departments rated in Categories 3, 4 and 5 shall have Annual Increment APPROVED. Teaching Vice-Principals/Head of Departments rated in Category 2 shall have Annual Increment: <ul style="list-style-type: none"> WITHHELD where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress. DEFERRED if no progress is made between the first and second appraisal Teaching Vice-Principals/Head of Departments rated in Category 1 shall have Annual Increment STOPPED.
Rating at 1st Appraisal: _____ Rating at 2nd Appraisal: _____ Average Rating: _____
<input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped <input type="checkbox"/> Increment Deferred <input type="checkbox"/> Increment Withheld (Subject to further Evaluative Report)
Rating after further Evaluative Reports: _____ <input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped

G. PROFESSIONAL DEVELOPMENT

1. Based on the foregoing Appraisal, could the Teaching Vice-Principal/Head of Department's performance in this present post be improved by training? YES [] NO []
2. If the answer to (1) is yes, specify nature of training required.

3. Can the training requirement specified in (2) above be provided by:
- a) the Ministry of Education? YES [] NO []
 b) the Managing Authority of the School? YES [] NO []
 c) Any institution or organization within the Country of Belize? YES [] NO []
4. If the answer to 3 (c) is yes, specify:
- d) the organization or institution: _____
- e) whether the training will require full-time or part-time attendance with brief details;

- f) the duration of time required to complete the training: _____
- g) the degree, or other qualification to be received at successful completion of training.

5. If the training identified in (2) above is only available abroad, specify the duration required to complete the course of training and the qualification to be received on successful completion.

6. In the light of the Teaching Vice-Principal/Head of Department's training needs, does he/she possess the matriculation requirements (if applicable) to undertake the course of training specified? YES [] NO [] N/A []
7. If the answer to (6) is no, what arrangements if any, will the Teaching Principal make to acquire the necessary matriculation requirements?

- Complete (8), (9) and (10) below for second Appraisal only
8. What training courses or seminars have the Teaching Vice-Principal/Head of Department attended and/or what qualifications have he/she obtained during the year prior to this Report?

9. If no training is required for the Teaching Vice-Principal/Head of Department in this present posting, is training required to qualify him/her for promotion to the next career level? YES [] NO [] N/A []
10. If the answer to (9) is yes, specify nature of training required.

H. CERTIFICATION			
Certification by the Immediate Supervisor			
I hereby certify as follows:			
1. I am the immediate Supervisor of the Teaching Vice-Principal/Head of Department to whom this Report relates;		YES []	NO []
2. I have supervised his/her work for at least three months and where part of the Appraisal Period and/or the duties of the Teaching Vice-Principal/Head of Department have been under the supervision of another person, I have, before conducting the Appraisal, consulted with that other supervisor concerning the his/her performance.		YES []	NO []
3. This report has been prepared with the full participation of the Teaching Vice-Principal/Head of Department reported on, and her/his particular attention has been drawn to the items of the Report showing her/his strengths and weaknesses.		YES []	NO []
Signature		D	M Y
PRINTED NAME		TITLE OF POST	
Certification by the Second Reporting Person			
I hereby certify as follows:			
1. I am the immediate Supervisor of the of the Immediate Supervisor;		YES []	NO []
2. I am in full agreement of with the Appraisal of the Immediate Supervisor;		YES []	NO []
3. I am not in full agreement with the Appraisal of the Immediate Supervisor, and have therefore made emendations in red alongside the first Appraisal but without making any changes in the Appraisal itself.		YES []	NO []
Signature		D	M Y
PRINTED NAME		TITLE OF POST	
Certification by the Teaching Vice-Principal/Head of Department			
I hereby certify as follows:			
1. I had full participation in the Appraisal through conferencing before and after;		YES []	NO []
2. I consider the Appraisal to be objective and reasonable;		YES []	NO []
3. The Appraisal is generally acceptable, and although I have minor disagreements with some details I do not wish to make any comments thereon;		YES []	NO []
4. I have major disagreements with the Appraisal or find the Appraisal to be unacceptable, and I am herewith attaching my comments in rebuttal.		YES []	NO []
Signature		D	M Y
PRINTED NAME		TITLE OF POST	

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 18B

[rule 87(2)]

MINISTRY OF EDUCATION

PERFORMANCE APPRAISAL
NON-TEACHING VICE-PRINCIPAL

<p>Notes:</p> <p>a) Performance Appraisal shall be conducted twice yearly.</p> <p>b) The first appraisal shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>c) The second appraisal shall be conducted between the seventh and ninth month of the school's academic calendar.</p> <p>d) Each appraisal shall be carried out with full participation of the individual being appraised.</p> <p>e) The rating of the first appraisal and second appraisal shall be averaged to determine approval of increment.</p> <p>f) The Appraisal form must be completed in triplicates for distribution as follows:</p> <ul style="list-style-type: none"> • Individual being appraised, • Managing Authority • Teaching Services Commission 	BIOGRAPHICAL DATA			
	1. LICENCE #			
	2. NAME			
		<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
	3. PRESENT POST		4. # OF YEARS IN PRESENT POST	
	5. NAME OF SCHOOL			
	6. STRUCTURE OF SCHOOL	Check whichever is appropriate: <input type="checkbox"/> Mono-grade <input type="checkbox"/> Multi-grade		
	7. DISTRICT			
	8. MANAGING AUTHORITY			
	9. ACADEMIC QUALIFICATIONS (begin with the most recent achievement)			
<i>Certificate, Diploma or Degree</i>			<i>Year</i>	
10. PROFESSIONAL QUALIFICATIONS (begin with the most recent achievement)				
	<i>Certificate, Diploma or Degree</i>		<i>Year</i>	
<p>Instructions:</p> <p>To complete Sections A and B overleaf, refer to the key given below; for each statement, place a check mark (✓) in the column to its right under the number that best describes the manner and regularity in which the individual being appraised executed each of the performance criteria listed.</p> <p style="text-align: center;">Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all</p>				

A. LEADERSHIP AND MANAGEMENT					
Strategic Leadership: <i>The Vice-Principal assists the Principal to ensure that ...</i>	5	4	3	2	1
School policies and practices are congruent with the shared school vision and mission					
The school's strategic plan is informed by the results of a school-wide assessment					
Administrative processes are organized and/or supervised as required					
Appropriate problem-solving techniques are utilized to resolve challenges or issues					
School developmental plans are spearheaded and/or monitored effectively					
Day-to-day operational plans and processes are managed proactively and efficiently					
Score	/30				
Organizational Leadership: <i>The Vice-Principal assists the Principal to ensure that ...</i>					
Day-to-day basic maintenance of equipment and facilities are carried out expeditiously					
Annual and supplemental budgets are drafted and/or adjusted in consultation with staff					
The financial and other business transactions are conducted in accordance with the approved financial management system					
Physical resources are utilized and managed effectively					
The state of school buildings and grounds are monitored and maintained appropriately					
Teaching and other non-instructional functions are equitably distributed among staff					
A transparent information system is supported to maintain accurate school records					
Score	/35				
Instructional Leadership: <i>The Vice-Principal assists the Principal to ensure that ...</i>	5	4	3	2	1
Quality assurance practices are aligned to the school's mission and policies					
Staff professional development needs are identified and addressed systematically					
The performance of all staff members are appraised fairly and consistently					
The school curriculum is based on national development priorities and emerging global trends					
The enacted curriculum is supervised consistently using a systematic process					
Supervisory activities and the supporting documentation are aligned to a clinical process					
Mentoring, coaching, conferencing and other supervisory techniques are utilized systematically to support instructional processes					
Teaching and learning challenges are handled consistently and proactively					
Relevant and meaningful long- and short-term instructional plans are monitored carefully					
Score	/45				
Collaborative & Ethical Leadership: <i>The Vice-Principal assists the Principal to ensure that ...</i>	5	4	3	2	1
Duties relating to Board and/or School Committees are carried out judiciously					
School policies and rules are shared with parents and other stakeholders in a timely manner					
Meetings with parents/guardians are conducted periodically					
Members of the school community are encouraged to participate in school activities					
Collaboration with organizations and other community stakeholders to address conditions affecting student learning and development is facilitated as required					
Oral and written communications to members of the school community are used appropriately					
The participation of students in inter and intra-school activities is promoted and facilitated					
The confidentiality of student, staff and other school records is promoted and maintained					
Score:	/40				

B. PROFESSIONALISM					
	5	4	3	2	1
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;					
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;					
Job Attitude: consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;					
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;					
Attendance and Punctuality: usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;					
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;					
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission					
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;					
Professional Growth and Development: engages in professional learning opportunities					
Depotment and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;					
Score:	/50				
C. GENERAL COMMENTS <i>(use additional sheets if necessary)</i>					

D. PERFORMANCE RATING: Use the following steps to calculate the Performance Rating			
(1)	Section A: Strategic Leadership	Score:	= /30
	Section A: Organizational Leadership	Score:	= /35
	Section A: Instructional Leadership	Score:	= /45
	Section A: Collaborative and Ethical Leadership	Score:	= /40
	Section B: Professionalism	Score:	= /50
(2)	Sum of Scores (from (1) above)		= /200
(3)	Rating	<u>Sum of Scores</u> 40	=
E. CATEGORIES OF RATINGS			
CATEGORY 1: Ineffective (0.0 – 1.5)	<input type="checkbox"/>		
CATEGORY 2: Marginal (1.6 – 2.5)	<input type="checkbox"/>		
CATEGORY 3: Satisfactory (2.6 – 3.6)	<input type="checkbox"/>		
CATEGORY 4: Proficient (3.7 – 4.4)	<input type="checkbox"/>		
CATEGORY 5: Distinguished (4.5 – 5.0)	<input type="checkbox"/>		
F. INCREMENT			
<ul style="list-style-type: none"> • Non-Teaching Vice-Principals rated in Categories 3, 4 and 5 shall have Annual Increment APPROVED. • Non-Teaching Vice-Principals rated in Category 2 shall have Annual Increment: <ul style="list-style-type: none"> ○ WITHHELD where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress. ○ DEFERRED if no progress is made between the first and second appraisal • Non-Teaching Vice-Principals rated in Category 1 shall have Annual Increment STOPPED. 			
Rating at 1st Appraisal: _____ Rating at 2nd Appraisal: _____ Average Rating: _____			
<input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped <input type="checkbox"/> Increment Deferred <input type="checkbox"/> Increment Withheld (Subject to further Evaluative Report)			
Rating after further Evaluative Reports: _____ <input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped			

G. PROFESSIONAL DEVELOPMENT

1. Based on the foregoing Appraisal, could the Non-Teaching Vice-Principal's performance in this present post be improved by training? **YES [] NO []**
2. If the answer to (1) is yes, specify nature of training required.

3. Can the training requirement specified in (2) above be provided by:
- a) the Ministry of Education? **YES [] NO []**
 b) the Managing Authority of the School? **YES [] NO []**
 c) Any institution or organization within the Country of Belize? **YES [] NO []**
4. If the answer to 3 (c) is yes, specify:
- d) the organization or institution: _____
- e) whether the training will require full-time or part-time attendance with brief details;

- f) the duration of time required to complete the training: _____
- g) the degree, or other qualification to be received at successful completion of training.

5. If the training identified in (2) above is only available abroad, specify the duration required to complete the course of training and the qualification to be received on successful completion.

6. In the light of the Non-Teaching Vice-Principal's training needs, does he/she possess the matriculation requirements (if applicable) to undertake the course of training specified? **YES [] NO [] N/A []**
7. If the answer to (6) is no, what arrangements if any, will the Non-Teaching Vice-Principal make to acquire the necessary matriculation requirements?

- Complete (8), (9) and (10) below for second Appraisal only
8. What training courses or seminars have the Non-Teaching Vice-Principal attended and/or what qualifications have he/she obtained during the year prior to this Report?

9. If no training is required for the Non-Teaching Vice-Principal in this present posting, is training required to qualify him/her for promotion to the next career level? **YES [] NO [] N/A []**
10. If the answer to (9) is yes, specify nature of training required.

H. CERTIFICATION			
Certification by the Immediate Supervisor			
I hereby certify as follows:			
1. I am the immediate Supervisor of the Non-Teaching Vice-Principal to whom this Report relates;		YES []	NO []
2. I have supervised his/her work for at least three months and where part of the Appraisal Period and/or the duties of the Non-Teaching Vice-Principal have been under the supervision of another person, I have, before conducting the Appraisal, consulted with that other supervisor concerning the his/her performance.		YES []	NO []
3. This report has been prepared with the full participation of the Non-Teaching Vice-Principal reported on, and her/his particular attention has been drawn to the items of the Report showing her/his strengths and weaknesses.		YES []	NO []
Signature		D	M
PRINTED NAME	TITLE OF POST		
Certification by the Second Reporting Person			
I hereby certify as follows:			
1. I am the immediate Supervisor of the of the Immediate Supervisor;		YES []	NO []
2. I am in full agreement of with the Appraisal of the Immediate Supervisor;		YES []	NO []
3. I am not in full agreement with the Appraisal of the Immediate Supervisor, and have therefore made emendations in red alongside the first Appraisal but without making any changes in the Appraisal itself.		YES []	NO []
Signature		D	M
PRINTED NAME	TITLE OF POST		
Certification by the Non-Teaching Vice-Principal			
I hereby certify as follows:			
1. I had full participation in the Appraisal through conferencing before and after;		YES []	NO []
2. I consider the Appraisal to be objective and reasonable;		YES []	NO []
3. The Appraisal is generally acceptable, and although I have minor disagreements with some details I do not wish to make any comments thereon;		YES []	NO []
4. I have major disagreements with the Appraisal or find the Appraisal to be unacceptable, and I am herewith attaching my comments in rebuttal.		YES []	NO []
Signature		D	M
PRINTED NAME	TITLE OF POST		

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 18C

[rule 87(2)]

MINISTRY OF EDUCATION

PERFORMANCE APPRAISAL TEACHER

<p>Notes:</p> <p>a) Performance Appraisal shall be conducted <u>twice</u> yearly.</p> <p>b) The first appraisal shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>c) The second appraisal shall be conducted between the seventh and ninth month of the school's academic calendar.</p> <p>d) Each appraisal shall be carried out with full participation of the individual being appraised.</p> <p>e) The rating of the first appraisal and second appraisal shall be averaged to determine approval of increment.</p> <p>f) The Appraisal form must be completed in triplicates for distribution as follows:</p> <ul style="list-style-type: none"> • Individual being appraised; • Managing Authority; • Teaching Services Commission. 	BIOGRAPHICAL DATA			
	1. LICENCE #			
	2. NAME			
		<i>Last Name</i>	<i>First Name</i>	<i>Middle Initial</i>
	3. PRESENT POST			4. # OF YEARS IN PRESENT POST
	5. NAME OF SCHOOL			
	6. STRUCTURE OF SCHOOL	Check whichever is appropriate:		
		<input type="checkbox"/> Mono-grade		<input type="checkbox"/> Multi-grade
	7. DISTRICT			
	8. MANAGING AUTHORITY			
	9. GRADE LEVEL(S) CURRENTLY TEACHING (if applicable)			
	10. COURSE(S) OR SUBJECTS CURRENTLY TEACHING (if applicable)			
	11. ACADEMIC QUALIFICATIONS (begin with the most recent achievement)			
	<i>Certificate, Diploma or Degree</i>		<i>Year</i>	
12. PROFESSIONAL QUALIFICATIONS (begin with the most recent achievement)				
	<i>Certificate, Diploma or Degree</i>		<i>Year</i>	
Instructions:				
To complete Sections A and B overleaf, refer to the key given below; for each statement, place a check mark (✓) in the column to its right under the number that best describes the manner and regularity in which the individual being appraised executed each of the performance criteria listed.				
Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all				

A. PEDAGOGICAL PERFORMANCE					
Planning, Preparation and Record Keeping	5	4	3	2	1
Lessons plans are submitted on time					
Lesson plans are relevant to and in accordance with course outline/units of work					
Objectives in lessons are appropriate, clearly stated and valuable to learners					
The content of lessons are valid, accurate, and logically structured					
Methods/strategies/activities used in lessons are learner-focused, content appropriate and cater to a variety of learners' needs					
Assessment strategies are appropriately aligned to the content and objective(s) of lessons					
Technology and/or other instructional aids are adequately selected and well designed					
Instructional plans generally demonstrate the teacher's command of the knowledge, skills and attitudes of the subject/area of study					
Reflective thinking is evident in the evaluations of lessons					
Assessment and other pertinent student records are properly maintained					
Score:	/50				
Instruction and Assessment	5	4	3	2	1
Introductory activities are based on students' previous knowledge and suitable for the development of lessons					
Presentation of ideas and explanations are clear and helpful with appropriate use of language to facilitate meaningful learning					
Questions and questioning techniques and are effective and encourage higher level thinking					
Instructional strategies enable students to develop understanding of key concepts, skills and/or attitudes					
Instructional strategies are varied and responsive to students' learning needs					
Individualized and/or group activities are purposeful, well-facilitated and engage students as active participants in their own learning					
Assessment strategies indicate the extent to which students have met the objective(s)					
The results of assessments inform follow-up instructional plans					
Verbal and/or written feedback to students is meaningful and immediate					
Technology and/or other instructional aids are used creatively and effectively					
Score:	/50				
Learning Environment	5	4	3	2	1
An appropriate classroom management plan (including rules and procedures) has been developed and clearly communicated to students					
A clearly articulated classroom management strategy is consistently applied					
Lesson activities are appropriately sequenced and adequately timed for the students to maximize on their involvement in the lesson					
Positive student-student and student-teacher interactions are evident					
The use of praise and other motivational techniques are used appropriately and effectively					
Learner diversity (gender, language, experiences, etc.) is acknowledged and respected					
Relevance of the lessons to students' interests and abilities is apparent					
Instructional aids are creatively displayed as appropriate to reinforce content taught					
Creative management of the physical conditions make the classroom clean and attractive					
Creative management of the physical conditions make the classroom safe for students					
Score:	/50				

B. PROFESSIONALISM					
	5	4	3	2	1
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;					
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;					
Job Attitude: consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;					
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;					
Attendance and Punctuality: usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;					
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;					
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission					
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;					
Professional Growth and Development: engages in professional learning opportunities					
Department and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;					
Score:					/50
SPECIFIC COMMENTS ON LESSON OBSERVED FOR THIS APPRAISAL EXERCISE <i>(use additional sheets if necessary)</i>					
<u>Planning and Preparation</u>					
<u>Instruction and Assessment</u>					
<u>Learning Environment</u>					

C. PERFORMANCE RATING: Use the following steps to calculate the Performance Rating			
(1)	Section A: Planning, Preparation and Record Keeping	Score:	= /50
	Section A: Instruction and Assessment	Score:	= /50
	Section A: Learning Environment	Score:	= /50
	Section B: Professionalism	Score:	= /50
(2)	Sum of Scores (from (1) above)		= /200
(3)	Rating	<u>Sum of Scores</u> 40	=

D. CATEGORIES OF RATINGS	
CATEGORY 1: Ineffective (0.0 – 1.5)	<input type="checkbox"/>
CATEGORY 2: Marginal (1.6 – 2.5)	<input type="checkbox"/>
CATEGORY 3: Satisfactory (2.6 – 3.6)	<input type="checkbox"/>
CATEGORY 4: Proficient (3.7 – 4.4)	<input type="checkbox"/>
CATEGORY 5: Distinguished (4.5 – 5.0)	<input type="checkbox"/>

E. INCREMENT
<ul style="list-style-type: none"> • Teachers rated in Categories 3, 4 and 5 shall have Annual Increment APPROVED. • Teachers rated in Category 2 shall have Annual Increment <ul style="list-style-type: none"> ○ WITHHELD where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress. ○ DEFERRED if no progress is made between the first and second appraisal • Teachers rated in Category 1 shall have Annual Increment STOPPED.

Rating at 1st Appraisal: _____ Rating at 2nd Appraisal: _____ Average Rating: _____
<input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped <input type="checkbox"/> Increment Deferred <input type="checkbox"/> Increment Withheld (Subject to further Evaluative Report)
Rating after further Evaluative Reports: _____ <input type="checkbox"/> Increment Approved <input type="checkbox"/> Increment Stopped

F. PROFESSIONAL DEVELOPMENT

1. Based on the foregoing Appraisal, could the Teacher's performance **in this present post** be improved by training? **YES [] NO []**
2. If the answer to (1) is yes, specify nature of training required.
- _____
3. Can the training requirement specified in (1) above be provided by:
- a) the Ministry of Education? **YES [] NO []**
 b) the Managing Authority of the School? **YES [] NO []**
 c) Any institution or organization within the Country of Belize? **YES [] NO []**
4. If the answer to 3 (c) is yes, specify:
- d) the organization or institution: _____
- e) whether the training will require full-time or part-time attendance with brief details;
- _____
- f) the duration of time required to complete the training: _____
- g) the degree, or other qualification to be received at successful completion of training.
- _____
5. If the training identified in (2) above is only available abroad, specify the duration required to complete the course of training and the qualification to be received on successful completion.
- _____
6. In the light of the Teacher's training needs, does he/she possess the matriculation requirements (if applicable) to undertake the course of training specified? **YES [] NO [] NOT APPLICABLE []**
7. If the answer to (6) is no, what arrangements if any, will the Teacher make to acquire the necessary matriculation requirements?
- _____
- Complete (8), (9) and (10) below for second Appraisal only
8. What training courses or seminars have the Teacher attended and/or what qualifications have he/she obtained during the year prior to this Report?
- _____
- _____
9. If no training is required for the Teacher in this present posting, is training required to qualify him/her for promotion to the next career level? **YES [] NO [] NOT APPLICABLE []**
10. If the answer to (9) is yes, specify nature of training required.
- _____

G. CERTIFICATION			
Certification by the Immediate Supervisor			
I hereby certify as follows:			
1. I am the immediate Supervisor of the Teacher to whom this Report relates;	YES []	NO []	
2. I have supervised his/her work for at least three months and where part of the Appraisal Period and/or the duties of the Teacher have been under the supervision of another person, I have, before conducting the Appraisal, consulted with that other supervisor concerning the his/her performance.	YES []	NO []	
3. This report has been prepared with the full participation of the Teacher reported on, and her/his particular attention has been drawn to the items of the Report showing her/his strengths and weaknesses.	YES []	NO []	
		D	M
Signature			Y
PRINTED NAME	TITLE OF POST		
Certification by the Second Reporting Person			
I hereby certify as follows:			
1. I am the immediate Supervisor of the of the Immediate Supervisor;	YES []	NO []	
2. I am in full agreement of with the Appraisal of the Immediate Supervisor;	YES []	NO []	
3. I am not in full agreement with the Appraisal of the Immediate Supervisor, and have therefore made emendations in red alongside the first Appraisal but without making any changes in the Appraisal itself.	YES []	NO []	
		D	M
Signature			Y
PRINTED NAME	TITLE OF POST		
Certification by the Teacher			
I hereby certify as follows:			
1. I had full participation in the Appraisal through conferencing before and after;	YES []	NO []	
2. I consider the Appraisal to be objective and reasonable;	YES []	NO []	
3. The Appraisal is generally acceptable, and although I have minor disagreements with some details I do not wish to make any comments thereon;	YES []	NO []	
4. I have major disagreements with the Appraisal or find the Appraisal to be unacceptable, and I am herewith attaching my comments in rebuttal.	YES []	NO []	
		D	M
Signature			Y
PRINTED NAME	TITLE OF POST		

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 19A

[rule 87(4)]

MINISTRY OF EDUCATION

EVALUATION FORM – PRIMARY SCHOOL TEACHER

This form is to be completed by Primary School students of Standards 4, 5 & 6.

Teacher's Name:			
School:		Subject:	
Class Level:		Date:	

Instructions: For each of the following statements use the Key below to describe your learning experience in this teacher's class. Place a check mark (✓) in the box under the number that best describes your experience.

Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all

	5	4	3	2	1
Teaching: When this teacher teaches, he/she ...					
Speaks clearly using words that are easy to understand					
Uses clear, easy to understand instructions					
Uses different ways to help me learn					
Encourages everyone to participate in the lesson					
Uses different ways to find out what we have learnt					
Learning Environment: In this teachers' classroom ...					
The class time is used efficiently					
There are clear rules and procedures being followed					
Charts and other learning materials are used to support what is being taught					
I am encouraged and feel comfortable to share my ideas in class					
The learning environment is attractive and interesting					
Relating: This teacher ...					
Respects and treats everyone fairly					
Encourages me to do well in class					
Uses real-life examples to help me understand what is being taught.					
Gives me regular feedback on how I am performing in class					
Is always willing to give me extra assistance where necessary					
Comments:					

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 19B

[rule 87(4)]

MINISTRY OF EDUCATION

EVALUATION FORM – SECONDARY SCHOOL
TEACHER

This form is to be completed by Secondary School students of Forms 1, 2, 3 & 4.

Teacher's Name:			
School:		Subject:	
Class Level:		Date:	

Instructions: For each of the following statements use the Key below to describe your learning experience in this teacher's class. Place a check mark (✓) in the box under the number that best describes your experience.

Key: 5 – Always 4 – Most of the time 3 – Some of the time 2 – A few times 1 – Not at all

	5	4	3	2	1
Teaching: When this teacher teaches, he/she ...					
Gives clear instructions using language that I can understand					
Appears to be knowledgeable and skilled in the subject area					
Uses a variety of teaching strategies to help me learn					
Asks questions and uses questioning techniques that challenge me to think					
Uses a variety of testing methods to measure my performance					
Uses a variety of teaching aids and resources effectively					
Learning Environment: In this teachers' classroom ...					
Lesson activities are well-organized and easy to follow					
Student behavior is managed effectively					
Time is used efficiently					
I am encouraged and feel comfortable to share my ideas					
Our individual differences (ethnicity, language, gender, etc.) are respected					
Relating: This teacher ...					
Appears to be enthusiastic about what he/she is teaching					
Uses real-life examples to help me understand what is being taught					
Encourages student interaction, discussions and individual participation					
Provides me with timely feedback about my performance					
Willingly gives me additional assistance when necessary					
Comments:					

SCHEDULE III

S.I. 87 of 2012.

FORM EDR 20

[rule 87(5)]

MINISTRY OF EDUCATION

PERFORMANCE APPRAISAL
REPORT – SUPPORT STAFF

EDR 20 PERFORMANCE APPRAISAL REPORT-SUPPORT STAFF RULE 87 (4) – S.I. 87 of 2012							
Name		Title of Post					
School		Salary Per Annum					
Employment Date		Increment Date					
Appraisal Period		From	To				
Performance Ratings: An average of 2.5 and above entitles the staff member to an increment.							
Outstanding 5	Above Average 4	Average 3	Below Average 2	Poor 1			
Performance Indicators			Ratings				
1. Productivity completes work quickly, efficiently and on schedule			1	2	3	4	5
2. Job attitude & Professionalism comports himself well; presents appropriate dress & appearance			1	2	3	4	5
3. Quality Of Work work is thorough, accurate and precise; work station is well kept and organized			1	2	3	4	5
4. Dependability carries out responsibilities without being checked on; completes tasks in a timely manner			1	2	3	4	5
5. Job Knowledge versed on all aspects of the job			1	2	3	4	5
6. Initiative self-starter; acts on his own			1	2	3	4	5
7. Public Relation & Cooperation usually pleasant with others; constructive & helpful			1	2	3	4	5
8. Communication Skills utilizes appropriate channels of communications			1	2	3	4	5
9. Attendance & Punctuality maintains regular attendance; punctual and begins work immediately			1	2	3	4	5
10. Reliability Under Pressure capable of dealing with crises and emergencies without losing balance			1	2	3	4	5
Total Score is:							
This appraisal was discussed with me.		Signature of Staff Member:		Date:			
The staff member's attention has been drawn to his areas of strengths and weaknesses.		Signature of Principal:		Date:			
		Signature Board of Management:		Date:			
Increment is: Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Deferred <input type="checkbox"/>		Signature of Chief Education Officer:		Date:			

Comments of staff member under appraisal:

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 21

[rule 90(7)]

MINISTRY OF EDUCATION

APPEAL AGAINST LOSS OF INCREMENT FORM

Appeal form must be completed in TRIPPLICATE and submitted to the Teaching Service Appeals Tribunal through the Teaching Service Commission Secretariat within thirty days of receipt of notification of non-approval of Increment.				
Procedures: 1. <i>Submission of Appeal Form to Teaching Service Commission Secretariat.</i> 2. <i>Forwarding of Appeal Form to TSC Appeals Tribunal.</i> 3. <i>Decision communicated to Appellant, Managing Authority and Teaching Service Commission Secretariat.</i>	BIOGRAPHICAL DATA			
	1. LICENCE NUMBER			
	2. NAME			
		<i>Last Name</i>	<i>First Name</i>	<i>Middle Name</i>
	3. PRESENT POST			
	4. SCHOOL			
	5. DISTRICT			
	6. MANAGING AUTHORITY			
	7. Pay Scale		8. Salary	
	9. Grounds on which appeal is being made:			
	Attach all supporting documents and information.			
	10. Is this the first time your increment has not been approved? If yes, state when and the reason(s) for non-approval.			
Signature		D	M	Y

<p>Teaching Service Commission Secretariat</p> <p>Appeals Tribunal</p>	<i>FOR OFFICE USE</i>				
	Date Appeal Received:				
		D	M	Y	
	Signature				
	Decision of the Appeals Tribunal				
	Appeal Denied <input type="checkbox"/> Appeal Upheld <input type="checkbox"/>				
	Action(s) to be taken:				
	Copy 2 of Appeal Form and copy of letter to Appellant forwarded to the Managing Authority on:				
	D	M	Y		
Copy 3 of Appeal Form forwarded to Teaching Service Commission Secretariat on:					
	D	M	Y		
Signature					
	D	M	Y		

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 22

[rule 99]

MINISTRY OF EDUCATION

APPEAL AGAINST AN ORDER
FOR DISCIPLINARY MEASURES

Appeal form must be completed in <u>TRIPPLICATE</u>.			
1. Appeals against an order of Suspension, Dismissal or Termination of Services must be submitted within thirty (30) days of receipt of such order to the Teaching Service Appeals Tribunal.			
2. Appeals against decision by Managing Authority, with the approval of the Commission to uphold an order of Suspension, Dismissal or Termination of Services must be submitted to the Teaching Service Appeals Tribunal within thirty (30) days of receipt of the decision.			
3. Appeals against disciplinary measures other than an order of Suspension, Dismissal or Termination must be submitted within thirty (30) days of receipt such order.			
1. Licence Number			
2. Name of Appellant (Dr., Mr., Mrs., Ms., Miss)	Last Name	First Name	Middle Initial
3. School Name		4. School No.	
5. Managing Authority		.District	
7. Appeal against (tick as appropriate)			
<input type="checkbox"/> Suspension, Dismissal or Termination. (Appeal 1 above)			
<input type="checkbox"/> Decision of Commission to uphold order of Suspension, Dismissal or Termination (Appeal 2 above)			
Specify:			
<input type="checkbox"/> An order of disciplinary measure taken as a result of Rule 99 (1) (Appeal 3 above)			
Specify:			
<input type="checkbox"/> Other (Appeal 3 above):			

8. Grounds on which the Appeal is being made:			
Attach all relevant documents and information.			
Signature		D	M
		Y	

<p><i>Teaching Service Appeals Tribunal</i></p>	FOR OFFICE USE								
	Date Appeal Received: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 100px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> <td style="text-align: center;">Signature</td> </tr> </table>					D	M	Y	Signature
	D	M	Y	Signature					
	Date Appeal Received: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 100px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> <td style="text-align: center;">Signature</td> </tr> </table>					D	M	Y	Signature
	D	M	Y	Signature					
	Signature <table border="1" style="display: inline-table; border-collapse: collapse; margin-left: 20px;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> </tr> </table>				D	M	Y		
	D	M	Y						
Date Appeal Received: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 100px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> <td style="text-align: center;">Signature</td> </tr> </table>					D	M	Y	Signature	
D	M	Y	Signature						
Decision of the Teaching Service Appeals Tribunal <ul style="list-style-type: none"> <input type="checkbox"/> Order of Disciplinary Measure Upheld. <input type="checkbox"/> Order of Disciplinary Measure Not Upheld. 									
Action(s) to be taken: 									
Signature <table border="1" style="display: inline-table; border-collapse: collapse; margin-left: 20px;"> <tr> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> <td style="width: 30px; height: 20px;"></td> </tr> <tr> <td style="text-align: center; font-size: 8px;">D</td> <td style="text-align: center; font-size: 8px;">M</td> <td style="text-align: center; font-size: 8px;">Y</td> </tr> </table>				D	M	Y			
D	M	Y							

S.I. 87 of 2012.

SCHEDULE III

FORM EDR 23

[rule 89(3)]

INCREMENT CERTIFICATE

INCREMENT CERTIFICATE						
Name:			Social Security #:			
School:						
Post:			Teacher License:			
Qualification:			Salary Scale:			
Present Rate of Salary:			Amount of Increment:			
New Rate of Salary:			Increment date:			
PERFORMANCE RATINGS (Indicators are explained overleaf)						
Distinguished		Proficient	Satisfactory	Marginal	Ineffective	
5		4	3	2	1	
Always		Most of the time	Some of the time	A few times	Not at all	
1.	Planning, Preparation and Record Keeping	5	4	3	2	1
2.	Instruction and Assessment	5	4	3	2	1
3.	Learning Environment	5	4	3	2	1
4.	Classroom Management	5	4	3	2	1
5.	Evaluation and assessment	5	4	3	2	1
6.	Cooperation	5	4	3	2	1
7.	Initiative	5	4	3	2	1
8.	Job Attitude	5	4	3	2	1
9.	Reliability under Pressure	5	4	3	2	1
10.	Attendance and Punctuality	5	4	3	2	1
11.	Dependability	5	4	3	2	1
12.	Leadership	5	4	3	2	1
13.	Self-Evaluation/Reflection	5	4	3	2	1
14.	Professional Development	5	4	3	2	1
15.	Department and Conduct	5	4	3	2	1
16.	Extra curricular activities	5	4	3	2	1
17.	Relationship with colleagues and Admin	5	4	3	2	1
RECOMMENDED/NOT RECOMMENDED			Principal (Signature)			
RECOMMENDED/NOT RECOMMENDED			General Manager / Chairman, Board of Management (Signature)			
This evaluation has been discussed with me.						
Teacher:			Date:			
APPROVED/NOT APPROVED			CHIEF EDUCATION OFFICER			
Remarks:						
If the teacher disagrees with the above ratings, he/she should state on this form his/her reasons for disagreement.						

INSTRUCTIONS

1. The Principal is to rate the teacher's performance based on observations and records.
2. The Principal and the teacher must discuss the results of the appraisal.
3. The teacher is provided an opportunity to react to the evaluator's ratings and comments.
4. The Principal and the teacher must sign the instrument in the assigned spaces.
5. A copy of the instrument must be filed in the teacher's p-file.

Rating Scale Calculations:

(a) Score each item. (b) Add the points to find the total points earned. (c) Divide by 17 to find the average.

Performance Indicators

Planning, Preparation and Record Keeping
Lessons plans are submitted on time
Lesson plans are relevant to and in accordance with course outline/units of work
Objectives in lessons are appropriate, clearly stated and valuable to learners
The content of lessons are valid, accurate, and logically structured
Methods/strategies/activities used in lessons are learner-focused, content appropriate and cater to a variety of learners' needs
Assessment strategies are appropriately aligned to the content and objective(s) of lessons
Technology and/or other instructional aids are adequately selected and well designed
Instructional plans generally demonstrate the teacher's command of the knowledge, skills and attitudes of the subject/area of study
Reflective thinking is evident in the evaluations of lessons
Assessment and other pertinent student records are properly maintained
Instruction and Assessment
Introductory activities are based on students' previous knowledge and suitable for the development of lessons
Presentation of ideas and explanations are clear and helpful with appropriate use of language to facilitate meaningful learning
Questions and questioning techniques and are effective and encourage higher level thinking
Instructional strategies enable students to develop understanding of key concepts, skills and/or attitudes
Instructional strategies are varied and responsive to students' learning needs
Individualized and/or group activities are purposeful, well-facilitated and engage students as active participants in their own learning
Assessment strategies indicate the extent to which students have met the objective(s)
The results of assessments inform follow-up instructional plans
Verbal and/or written feedback to students is meaningful and immediate
Technology and/or other instructional aids are used creatively and effectively
Learning Environment
An appropriate classroom management plan (including rules and procedures) has been developed and clearly communicated to students
A clearly articulated classroom management strategy is consistently applied
Lesson activities are appropriately sequenced and adequately timed for the students to maximize on their involvement in the lesson
Positive student-student and student-teacher interactions are evident
The use of praise and other motivational techniques are used appropriately and effectively
Learner diversity (gender, language, experiences, etc.) is acknowledged and respected
Relevance of the lessons to students' interests and abilities is apparent
Instructional aids are creatively displayed as appropriate to reinforce content taught
Creative management of the physical conditions make the classroom clean and attractive
Creative management of the physical conditions make the classroom safe for students

PROFESSIONALISM
Cooperation: usually cooperative, helpful and supportive in carrying out planned activities;
Initiative: self-starter; improvises solutions; frequently originates complete suggestions and ideas which provide fresh insight and broader perspectives;
Job Attitude: consistently sustains motivation to do best possible job; conscientious and enthusiastic in carrying out tasks; does more than his/her share of work when required;
Reliability under Pressure: unflustered, calm and reliable; capable of dealing with crises and emergencies without losing balance;
Attendance and Punctuality: usually punctual to school and classes; begins work immediately and is present on the job during regular working hours; is normally present to participate in other non-instructional school activities;
Dependability: carries out responsibilities without being checked on; seeks advice as appropriate and brings difficulties to the attention of the administration when necessary;
Leadership: inspires collaboration; facilitates progress; promotes school vision and mission
Self-Evaluation/Reflection: inspires independent thinking; engages in reflective practice;
Professional Growth and Development: engages in professional learning opportunities
Department and Conduct: acts in compliance with school and other education rules; comports self in a manner that is consistent with the teaching profession;

Interpretations:

CATEGORY 1: Ineffective (0.0 – 1.5)

CATEGORY 2: Marginal (1.6 – 2.5)

CATEGORY 3: Satisfactory (2.6 – 3.6)

CATEGORY 4: Proficient (3.7 – 4.4)

CATEGORY 5: Distinguished (4.5 – 5.0)

- Teachers rated in Categories 3, 4 and 5 shall have Annual Increment **APPROVED**.
- Teachers rated in Category 2 shall have Annual Increment:
 - **WITHHELD** where progress made between the first and second appraisal pending further evaluative reports within three months of the second appraisal to affirm continued progress.
 - **DEFERRED** if no progress is made between the first and second appraisal
- Teachers rated in Category 1 shall have Annual Increment **STOPPED**.

SCHEDULE IV

S.I. 87 of 2012.

[rules 71(2)(c) and 72(6)]

There shall be a minimum of two formal appraisals conducted annually for each Teaching or Non-Teaching Principal, Teaching and Non-Teaching Vice-Principal, Head of Department, Teacher and Non-Teaching Staff employed in any school in Belize. Each appraisal exercise shall be carried out with full participation of the individual being appraised.			
FORMAL APPRAISALS	FORM	TIME TO COMPLETE	SUBMIT TO COMMISSION
APPRAISAL OF TEACHING PRINCIPALS	EDR 17A	The first appraisal of a Teaching Principal shall be conducted between the third and fifth month of the school's academic calendar. The second appraisal of a Teaching Principal shall be conducted between the seventh and ninth month of the school's academic calendar.	This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar. This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.
APPRAISAL OF NON-TEACHING PRINCIPALS	EDR 17B	The first appraisal of a Non-Teaching Principal shall be conducted between the third and fifth month of the school's academic calendar. The second appraisal of a Non-Teaching Principal shall be conducted between the seventh and ninth month of the school's academic calendar.	This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar. This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.
APPRAISAL OF TEACHING VICE-PRINCIPALS	EDR 18A	The first appraisal of a Teaching Vice-Principal shall be conducted between the third and fifth month of the school's academic calendar. The second appraisal of a Teaching Vice-Principal shall be conducted between the seventh and ninth month of the school's academic calendar.	This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar. This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.
APPRAISAL OF NON-TEACHING VICE-PRINCIPALS	EDR 18B	The first appraisal of a Non-Teaching Vice-Principal shall be conducted between the third and fifth month of the school's academic calendar. The second appraisal of a Non-Teaching Vice-Principal shall be conducted between the seventh and ninth month of the school's academic calendar.	This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar. This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.
APPRAISAL OF HEADS OF DEPARTMENT	EDR 18A	The first appraisal of a Head of Department shall be conducted between the third and fifth month of the school's academic calendar. The second appraisal of a Head of Department shall be conducted between the seventh and ninth month of the school's academic calendar.	This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar. This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.

		the school's academic calendar.	school's academic calendar.
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APPRAISAL OF TEACHERS	EDR 18C	<p>The first appraisal of a Teacher shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>The second appraisal of a Teacher shall be conducted between the seventh and ninth month of the school's academic calendar.</p>	<p>This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar.</p> <p>This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.</p>
APPRAISAL OF SUPPORT STAFF	EDR 20	<p>The first appraisal of a Support Staff shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>The second appraisal of a Support Staff shall be conducted between the seventh and ninth month of the school's academic calendar.</p>	<p>This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar.</p> <p>This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.</p>
<p>APPRAISALS OF TEACHERS DURING PROBATIONARY PERIOD:</p> <ol style="list-style-type: none"> 1. All new Teachers in possession of Full Licence to serve probationary period. 2. Such Probationary period may be up to two calendar years 3. Managing Authority may appoint teacher at the end of first probationary year. 4. Clinical and formative supervision of teacher on probation should be conducted on a regular basis during the probationary period. 		<p>The first appraisal of a Teacher on Probation shall be conducted between the third and fifth month of the school's academic calendar.</p> <p>The second appraisal of a Teacher Probation shall be conducted between the seventh and ninth month of the school's academic calendar.</p>	<p>This first appraisal report shall be submitted no later than the sixth month of the school's academic calendar.</p> <p>This second appraisal report shall be submitted no later than the tenth month of the school's academic calendar.</p> <p>Formative evaluation reports shall accompany each appraisal report for a Teacher on Probation.</p>

SCHEDULE V

S.I. 87 of 2012.

*[rule 74(1)]**Retirement Application Procedure for Teachers*

	Teacher submits to Managing Authority:	Managing Authority submits to the Secretariat	Secretariat prepares:
Resignation	<ul style="list-style-type: none"> • Resignation letter (including date of resignation & benefit option) • Social Security Card • Marriage Certificate • Divorce Certificate • Birth Certificate/ Passport <p><i>Note: there must be at least one calendar month's notice</i></p>	Acceptance Letter including the following: <ul style="list-style-type: none"> • Period of service • Allowances received • Leave Taken; and • Salary 	<ul style="list-style-type: none"> • Service Record • Memo to: Treasury
Early Retirement	<ul style="list-style-type: none"> • Justification letter (including date of retirement & benefit option) • Social Security Card • Marriage Certificate • Divorce Certificate • Birth Certificate/ Passport <p><i>Note: application is made one year prior to retirement date</i></p>	Endorsement Letter including the following: <ul style="list-style-type: none"> • Period of service • Allowances received • Leave Taken; and • Salary 	<ul style="list-style-type: none"> • Service Record • Memo to: Public Service Treasury
Retirement Due to Age	<ul style="list-style-type: none"> • Retirement Application letter (including date of resignation & benefit option) • Social Security Card • Marriage Certificate • Divorce Certificate • Birth Certificate/ Passport <p><i>Note: application is made one year prior to retirement date</i></p>	Endorsement Letter including the following: <ul style="list-style-type: none"> • Period of service • Allowances received • Leave Taken; and • Salary 	<ul style="list-style-type: none"> • Service Record • Memo to: Public Service Treasury
Medical Grounds	<ul style="list-style-type: none"> • Retirement Application letter • Medical Report • Social Security Card • Marriage Certificate • Divorce Certificate • Birth Certificate/ Passport 	Endorsement Letter including the following: <ul style="list-style-type: none"> • Period of service • Allowances received • Leave Taken; and • Salary 	<ul style="list-style-type: none"> • Service Record • Memo to: Director of Health Public Service Treasury

S.I. 87 of 2012.

SCHEDULE VI

*[rules 92A and 93]**Disciplinary Procedures and Guidelines
on Consequences for Minor Offences*

The disciplinary processes outlined below provide guidance for a progressive discipline approach and are intended to offer the teacher an opportunity and support to improve his performance. It is therefore critical that Managing Authorities or others designated by them utilize reasonable, good judgment in deciding when to take each next step in the process so as to initially promote teacher improvement rather than being punitive at the outset in sanctioning the teacher for every instance of the offence.

Offence	Repeated tardiness in reporting for duty or unexcused absences
Step 1	Hold informal discussion with teacher bringing the offence(s) to the teacher's attention; arrange appropriate support to prevent future offence if warranted; place note in teacher's p-file recording date, nature and outcome of the discussion. This shall constitute an oral reprimand.
Step 2	Hold informal discussion with teacher bringing the offence to the teacher's attention; arrange appropriate support to prevent future offence if warranted; place in teacher's p-file recording nature date, nature and outcome of the discussion. This shall constitute an oral reprimand.
Step 3	First written reprimand given to the teacher. The written reprimand should specify the offence(s) (the rules/regulations broken), refer to previous oral reprimands, mention any support arranged or offered in the past, explain the next steps in the process if there is a failure to improve on the part of the teacher and state that it is an official reprimand. The written reprimand should be copied to the teacher's p-file.
Step 4	Second written reprimand given to the teacher. The written reprimand should specify the offence(s) (the rules/regulations broken), refer to previous oral and written reprimands, mention any support arranged or offered in the past, explain the next steps in the process if there is a failure to improve on the part of the teacher and state that it is an official reprimand. The written reprimand should be copied to the teacher's p-file.
Step 5	Where the teacher's tardiness still does not improve, review the case history; if warranted, serve the teacher with disciplinary charges for the repeated minor offence which has now become a major offence.
Step 6	Follow rule 93(5)-(13) disciplinary proceedings for major offences.
Offence	Campaigning actively in school for or against any political party or candidate in any national or municipal election
Step 1	Hold informal discussion with teacher bringing the offence to the teacher's attention; arrange appropriate support to prevent future offence if warranted; place in teacher's p-file recording date, nature and outcome of the discussion. This shall constitute an oral reprimand.
Step 2	First written reprimand given to the teacher. The written reprimand should specify the offence (the rules/regulations broken), refer to previous oral reprimands, mention any support arranged or offered in the past, explain the next steps in the process if there is a failure to improve on the part of the teacher and state that it is an official reprimand. The written reprimand should be copied to the teacher's p-file.
Step 3	Where the teacher fails to correct the misconduct, review the case history; if warranted, serve the teacher with disciplinary charges for the repeated minor offence which has now become a major offence.
Step 4	Follow rule 93(5)-(13) disciplinary proceedings for major offences.

Offence	Failure to do lesson plans, failure to submit grade reports, failure to maintain student records, repeated neglect of duties, or failure to participate in professional development workshops, seminars, or programmes as required
Step 1	Hold informal discussion with teacher bringing the offence to the teacher's attention; arrange appropriate support to prevent future offence if warranted; place in teacher's p-file recording date, nature and outcome of the discussion. This shall constitute an oral reprimand.
Step 2	First written reprimand given to the teacher. The written reprimand should specify the offence (the rules/regulations broken), refer to previous oral reprimands, mention any support arranged or offered in the past, explain the next steps in the process if there is a failure to improve on the part of the teacher and state that it is an official reprimand. The written reprimand should be copied to the teacher's p-file.
Step 3	Where the teacher fails to correct the misconduct, review the case history; if warranted, serve the teacher with disciplinary charges for the repeated minor offence which has now become a major offence.
Step 4	Follow rule 93(5)-(13) disciplinary proceedings for major offences.
Offence	Use of school property or facilities without permission
Step 1	Hold informal discussion with teacher bringing the offence to the teacher's attention; arrange appropriate support to prevent future offence if warranted; place in teacher's p-file recording date, nature and outcome of the discussion. This shall constitute an oral reprimand.
Step 2	First written reprimand given to the teacher. The written reprimand should specify the offence (the rules/regulations broken), refer to previous oral reprimands, mention any support arranged or offered in the past, explain the next steps in the process if there is a failure to improve on the part of the teacher and state that it is an official reprimand. The written reprimand should be copied to the teacher's p-file.
Step 3	Where the teacher fails to correct the misconduct, review the case history; if warranted, serve the teacher with disciplinary charges for the repeated minor offence which has now become a major offence.
Step 4	Follow rule 93(5)-(13) disciplinary proceedings for major offences.

CHAPTER 36**EDUCATION AND TRAINING (SELECTION OF
REPRESENTATIVES OF PARENTS TO THE
TEACHING SERVICE COMMISSION) RULES****ARRANGEMENT OF RULES**

1. Citation.
 2. Interpretation.
 3. Nomination process.
 4. Duty of appropriate authority.
 5. Selection process.
 6. Commencement.
-

CHAPTER 36

S.I. 121 of 2010.

**EDUCATION AND TRAINING (SELECTION OF
REPRESENTATIVES OF PARENTS TO THE
TEACHING SERVICE COMMISSION) RULES***(section 72)**[1st December, 2010]*

Citation.

1. These Rules may be cited as the

**EDUCATION AND TRAINING (SELECTION OF
REPRESENTATIVES OF PARENTS TO THE
TEACHING SERVICE COMMISSION) RULES.**

2. In these Rules—

Interpretation.

“appropriate authority” means the respective denominational Central Governing Board or Commission of denominational primary and secondary schools;

“qualified person” means a person who has fulfilled the requirements specified in section 15(3), (4), and (5) of the Act and is not disqualified thereunder;

“region” means the Northern Districts, Central Districts or the Southern Districts.

3.-(1) Prior to the date of the special meeting convened pursuant to section 15(6) of the Act, the appropriate authority shall nominate one qualified person from each of the regions to represent parents on the Commission.

Nomination process.

(2) The appropriate authority shall ensure that primary and secondary schools of their denomination are given the opportunity to select qualified persons from denominational primary and denominational secondary schools from which nominations pursuant to subrule (1) may be made.

(3) Where a selection is made under subrule (2), the denominational primary school or denominational secondary school, as the case may be, shall submit to the appropriate authority proof of election to office of that person so selected, in accordance with section 15(2)(b)(viii) and (5) of the Act.

4. The appropriate authority shall immediately after the nominations are made, inform the Ministry of the persons nominated under rule 3(1) above and shall provide proof of election to office of those persons so nominated, in accordance with section 15(2)(b)(viii) and (5) of the Act.

Duty of appropriate authority.

5. Where the Ministry convenes a special meeting in accordance with section 15(6) of the Act, for the purpose of selection of representatives of parents under section

Selection process.

15(2)(b)(viii) of the Act, the nominees shall elect from amongst themselves the person from each region to represent parents on the Commission.

Commencement. **6.** These Rules come into force on the 1st day of December, 2010.

MADE by the Minister responsible for Education after joint consultation with the Education Council and the TVET Council this 15th day of November, 2010.

(PATRICK FABER)
Minister of Education
